

HIST 297: HISTORY COLLOQUIUM

Dr. Jason Sellers

Email: Jseller4@umw.edu

*please allow at least 24 hours/48 hours on weekends

Office: 218 Monroe Hall

Class times/locations: MWF 11-12, Monroe 233

Office Hours: MWF 10-11, TR 1-2, by appointment

Course description:

This course is an introduction to the methods historians use to interpret the past. We will consider a variety of historical approaches, and how these approaches have developed or changed over time. We will also examine the role of historiography—the scholarship that already exists on a given topic, and the ways in which that scholarship has been written—in framing and shaping a historian's work. Readings, discussions, and assignments are designed to allow students to explore different historical methods and interpretive frameworks.

There will be two major threads running throughout the semester. In one, we will examine a variety of historiographical fields within the scope of American history generally, with some reference to our case study. In the other, we will concentrate explicitly on that case study, the French and Indian War/Seven Years' War. That multidimensional conflict lends itself to a wide range of historical approaches, some of which students will further explore in individual projects that entail researching and writing a literature review, and preparing formal presentations.

In doing so, this course will help students familiarize themselves with diverse historical approaches while also building skills in analysis, writing, and spoken communication. The on-line work will help students build digital skills.

Course objectives and outcomes:

This course fulfills the first half of the two-semester history methods sequence (the second half is HIST 298). HIST 297 is the prerequisite for taking HIST 298. Along with HIST 298, this course is designed to prepare you for the research and writing required in history courses at the 400-level and the capstone HIST 485 research paper project. HIST 297 also fulfills one Speaking Intensive credit and one Writing Intensive credit.

This course aims to teach students the fundamentals of historical research and analysis. As a course in the Department of History and American Studies, this course aims to teach the following skill sets:

1. Understanding of the discipline's methods and processes.
2. Ability to communicate in a group setting.
3. Ability to synthesize research findings.
4. Appreciation of the diversity of methods and processes.
5. Ability to utilize technological resources in research, data analysis, and presentation.

This course also aims to achieve the following goals and objectives of the Writing Intensive requirement:

1. Satisfactory knowledge of the varying strategies to convey arguments, main ideas and support/evidence.

2. Satisfactory knowledge of the varying patterns of composition organization and development.
3. Satisfactory knowledge of the audience, the role of the writer, and rhetorical strategies.
4. Satisfactory knowledge of writing conventions and correctness.

This course also aims to achieve the following goals and objectives of the Speaking Intensive requirement:

1. Understanding of and ability to explain the conventions and expectations of oral communication as practiced within the discipline of history.
2. Ability to apply theories and strategies for crafting messages (verbal, nonverbal, and visual) for particular audiences and purposes.
3. Ability to craft oral messages after a conscious process in which various options are reviewed and be able to explain and support choices.
4. Ability to plan, research, organize, support, and deliver ideas and arguments in a public speaking setting.

Required materials:

Anderson, Fred. *The War that Made America: A Short History of the French and Indian War* (New York: Viking, 2005).

All other readings will be available online (links provided on the syllabus), in the Documents section of Canvas, or in the collections (usually digital) at UMW’s Simpson Library.

You will also need a (free) Google account; an account and a (free) version of the bibliographic software Zotero, available for free download at <http://www.zotero.org>; and your own website for blogging provided by UMW, which we will set up during regular class time.

Grading and Participation:

Students are expected to attend all classes, read all assigned texts, participate in class and on individual blogs, complete all assignments and papers, make presentations, and visit both the Speaking and Writing Center.

*Class participation:	20%
Website/digital:	10%
Secondary source analysis:	10%
Book review:	15%
4-minute presentation:	5%
10-minute presentation:	10%
Literature review:	30%

Students must complete all required assignments to receive a passing grade in the course.

*This course is a workshop for building skills in research, analysis, speaking, and writing, and as such, requires consistent attendance and active participation. Students may miss three classes without penalty; after two absences, your participation grade will drop by a full letter grade for each additional absence. This policy does not distinguish between “excused” and “unexcused” absences. Additional in-class assignments will be turned in and count toward the participation grade.

Students will receive a midterm deficiency report if they receive a C- or below for participation, blogging, or any written assignments before the midterm break.

Numerical grades in this course correspond to the following letter grades: A (95-100); A- (90-94); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (60-66); F (59 and below). I do not round grades, so for instance, a 79.7% is a C+.

