

HISTORY 204

Dickinson College
Spring 2010
Wednesday 130pm
Denny 112

Introduction to Historical Methods

Matthew Pinsker
Office: Denny 113 (Tel: 245-1350)
Hours: Tue/Thu 3-4 & Wed. 10-12
Email: pinskerm@dickinson.edu

“I get curious about a problem and start reading up on it.”
--William H. McNeill

Required Texts (On reserve and at The Whistlestop Bookshop, 129 W. High Street)

Gaddis, John Lewis. *Landscape of History*. New York: Oxford, 2004.
Wineburg, Sam. *Historical Thinking and Other Unnatural Acts*. Philadelphia: Temple, 2001.

Additional Readings

(Feb 4) Spiegelman Lecture:

Doherty, Thomas. “Art Spiegelman’s Maus: Graphic Art and the Holocaust,” *American Literature* 68 (March 1996): 69-84 [JSTOR].

(March 3) The Other Founders:

--Ulrich, Laurel Thatcher. “‘The Living Mother of a Living Child’: Midwifery and Mortality in Post-Revolutionary New England,” *William and Mary Quarterly* 46 (Jan. 1989): 27-48 [JSTOR].
--Cornell, Saul. “Aristocracy Assailed: The Ideology of Backcountry Anti-Federalism,” *Journal of American History* 76 (March 1990): 1148-1172 [JSTOR].

(March 10) Diamond v. The McNeills:

--Diamond, Jared. “Why Did Human History Unfold Differently On Different Continents For The Last 13,000 Years?” April 23, 1997, http://www.edge.org/3rd_culture/diamond/diamond_p1.html.
--McNeill, J.R. “The World According to Jared Diamond,” *History Teacher* 34 (Feb. 2001): 165-174.
--McNeill, William H. “World History and the Rise and Fall of the West,” *Journal of World History* 9 (Fall 1998): 215-236 [JSTOR].

(March 24) Under the Fifties:

--Boyle, Kevin. “The Kiss: Racial and Gender Conflict in a 1950s Automobile Factory,” *Journal of American History* 84 (Sep. 1997): 496-523 [JSTOR].
--Moffat, K. Wendy. “Political Metaphors: Teaching on a Cold-War Campus,” *John & Mary’s Journal* 14 (2001): 31-51 [HANDOUT].

(April 14) In the Field:

--Young, Alfred F. “Revolution in Boston? Eight Propositions for Public History on the Freedom Trail,” *Public Historian* 25 (Spring 2003): 17-41 [JSTOR].

(April 21) On the Internet:

“Abraham Lincoln at 200: History and Historiography,” *Journal of American History*, <http://www.journalofamericanhistory.org/projects/lincoln/>.

(April 28) On Film:

--Toplin, Robert Brent. “The Filmmaker as Historian,” *American Historical Review* 93 (Dec. 1988): 1210-27 [JSTOR].

Attendance and Participation

Attendance is mandatory and participation will be evaluated. Under ordinary circumstances, more than one unexcused absence will result in a reduction in final grades. Good participation requires both informed answers and thoughtful questions. Students will also be evaluated through occasional assignments that will be discussed in advance and evaluated.

House Divided Collections

Students will be required to build a mini-digital collection of documents and images concerning one of four prominent Dickinsonians from the nineteenth century: Roger Taney, James Buchanan, Spencer Baird, or Moncure Conway. Successful collections will then be featured in the House Divided Project. Each student will have to assemble five items in digital format and provide each with headnotes (150 words or less that provide overall context and introduction), transcriptions (where relevant or necessary) and footnotes (up to six brief notes that define words or identify figures). The entire mini-collection should be described in a brief finding aid essay (500 - 1,000 words) that explains how these items fit together to illustrate a facet of the subject's life. Finally, students must also prepare a selected bibliography to help show interested researchers where they might turn for more information. Each collection must contain at least three different types of items from the following list: letters, diaries, newspapers, pamphlets, rare books, photographs, illustrations, court records, government records, speeches, sermons, or recollections. Students may use excerpts for any documents that exceed one or two pages of text. The House Divided Collections will be due via email on Friday, February 26. Late submissions will be penalized at the rate of 5 points per day.

