THEORY & PRACTICE OF HISTORY:
An Introduction to the Major

COURSE DESCRIPTION:

This course will introduce you to the discipline of History. It asks, among many other questions, why History has one foot in the Humanities and one in the Social Sciences. It asks how and why History’s method of inquiry is different from that of other disciplines, and what disagreements have developed within the profession over the years of its existence. It also asks how historians “do” history, and how we know what we know about the past.

The course will cover:
(1) Historiography, the history of thinking about history and doing history;
(2) Historical methodologies: approaches to doing history;
(3) Practical History: how we “do” history through research, analysis, and writing;
(4) Historical controversies: how history is used and disputed in national and political contexts (examples include the Enola Gay Exhibit; the recent Supreme Court case D.C. vs. Heller; the National History Standards).

Required Books:

Required Assignments
• Library exercise 5%
• Three reaction papers 15% (5% each)
• Comprehensive Bibliography 10%
• Annotated bibliography 10%
• Primary source analysis 10%
• Book review 15%
• 10 page final paper 25%
• Class Participation 10%

OFFICE HOURS & CONTACT INFORMATION

Mondays and Tuesdays, 4:00 - 5:00, in Room KC 554 and by appointment. I am also available by telephone (303/556-4497) and e-mail <pamela.laird@ucdenver.edu>.

Everyone must visit me at least once in my office by appointment. Individualized discussions can be especially beneficial for framing analytical questions and directing research strategies. I will be glad to discuss other matters, as well.
DETAILS ON ASSIGNMENTS AND GRADING

Except for serious reasons of health, disability, or family crisis, about which you give me prior notification, late papers will be penalized one-third of a grade for each day late. Each assignment other than the two versions of the term paper must be turned in by 5:00 of the day it is due through Blackboard, which you can access with your student ID. You should bring some assignments to Blackboard, including for class discussion.

Class Participation:
This includes attendance and active participation in class discussions. You should come to class prepared, having done the readings and taken notes on the material. I will circulate an attendance sheet at each meeting and may give quizzes on the reading at any time. The more clearly you demonstrate your understanding of and engagement with the assigned reading through class discussion, the better your grade will be.

Class participation will also include helping to initiate discussions on a regular basis. Two students will sign up for each class date marked with an asterisk. On that day, they will initiate discussions by raising two or three points of interest based on the readings for that day. This is not to be a formal presentation; it will be evaluated according to how effectively it encourages discussion of the readings. As a general rule, neither making comparisons of the past with the present nor asking for predictions of the future will lead to fruitful discussions. On the other hand, making or asking for comparisons between time periods or regions or technologies can be quite fruitful. Design your points or questions so that everyone will be able to respond to them from class readings or discussions. We are seeking analyses and explanations, connections, not summaries; you may point out or critique logic, evidence, and arguments. Of course, anyone can ask questions at any time, and the class will appreciate all thoughtful questions and ideas.

- An A-range grade for participation means that you always come to class having done the reading, and you demonstrate this through active discussion of the assigned material on a consistent basis in small-group and whole-class settings.
- A B-range grade for participation means that you generally come to class having done the reading and demonstrate this through participation in small-group and/or whole-class settings.
- A C-range grade for participation means that you do not clearly demonstrate your engagement with the reading material through participation in class discussion.
- A D-range grade for participation means that you show little evidence of having done the reading, and you do not participate in class discussion.
- An F for participation means that you show no regard for readings assignments nor engagement with the class.

Library Assignment: due Week 3
For this assignment, you will be given a search on the topic of the death penalty to pursue in the library, along with directions on how to go about finding appropriate and useful sources. This will accustom you to using a variety of library resources for historical research and will give you a model for the preparation of the comprehensive bibliography.
Three Reaction Papers: due as specified in the syllabus
During the course of the semester, you will write three one-page, single-spaced, papers responding to your choice of readings in Sections One, Two, and Four. These are noted on the syllabus. Each paper should in some way address what the reading says about the theory and/or practice of history.

Research Project Proposal: due Week 4
As you work toward your final paper, you will submit a proposal that describes the project as well as you can at the time. The proposal should include your topic, your research question, and, if possible, a sense of the significance (the “so what”) of your research. As a starting point, you can use the formula “I am working on x to learn more about y so that my readers can better understand z.” (Booth, et al, The Craft of Research).