Assignments:

*More detailed descriptions and grading breakdowns will be posted on Canvas.

1) Website/digital: Students will create, organize, and maintain a webpage and blog. In addition to creating the webspace, including a short profile, and building a portfolio, students will write and organize a series of short blog posts about historiography, and the research and writing process, with the idea that they will further develop those ideas in classroom discussions; they will also use mapping and timeline tools to add features to this website. Some topics and due dates will be assigned, but others will allow more open responses.

2) Secondary source analysis: A 2-3-page paper summarizing and critiquing a scholarly article located using university resources. In this paper, students will discuss the major historiographical fields to which the article pertains; the ways in which the author positions her/his work; the primary sources used; and the author's overall argument and major points.

3) Book review: A 2-3-page review of a book-length scholarly monograph. The review should summarize the content and argument of the book; explain its contribution to the scholarly literature; consider the author's use of primary sources; and suggest directions for further research. Students must take a draft of the book review to the Writing Center for consultation.

4) 4-minute presentation: This short presentation will address your proposed literature review topic, and your progress to date. Your peers will offer thoughts and suggestions. Meet with consultants at the Speaking Center as you plan and practice.

5) 10-minute presentation: This longer presentation will address your literature review. Meet with consultants at the Speaking Center as you plan and practice.

6) Literature review: Students will complete an 8-10-page literature review, complete with title, footnotes, and bibliography. I will grade and return your draft, which you will then revise and resubmit for a final grade.

7) Class participation: This course is a workshop for building skills in research, analysis, speaking, and writing, and as such, requires consistent attendance and active participation. In addition to classroom participation, students are required to attend one *approved* History and American Studies-sponsored event during the semester and submit a 400-500-word written response; failure to do so will result in the loss of 1/4 of the participation grade. All Talking History events are acceptable; other appropriate events will be announced as they arise.

If you think you may need an extension, you *must* request it in advance; I will not grant extensions after assignments are due. If you are having printer problems, or for some reason are unable to attend class, email the electronic file to me as a Word document or PDF file before class time (electronic submissions are acceptable). If the assignment is not in my possession in some form at the time it is due, it will be considered late. Late assignments will receive an automatic deduction of one-third of a letter grade, and an additional deduction every day thereafter; I will not accept assignments that are more than one week late.

While I am willing to discuss assignment grades with students, you will need to wait at least 24 hours and have carefully reviewed my comments on your work. You have one week after the return of graded assignments to speak with me; after one week, grades are final.

Writing Center and Speaking Center:

To fulfill the WI and SI designations, students in this class are *required* to visit the Writing and Speaking Centers. Consultants from both centers will visit our class early in the semester to discuss the services and resources they offer.

Students are required to visit the Writing Center for two consultations, one regarding the book review, and the other the literature review. They may meet with the Writing Center before writing an assignment, before rewriting an assignment, or after the instructor returns a graded paper. Students must go to the Speaking Center to plan or practice both the 4- and 10- minute presentations.

Both centers are busy, so plan ahead and schedule your appointments. You can schedule appointments online, and see useful resources, at <http://academics.umw.edu/writing-fredericksburg/> and <http://academics.umw.edu/speaking-center/> Each failure to meet will reduce relevant grades (book review, literature review, 4-minute presentation, 10-minute presentation) by 10%.

Requirements for written assignments:

All assignments should adhere to the department's standard style: 1" margins; 12 pt. Times New Roman font; a title page including the paper title the author's name (centered, all caps), course number and title, instructor, and date; pages numbered consecutively through all materials, excluding title page; and a bibliography conforming to the *Chicago Manual of Style* (<http://www.chicagomanualofstyle.org/16/contents.html>). For more information on proper bibliographic format for your sources, consult Kate L. Turabian, *A Manual for Writers*, or an equivalent abridgement of the *Chicago Manual of Style*. [Note the most recent versions of the *Chicago Manual of Style* (16th) and Turabian (7th) include updated information for electronic citations. Be sure to use the newest editions.] A helpful UMW library guide to citations is available at <http://libguides.umw.edu/content.php?pid=245752&sid=2029722#6812498>

Class and Reading Schedule:

Week 1

M 8/26: Introductions and syllabus—favorite history books, topics, classes?