Narrative Essay

Students will be required to write and revise a 10-12 page historical narrative essay (typed, double-spaced with separate title page, bibliography and using Chicago-style footnotes within the body of the essay). Topics may cover any region or historic era but students must use both primary and secondary sources and will be required to receive approval for their work at several stages. One-page topic descriptions will be due in class on March 10. Timelines and annotated bibliographies will be due on March 24. Draft essays will be due via email on March 31. The draft essays must also include three different styles of possible openings (this element of the assignment will be discussed further in class). The essays must then be revised based on feedback and resubmitted via email by Friday, April 23, 2010 at 5pm. Late essays will be penalized at 5 points per day.

Presentations

On the final day of class, students will make 10 minute instructional presentations on any historical subject of their choosing. The presentations must meet several guidelines, however. The subjects must be suitable for K-12 classroom instruction. They must include some type of multi-media / technology component (such as PowerPoint, Photostory, Internet display, database usage, film clip, audio clip, etc.). They must utilize at least one leading scholarly source such as a historical monograph or journal article for context and insight. They must also incorporate some form of site-based or geographical analysis. And finally, students must submit a written lesson plan that outlines the presentation, explains how it promotes historical thinking, and documents all of its sources. Students will receive a template for the lesson plan in advance. Under normal circumstances, make up presentations will not be allowed.

Grade Distribution

Participation	30%
House Divided Collection	20%
Narrative Essay	30%
Presentation	20%

Class Schedule

Day	Date	Topic	Reading Assignment
Wednesday	1/27	Methods & Expectations	---
PART 1		READING HISTORY	
Wednesday	2/3	As Historians <i>Mapping, Metaphors, Methods</i>	Gaddis (whole)
Thursday	2/4	Lecture: Art Spiegelman (ATS, 7pm)	Doherty article
Wednesday	2/10	Images <i>Illustrations, Photographs, Maps</i>	Wineburg, 113-136 Gaddis, 1-52
Wednesday	2/17	Documents (Location: Archives) <i>Manuscripts, Newspapers, Records</i>	Wineburg, 3-27, 63-112 Gaddis, 53-109
Wednesday	2/24	Memories (Location: Archives) <i>Rare Books, Recollections, Folklore</i>	Wineburg, 217-55, Gaddis, 111-51
Friday	2/26	Email submission	Collections Due By 5pm
PART 2		WRITING HISTORY	
Wednesday	3/3	Research Logistics <i>Topics, Sources, Notes</i>	The Other Founders (Ballard, Cornell)
Wednesday	3/10	Composition Principles <i>Argument, Structure, Prose</i> <i>Spring Break, Week of March 15-19</i>	Diamond v. The McNeills Topics due
Wednesday	3/24	Editing Protocols <i>Citing, Fact-checking, Revising</i>	Under the Fifties (Boyle, Moffat) Timelines & Bibliographies due
Monday	3/29	History & Plagiarism (Denny 110, 130pm) <i>Special class discussion</i>	
Wednesday	3/31	NO CLASS // Email submission	Draft Essays due By 5pm
PART 3		PRESENTING HISTORY	
Wednesday	4/7	In the Classroom <i>K-12, Undergraduate, Graduate</i>	Wineburg, 28-60, 139-214
Wednesday	4/14	In the Field <i>Sites, Museums, Memorials</i>	Young article Field trip assignment
Wednesday	4/21	On the Internet <i>Websites, Databases, Social Media</i>	Lincoln at 200 website
Friday	4/23	Email submission	Revised Essays due By 5pm
Wednesday	4/28	On Film <i>Video, Documentaries, Movies</i>	Toplin article Film clip assignment
Wednesday	5/5	Lessons & Legacies	Presentations