Primary Source Analysis: due Week 6
This assignment asks you to examine a collection of primary sources to be provided. Using your tools of historical analysis and critical thinking, you will construct an argument about the history to which the primary sources point. This exercise allows you to practice doing what historians do: analysis of primary sources and creation of a narrative based on the sources. In about 1200-1500 words, you will demonstrate their potential as evidence using the tools of historical analysis and critical thinking that we have been discussing. Then, in class, we will examine the sources together and discuss the narratives you have produced.

Research Project Comprehensive Bibliography: due Week 7
Prepare a comprehensive secondary source bibliography on your chosen topic. Use all resources available to you to try to find as many sources—books and journal articles—as you can that are relevant to your project. From this list, you will narrow down the items most suited for your annotated bibliography, which will give you a good historiographical overview of your topic.

Book Review: due Week 9
Everyone will read Cradle of the Middle Class and write a 2-3 page review (700-900 words). We will then discuss the book together in class and compare reviews. A book review is a critical analysis of an author’s work, not necessarily a criticism of it. It is not a summary of a book, nor does it report whether or not you liked the book. In general, your book review will address the following questions:

- What is the book about? Note the main descriptive points.
- How does the author position him/herself within historiographical trends?
- How would you describe the author’s methodology?
- What kinds of sources does the author use and how does he/she use them?
- How does the author build an argument and tell the story?
- Does the argument persuade you? If it does, why? If it doesn’t, why not?

Research Project Outline and Annotated Bibliography: due Week 10
- The annotated bibliography will list and describe some of the central secondary sources in the field of the topic you are studying. It should include at least five books and three articles that give chronological and historiographical coverage to your topic. Annotating a bibliography means briefly describing what each item is about and what
the author argues. Try to develop a sense of how the authors’ arguments are similar or different. You should expect to write four to five sentences per bibliographic entry. You should format the bibliography using the *Chicago Manual of Style* (15th edition). An acceptable alternative is Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (6th edition).

- The **outline** should provide enough detail to convey the substance of the paper, including the argument, historiography and methodology.

**First Version of the Paper: due Week 13**

**Final Paper: due the day scheduled for the final exam**

When you turn in the final 10-page paper, also submit the other assignments that have contributed to the final product. If you have made revisions to the earlier versions that I graded, hand in the revised version, except for the paper itself; hand in both versions of the paper. In effect, throughout the semester you will have accumulated the elements of a portfolio containing the different components of a research paper. Much of the work for this portfolio will have been accomplished through different assignments during the semester. The components of the final project include:

- a topic, clearly framed
- a proposal
- a comprehensive secondary source bibliography
- an annotated bibliography
- a detailed outline of the paper that demonstrates the paper’s argument, organization, and type of evidence used to sustain the argument
- the preliminary submission or first version of the paper
- the final submission of the paper

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**READING AND ASSIGNMENT SCHEDULE**

* = Classes in which students will initiate discussions, per sign-up sheet.

**Section One: Thinking About History and Historiography**

*(Due: One reaction paper in this section)*

1. **Introduction**
   
   (i) Samuel Weinberg, “Historical Thinking and Other Unnatural Acts” (handout)
   (iii) “Why Historical Thinking Matters,” online at: http://historicalthinkingmatters.org/why/. This is a video presentation.

2. **Libraries and What Evidence Can Offer Historians**
   
   (a) Library Session. Meet at Auraria Library, ELC B (1st Floor, southwest corner)
   (b) Using the Library: Marius, chapter 4, “Gathering Information”
(c) “The Strange Death of Silas Deane,” xv-xxxi in ATF

3.* Library Assignment Due  September 1
(i) John Tosh, The Pursuit of History, chapters 1 & 2 (E Reserve)

4.* Paper Proposals Due  September 8
(i) On the Uses of History: Joyce Appleby et al, Telling the Truth About History, chapter 3, “History Makes a Nation” (E Reserves)
(ii) Appleby et al, chapter 4, “Competing Histories of America” (E Reserves)

Section Two: Working with Evidence (Due: One reaction paper in this section)

5. Locating and Using Evidence  September 15
(i) Film in class: Search for a Century
(ii) “Serving Time,” 1-23; “Declaring Independence,” 49-72 in ATF

6. Primary Source Analysis Due  September 22
(i) Discussion & comparison of Primary Source Analysis assignments
(ii) Using Primary Sources: Appendices in Ryan, Cradle of the Middle Class

7.* Comprehensive Bibliography Due  September 29
(ii) Marius, A Short Guide to Writing About History, chapters 1 & 2
(iii) Ryan, Cradle of the Middle Class, Preface & Introduction

Section Three: Writing & Interpretation; Constructing Narratives

8.* Analyzing a monograph, its methods, argument, and narrative  October 6
(i) Discussion of Mary P. Ryan, Cradle of the Middle Class

9.* Book Review Due  October 13
(i) Writing Workshop
(ii) Marius, chapter 3 “Modes of Historical Writing,” 52-74; Skim 99-222.