W 8/28: Discussion of sources and terms—primary/secondary, historiography, literature review, public history, academic/scholarly, exceptionalism, intervention, complicate, memory, footnotes/endnotes, identity, teleology, discourse

+Look for recent public discussions and events where history's significance has been contested, think about why

F 8/30: Consensus history and professionalization

+Peter Charles Hoffer, *Past Imperfect: Facts, Fictions, Fraud—American History from Bancroft and Parkman to Ambrose, Bellesiles, Ellis, and Goodwin* (New York: Public Affairs, 2004), 17-31. [Canvas]

+Martha Howell and Walter Prevenier, *From Reliable Sources: An Introduction to Historical Methods* (Ithaca, NY: Cornell University Press, 2001): 88-118. [Canvas]

Week 2

M 9/2: Labor Day—no classes

W 9/4: Digital work—setting up websites and discussing digital work (please bring your laptops if possible)

F 9/6: Professionalization and fragmentation, and historiographical fields

+Peter Charles Hoffer, *Past Imperfect: Facts, Fictions, Fraud—American History from Bancroft and Parkman to Ambrose, Bellesiles, Ellis, and Goodwin* (New York: Public Affairs, 2004), 32-92. [Canvas]

+American Historical Association's Taxonomy of the Discipline:

<http://www.historians.org/x15216.xml>

Week 3

M 9/9: Selections from Francis Parkman, *Montcalm and Wolfe: France and England in North America* (Boston: Little, Brown, and Company, 1910). Available in a variety of formats for online reading or download at

<https://archive.org/details/montcalmandwolf03parkgoog>

*Blog post 1: Professionalization of history--how are popular and academic histories different, and why are those differences significant? Why don't they always align?

W 9/11: Secondary source research session with Jack Bales—Meet in Simpson Library 225-B

F 9/13: Secondary source analysis assignment and practice/groupwork

+Choose one to read: Thomas Truxes, "Dutch-Irish Cooperation in the Mid-Eighteenth-Century Wartime Atlantic," *Early American Studies* 10, no. 2 (Spring 2012): 302-34; OR Michael McDonnell, "Maintaining a Balance of Power: Michilimackinac, the Anishinaabe Odawas, and the Anglo-Indian War of 1763," *Early American Studies* 13, no. 1 (Winter 2015): 38-79.

Week 4

M 9/16: Selections from Francis Jennings, *Empire of Fortune: Crowns, colonies, and tribes in the Seven Years War in America* (New York: W.W. Norton & Co., 1988). [Canvas]

+Fred Anderson, *The War that Made America: A Short History of the French and Indian War* (New York: Viking, 2005), 267-275.

W 9/18: Fred Anderson, *The War that Made America: A Short History of the French and Indian War* (New York: Viking, 2005), xv-115 (v. Parkman and Jennings)

F 9/20: Getting to know the *Chicago Manual of Style*

<http://www.chicagomanualofstyle.org.ezproxy.umw.edu/16/contents.html>

+*Chicago Manual of Style* worksheet in class

*Blog post 2: Parkman and Jennings in historical context--what contemporary events/developments shaped their approach to historical thinking and writing? How/why might Anderson be different?

Week 5

M 9/23: Organizing your research—Zotero workshop, other options

W 9/25: Anderson, *The War that Made America*, 119-265 (v. Anderson's *Crucible of War*)

F 9/27: Colonial America

- +Ian K. Steele, “Exploding Colonial American History: Amerindian, Atlantic, and Global Perspectives,” *Reviews in American History* 26, no. 1 (1998): 70-95.
- +Karin Wulf, “Forward: What’s Colonial and Which America?” (5-6); Wulf, “No Boundaries?: New Terrain in Colonial American History” (7-12); Juliana Barr, “Beyond the ‘Atlantic World’: Early American History Viewed from the West” (13-18); Christopher Hodson and Brett Rushforth, “Bridging the Continental Divide: Colonial America’s ‘French Quarter’” (19-24); James Horn, “The Founding of Early America: Jamestown” (25-29), all in *OAH Magazine of History* 25, no. 1 (January 2011).

Week 6

M 9/30: Military history

+Robert M. Citino, “Military Histories Old and New: A Reintroduction,” *American Historical Review* 112, no. 4 (2007): 1070-1090.

+Mark Moyar, “The Current State of Military History,” *The Historical Journal* 50, no. 1 (2007): 225-240.

W 10/2: Economic and diplomatic history

+Meg Jacobs, “State of the Field: The Politics of Consumption,” *Reviews in American History* 39, no. 3 (2011): 561-573.