10. Paper Presentations: Outline & Annotated Bibliography Due  October 20

11.* Interpreting Witchcraft  October 27
(i) “The Visible and Invisible Worlds of Salem,” 24-48 in ATF.
(ii) Essex County Court documents in class.
Section Four: Methodologies—Ways of Doing History
(Due: One reaction paper in this section)

12.* Varieties of History
(i) Social Theory and History: “Jackson’s Frontier – and Turner’s” 99-123 in ATF
(ii) Quantifying History: “The Invisible Pioneers,” 124-149 in ATF

13. Term Paper Due
(i) Film in class: A Midwife’s Tale
(ii) Website: <http://dohistory.org/film/process_preprod.html>
(iii) “Material Witness,” 73-98 in ATF

14.* More Varieties of History
(i) Oral History: “The View From the Bottom Rail,” 177-209 in ATF
(ii) Thinking About Motivation: “The Madness of John Brown” in ATF

• Thanksgiving Week: No classes

Section Five: Historical Controversies

15.* History & the Culture Wars
(i) The Smithsonian’s Enola Gay Exhibit
(ii) The National History Standards
   • Gary B. Nash, “Early American History and the National History Standards,” The William and Mary Quarterly, 3rd Series, Vol. LIV, No. 3 (July 1997)
(iii) Contesting Historical Knowledge

Final Exam Week: Research Project Due. No Final Exam in this Class.

GRADING AND ADMINISTRATIVE DETAILS:

(1) Grade evaluations will include class participation and deportment as well as attendance and punctuality. Tardiness or leaving early by more than five minutes will also be noted as they substantially disrupt the class as a whole. All readings are due according to the dates on the course outline. Assignments must be turned in to me personally and on time in order to guarantee full credit. Maintain at least two electronic copies of all work.
Evidence that you have thought about the assignments and class discussions will provide a major criterion for grading. **Show in your papers and in-class contributions that the readings and discussions have made a difference in your understandings of history and technologies.** Apply thoughtful analysis to the questions the course raises. Be prepared to ask and answer questions during each class.

See the “Guidelines for Assessing Assignments” on page 9. These are the criteria by which I will evaluate your work.

GRADES (on a scale of 100)

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(2) **Class Participation:**

As with any adult learning situation, cooperation and participation are required. Students must absorb and process the reading material before class and, therefore, be able to contribute to the collective experience of discussions. **Optimal class participation contributes thoughtfully and pertinently to the class discussions; students should gauge the frequency of their contributions according to that guideline.**

Out of consideration for your colleagues, please turn off cell phones before class begins, and do not bring meals into the classroom.

(3) **The History Department’s plagiarism policy:**

The History Department requires that all work is your own. Any words of ideas that you take from another source, including lectures or outside assistance, need to be acknowledged or cited. Not doing this is considered plagiarism. Plagiarism includes absence of attribution when quoting sources; rewording another person’s ideas and implying they are your own; utilizing the argument or structure of a text without citation; attempting to conceal the degree to which a source has been used; obtaining work from a website and submitting it as your own; and submitting the work of another student, with or without that student’s permission. Plagiarists may face failure of the specific assignment, failure of the entire course, and referral for University discipline, which may result in suspension or expulsion. As these rules merely reflect common sense and ethics, ignorance cannot mitigate the plagiarist’s culpability. The consequence of plagiarism will be a failing grade in the course.

For further clarification of the issue, see the University’s Academic Honor Code (<http://thunder1.cudenver.edu/clas/AcademicIntegrity.htm>) or the American Historical Association’s Statement on Standards of Professional Conduct (<http://www.historians.org/PUBS/Free/ProfessionalStandards.cfm>).
In addition to announcements made and handouts distributed in class, I will likely contact you between classes on occasion, which I will do through individual and group email messages. One of the University’s requirements is that you maintain a UCD email address, check it regularly for messages, be sure it is working, and let me know if you change your email address. You are responsible for any messages, including assignments and schedule changes, that I send to you via email or post on Blackboard.

UCD & College of Liberal Arts & Sciences Policies:

- **Incomplete grades** (IW or IF) are NOT granted for low academic performance. To be eligible for an Incomplete grade, students MUST (1) successfully complete a minimum of 75% of the course, (2) have special circumstances beyond their control that preclude them from attending class and completing graded assignments, and (3) make arrangements to complete missing assignments with the original instructor. Verification of special circumstances is required. Completion of a CLAS Course Completion Agreement is strongly suggested. The CLAS Course Completion Agreement is available from the CLAS Advising Office, NC 2024.

- If you are a student in the military with the potential of being called to military service and/or training during the course of the semester, you are encouraged to contact the College of Liberal Arts & Sciences Associate Dean or Advising Office immediately.

- The University of Colorado at Denver and Health Sciences Center is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS), 177 Arts Building, 303-556-3450, TTY 303-556-4766, FAX 303-556-2074. I will be happy to provide approved accommodations, once you provide me with a copy of DRS’s letter.

- Students are responsible for knowing and abiding by the UCD Student Code of Conduct. You may download this document at [http://thunder1.cudenver.edu/studentorgs/stud/studentlife/studentcodeofconduct.html](http://thunder1.cudenver.edu/studentorgs/stud/studentlife/studentcodeofconduct.html)
## Guidelines for Assessing Assignments

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<td><strong>Content</strong></td>
<td>Identifies and develops main themes with depth and completeness, strong support, and adequate detail. Employs themes, ideas, and principles from course readings &amp; discussions.</td>
<td>Identifies and develops main themes in a vague way, or not as deeply as they might be. Supporting evidence and analyses are lacking in detail or they are unclear. Little use of course ideas or materials.</td>
<td>Identifies and develops main themes poorly or not at all. Analysis is missing, as is supporting evidence. No or poor use of course ideas or other materials.</td>
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<td><strong>Research</strong></td>
<td>Solid and imaginative exploration and use of appropriate primary sources, scholarly articles and monographs. Sources build on each other, open new avenues of thought, and establish argument with originality.</td>
<td>Secondary sources only, or inappropriate use of primary sources. Unimaginative but adequate exploration and use of materials.</td>
<td>Too little evidence of any to address analytical questions with originality and depth. Heavy reliance on a single source or fragmentary use of secondary sources. Note that any evidence of plagiarism will result in a failing grade.</td>
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<td><strong>Analysis</strong></td>
<td>Uses evidence to argue a point. Asks interesting and novel questions of the evidence. Considers context, contingency, actors’ roles and purposes, and significance of findings. Adds value to evidence. Applies concepts from course. Seeks explanation.</td>
<td>Narrative with some consideration of context and other explanatory factors. Crude or simple application of course ideas, methods, or materials.</td>
<td>Simply accumulates evidence within a narrative that lacks contextualization and other explanatory factors. No use of course ideas, methods, or materials.</td>
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<td><strong>Organization</strong></td>
<td>Organization is unified, apt, and coherent. The order and structure of the paper, paragraphs, and sentences are compelling and move the reader along. Transitions are purposeful and clear.</td>
<td>Writing’s logical order and structure is inappropriate and does not advance the paper’s goals. Paragraphs, sentences, and/or transitions are sometimes effective but sometimes not.</td>
<td>Lacks clear structure and Paragraphs and sentences be convoluted and difficult to understand, or they may be choppy. Transitions are abrupt and unclear.</td>
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Fall 2009 CLAS Academic Policies

The following policies pertain to all students and are strictly adhered to by the College of Liberal Arts and Sciences (CLAS).