+Thomas Zeiler, “The Diplomatic History Bandwagon: A State of the Field,” *Journal of American History* 95, no. 4 (2009): 1053-1073.

F 10/4: Library field trip/activity—using the reference section, navigating the stacks

*Secondary source analysis assignment due

Week 7

M 10/7: Women’s and Gender History

+Kathleen M. Brown, “Beyond the Great Debates: Gender and Race in Early America,” *Reviews in American History* 26, no. 1 (1998): 96-123.

+Cornelia H. Dayton and Lisa Levenstein, “The Big Trend of Women’s and Gender History: A State of the Field,” *Journal of American History* 99, no. 3 (2012): 793-817.

W 10/9: Book Reviews—assignment introduction and workshop

+Bruce Mazlish, “The Art of Reviewing,” <http://www.historians.org/publications-and-directories/perspectives-on-history/february-2001/the-art-of-reviewing>

F 10/11: Social and cultural history

+Paul E. Johnson, “Reflections: Looking Back at Social History,” *Reviews in American History* 39, no. 2 (2011): 379-388.

+Amy Bass, “State of the Field: Sports History and the ‘Cultural Turn,’” *Journal of American History* 101, no. 1 (2014): 148-172.

Week 8

M 10/14: Fall break—no classes

W 10/16: Miscellaneous discussion—your research directions and progress, obstacles, questions

+Writing workshop activity—integrating quotes

*Blog post 3: Traditional fields--do you find more "traditional" historiographical fields (military, political/diplomatic, economic) appealing, and why/why not? What are their strengths/weaknesses? Why do you think historians have expanded, complicated, challenged these genres, like they did in rethinking their approach to Colonial America?

F 10/18: Book review discussion—assignment itself, updating our historiography of the war
+Writing workshop activity—Paragraph construction, transitions, and topic sentences

Week 9

M 10/21: Bad books and questionable websites: Evaluating secondary sources

+CRAAP test: <https://academics.umw.edu/qep/learning-modules-2/craap-test/>

+Bill Cronon on Wikipedia <http://www.historians.org/publications-and-directories/perspectives-on-history/february-2012/scholarly-authority-in-a-wikified-world>

*Book reviews due in class

W 10/23: Ethnohistory and historical archaeology

+Alan Mayne, "On the Edges of History: Reflections on Historical Archaeology," *The American Historical Review* 113, no. 1 (2008): 93-118.

+Ned Blackhawk, "American Indians and the Study of U.S. History," in Eric Foner and Lisa McGirr, eds., *American History Now* (Philadelphia: Temple University Press, 2011), 376-399.

F 10/25: 4-minute presentations assignment introduction and discussion—presentation skills, planning, etc.

+Center for Career and Professional Development website and tools (Focus2, Handshake)

Week 10

M 10/28: Environmental history

+Ted Steinberg, "Down to Earth: Nature, Agency, and Power in History," *The American Historical Review* 107, no. 3 (June 2002): 798-820.

+J.R. McNeill, "The State of the Field of Environmental History," *Annual Review of Environment and Resources* 35 (2010): 345-374.

W 10/30: Introduction to the Literature Review assignment

+Lit Review workshop reviewing our historiographical essays as models

F 11/1: 4-minute presentations—proposals and progress reports for discussion

*Blog post 4: What do these more recent fields (women's/gender, social and cultural, ethnohistory, environmental history) offer to the study of history as a whole? What are their strengths and weaknesses? How do you feel about them personally?

Week 11

M 11/4: 4-minute presentations—proposals and progress reports, and discussion

W 11/6: Plagiarism

+Joyce Seltzer, "Honest History," *Journal of American History* 90, no. 4 (2004): 1347-1350.

+Richard Wightman Fox, "A Heartbreaking Problem of Staggering Proportions," *Journal of American History* 90, no. 4 (2004): 1341-1346.