- Every student MUST check and verify their schedule prior to the published drop/add deadlines. Failure to verify a schedule is not sufficient reason to justify a late add or drop later in the semester. It is the student’s responsibility to make sure that their schedule is correct prior to the appropriate deadlines.
- CLAS students must use their email.ucdenver.edu email address. Email is the official method of communication for all University of Colorado Denver business. All email correspondence will take place using your UCDHSC email address. Go to http://www.ucdenver.edu/student-services/resources/registrar/students/policies/Pages/EmailPolicy.aspx to activate your email address.
- Students are NOT automatically added to a course off a wait list after wait lists are dropped. If a student is told by a faculty member that they will be added off the wait list, it is the responsibility of the student to complete the proper paperwork to add a course.
- Students are not automatically notified if they are added to a class from a wait-list. Again, it is the responsibility of the student to verify their schedule prior to any official dates to drop or add courses.
- Students must complete and submit a drop/add form to make any schedule changes. Students are not automatically dropped from a class if they never attended, stopped attending or do not make tuition payments.
- Late adds will be approved only when circumstances surrounding the late add are beyond the student’s control and can be documented independently. This will require a petition and documentation from the student. Please note that the signature of a faculty member on an add form does not guarantee that a late add petition will be approved. Petitions are available in NC 4011.
- Late drops will be approved only when circumstances surrounding the late drop have arisen after the published drop deadlines, are beyond the student’s control, and can be documented independently. This will require a petition and documentation from the student. Pre-existing circumstances (circumstances that existed prior to the published drop deadlines) regarding illness, work, family, or other confounding issues will not be considered adequate reason to drop or withdraw from courses after the published University and/or College drop deadlines. Please note that the signature of a faculty member does not guarantee that a late drop petition will be approved. Petitions are available in NC 4011.
- Undergraduate students wishing to graduate in fall of 2009 must meet with their academic advisor by census date to obtain a graduation application. This application must be completed and submitted by 5 PM on September 2, 2009. You can obtain an application ONLY after meeting with your academic advisor. There are no exceptions to this policy or date.
- Graduate students wishing to graduate in fall semester 2009 must complete their Intent to Graduate form and have a Request for Admissions to Candidacy on file with the CLAS Dean’s office no later than 5 PM, September 2, 2009.
- Students are responsible for completing financial arrangements with financial aid, family, scholarships, etc. to pay their tuition. Students will be responsible for all tuition and fees for courses they do not officially drop using proper drop/add procedures and forms. Students who drop after the published drop/add period will not be eligible for a refund of the COF hours tuition.

Important Dates

- **August 17, 2009:** First day of Class
- **August 23, 2009:** Last day to add a class or be added to a wait list for a class using the SMART system.
• **August 24, 2009:** LAST DAY TO DROP WITHOUT DROP CHARGE – THIS INCLUDES SECTION CHANGES.

• **August 24, 2009:** Wait Lists are dropped. Any student who was not added to a course automatically from the wait list by this date and time MUST complete a schedule adjustment form to be added to the class. Students are NOT automatically added to the class from the wait list after this date and time. If your name is not on the official student roster, you are not registered for the course.

• **August 25-September 2, 2009:** Students are responsible for verifying an accurate fall 2009 course schedule via the SMART registration system. Students are NOT notified of their wait-list status by the university. All students must check their scheduled prior to September 2, 2009 for accuracy.

• **August 25, 2009:** First day instructor may approve request to add a student to a full course with a Schedule Adjustment Form.

• **September 2, 2009:** Census date.

• **September 2, 2009 at 5 PM:** Last day to add structured courses without a written petition for a late add. *This is an absolute deadline and is treated as such.* This deadline does not apply to independent study, internships, project hours, thesis hours, dissertation hours, and late-starting modular courses.

• **September 2, 2009 at 5 PM:** Last day to drop a fall 2009 course or completely withdraw from all fall 2009 courses with a tuition adjustment minus the drop charge and no transcript notation – this includes section changes. Drops after this date will appear on your transcript. *This is an absolute deadline and is treated as such.*

• **September 2, 2009 at 5 PM:** Last day to request pass/fail or no credit option for a course.

• **September 2, 2009 at 5 PM:** Last day for a graduate student to register for a Candidate for Degree.

• **September 2, 2009 at 5 PM:** Last day for a Ph.D. student to petition for a reduction in hours.

• **September 2, 2009 at 5 PM:** Last day to apply for fall 2009 graduation. You must make an appointment and see your academic advisor before this date to apply for graduation if you are an undergraduate; you must complete the intent to graduate and candidate for degree form if you are a graduate student.

• **September 7, 2009:** Labor Day (campus closed/ no classes)

• **October 26, 2009 at 5 PM:** Last day for non CLAS students to drop or withdraw from all classes without a petition and special approval from the student’s academic Dean. *This is treated as an absolute deadline.*

• **November 9, 2009 at 5 PM:** Last day for CLAS students to drop or withdraw from all classes with signatures from the faculty and Dean. *This is treated as an absolute deadline.*

• **After November 9, 2009** all schedule changes require a full petition. Petitions are available in NC 4011.

• **November 26, 2009:** Thanksgiving Day Holiday (campus closed)

• **No schedule changes will be granted once finals week has started. There are NO exceptions to this policy.**