+Michael Nelson, "The Good, the Bad, and the Phony: Six Famous Historians and Their Critics," *VQR* 90, no. 3 (2002). <http://www.vqronline.org/essay/good-bad-and-phony-six-famous-historians-and-their-critics>

+Brock Read, "Anatomy of a Serial-Plagiarism Charge," *Chronicle of Higher Education*, 21 August 2014. <http://m.chronicle.com/article/Anatomy-of-a-Serial-Plagiarism/148437/>

+”Plagiarism” in the American Historical Association’s Statement on Standards of Professional Conduct: <http://www.historians.org/about-aha-and-membership/governance/policies-and-documents/statement-on-standards-of-professional-conduct#Plagiarism>

- F 11/8: Digital workshop—maps and timelines on websites
+Historic sites itinerary—in-class mapping assignment
+Seven Years’ War timeline
*Contribute to the Google Doc of dates/locations/images before class so we have a list to draw from as we work with these tools

Week 12

- M 11/11: Digital history project examples and discussion
W 11/13: Peer review and revision workshop
*Literature review draft due
F 11/15: Writing workshop activity—past tense v. passive voice, and other bad habits
+finishing up any peer review discussions

Week 13

- M 11/18: Historical problems
+Michael Kammen, “An Americanist’s Reprise: The Pervasive Role of ‘Histoire Probleme’ in Historical Scholarship concerning the United States since the 1960s,” *Reviews in American History* 26, no. 1 (1998): 1-25.
+Major problems in American history, and problem-based approaches
W 11/20: Primary source document workshop, and historiographical interventions
+Rachel Herrmann, "Teaching the Historiographical Intervention," The Junto: A Group Blog on Early American History, <http://earlyamericanists.com/2015/04/17/teaching-the-historiographical-intervention/>
+Literature review draft returned, discussing revision process
F 11/22: Professionalization—careers in history and beyond—framing historical skills as professional abilities and accomplishments
+Introduction to 10-minute presentations

Week 14

- M 11/25: Workday and individual appointments--no class meeting
*Blog post 5: Digital resources and production--what is the utility of digital tools (used in sources and research, presentation and communication, analysis, etc) and mediums (products) for historians? For other professionals?
W 11/27 and F 11/29: Thanksgiving—no classes

Week 15

- M 12/2: Wrap-up and looking ahead to HIST 298
W 12/4: 10-minute presentations
F 12/6: History Symposium—no class
*Final literature reviews due by midnight

Final exam period:

Wednesday, Dec. 11, 12-2:30pm: 10-minute presentations (required attendance, even if you presented 12/4)

UNIVERSITY POLICIES AND INFORMATION:

Students with Disabilities:

The Office of Disability Resources has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not contacted the Office of Disability Resources and need accommodations, I will be happy to help you contact it. The office will require appropriate documentation of disability. The office is located in 401 Lee Hall, and can be reached at 540.654.1266 or ods@umw.edu.

Audio and Video Recordings:

In this class, students may not make audio or video recordings of any course activity unless the student has an approved accommodation from the Office of Disability Resources permitting the recording class meetings. In such cases, the accommodation letter must be presented to the instructor in advance of any recording being done and all students in the course will be notified whenever recording will be taking place. Students who are permitted to record classes are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Distribution without permission is a violation of educational privacy law. This policy is consistent with UMW's Policy on Recording Class and Distribution of Course Materials.

Honor System:

Please write and sign the University of Mary Washington honor pledge ("I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work") on every written assignment. More information about the Honor System is available at http://students.umw.edu/fredericksburghonorcouncil/files/2011/09/Honor-System-Guidebook-and-Constitution-2017-18_FINAL.pdf You are welcome to discuss your work on assignments with classmates and work together to refine your writing, but your ideas and language must be your own. Exams will be taken individually and without the assistance of notes and texts.

Title IX Statement:

University of Mary Washington faculty are committed to supporting students and upholding the University's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence*. Under Title IX and this Policy, discrimination based upon sex or gender is prohibited. If you experience an incident of sex or gender based discrimination, we encourage you to report it. ***While you may talk to me, understand that as a "Responsible Employee" of the University, I MUST report to UMW's Title IX Coordinator what you share.*** If you wish to speak to

someone confidentially, please contact the below confidential resources. They can connect you with support services and help you explore your options. You may also seek assistance from UMW's Title IX Coordinator. Please visit <http://diversity.umw.edu/title-ix/> to view UMW's *Policy on Sexual and Gender Based Harassment and Other Forms of Interpersonal Violence* and to find further information on support and resources.

Resources

Tiffany W. Oldfield, J.D.
Title IX Coordinator
Office of Title IX
Fairfax House
540-654-5656
toldfiel@umw.edu

Myranda Thomson
Title IX Deputy for Students
Area Coordinator
540-654-1184
mthomson@umw.edu

Confidential Resources

On-Campus

Talley Center for Counselling Services –
Lee Hall 106

Student Health Center
Lee Hall 112

Off-Campus

Empowerhouse
540-373-9373

RCASA
540-371-1666