

HIST 300: Historical Methods

Dr. Adam Arenson

Fall 2023

Mon-Thu at 9:30am-10:45am in MGL 204

Student Hours (Office Hours) in MGL 414: Wed 10:00-11:00am and 1:00-1:45pm, Mon and Thu 1:15-1:45pm,
or email me to set up a Google Meet or phone conversation. I am very responsive on email as well, all waking hours 6 days a week:
adam.arenson@manhattan.edu

READ THIS SYLLABUS CAREFULLY.

IF SOMETHING SEEMS UNCLEAR, ASK ME FOR HELP

We STILL have to figure out how to be students, teachers, parents, children, employees, employers, friends, colleagues, and just human beings in the midst of a global pandemic.

I also hope we work together to build community—to serve as a space for exchanging information, asking important questions, changing our minds, and supporting and advocating for one another, throughout the College.

I am committed to working with each of you, and all of you, to create the conditions in which you feel supported in doing the assignments.

As issues arise that impact your learning, please let me know, and let's find solutions together.

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If you are experiencing financial hardship, have difficulty accessing sufficient food to eat every day, or you do not have a safe and stable place to live, please let me help you find the best resources to help you through this.

Prepare now to vote if you are able – and consider voting early. More information for all states: <https://vote.gov/>

Course Description

This course introduces students to the discipline of history. We will learn about what historians do, the different methodologies and sources they use to study the past, and the major challenges that they face in their work. We will focus on developing the skills to write a scholarly paper by discussing approaches for conducting research and writing. In addition to focusing on the mechanics of historical research, we will reflect upon the ethics of historical research and our identities as historical researchers seeking to understand the past.

Learning Objectives

At the completion of this course, students will show improvement in these categories:

- Demonstrate a fundamental knowledge of historical causality and key events
- Provide evidence of an understanding of different interpretations, philosophies, and methods of history
- Locate and integrate information from primary and secondary sources
- Conduct and share research
- Demonstrate preparedness for graduate or professional study or a career in elementary or secondary education
- Effective communication - oral and written
- Analyzing, evaluating, and synthesizing information and arguments and making sound judgments about their use and application.
- Locating relevant information in printed and electronic form and credit it properly
- Critical thinking
- Information and Technological Literacy
- Independent and collaborative work, including functioning as independent thinkers and as members of collaborative groups

Books (2) to Purchase:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* 10th Edition. (Boston: Bedford/St Martin's, Macmillan Learning, 2021). <https://www.macmillanlearning.com/college/us/product/A-Pocket-Guide-to-Writing-in-History/p/1319244416> **Paperback from \$39**

Victoria Brown and Timothy J Shannon, *Going to the Source: The Bedford Reader in American History, Volume 2* - 5th Edition (Boston: Bedford/St. Martins, 2019). **We only need the second volume.**
<https://store.macmillanlearning.com/us/product/Going-to-the-Source-Volume-II-Since-1865/p/1319106285>
Paperback from \$36

All other materials will be available through the library website or the course Moodle site.

You must bring the assigned materials to class ***in print*** with you in order to receive credit for participation. Always bring the Rampolla book and the *History Department Style Guide*.

Workload Expectation Outside of Class

Federal guidelines state that classes should require at minimum 2 hours of out-of-class work per week per credit hour. For this course that means you should expect to spend at least 6 hours on out-of-class work each week (some weeks more, some perhaps a bit less). Consider a full schedule of courses like the obligations of a full-time job. Read more here: <http://www2.ed.gov/policy/highered/reg/hearulemaking/2009/credit.html#credit>

Classroom Health Policies

Masking, ventilation, and filtration of air are the proven methods to lessen the odds of infection with SARS-CoV-2 and other viruses. We will be utilizing this knowledge to create a safer classroom.

Course Methods

Most people misunderstand what history is, and what historians do. Historians tell stories about the past, but they also make an argument about the causes, course, and consequences of the events they describe. They investigate changes over time, analyze trends and patterns, and seek to make connections between the past and present. In this class, you will learn to do historical work, and to read both primary sources and existing histories critically. Through repeating patterns of inquiry, students will have the chance to practice and improve their study strategies and writing ability. These skills are applicable to classes throughout your College career.

Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline

Manhattan College Academic Integrity policy: <https://inside.manhattan.edu/student-life/dean-of-students/code-conduct.php#academicintegrity>

For this course, assignments will be submitted to Turnitin, an international plagiarism-detection database, via Moodle. ***You must cite, reference, or quote information obtained from other sources, so you give credit where credit is due.*** Do NOT copy any material into your own work. Do NOT submit work under your name if you did not complete it entirely yourself. In accordance with College policy, we will report instances of plagiarism and dishonesty to the Dean's office. [Consider taking this self-quiz for practice: http://abacus.bates.edu/cbb/quiz/](http://abacus.bates.edu/cbb/quiz/)

All assignments submitted in History 206 must contain your own original work with citations documenting all obligations to other sources. Submission of work that uses AI tools without approval can be considered cheating, fabrication, plagiarism, or all three. When AI tools are approved, they must be acknowledged as tools used in the paper with a footnote. In History 206 spell check, grammar check, and advice on paper structure are approved AI tools. Accessibility tools and assistive technology tools such as speak-to-text and predictive text (such as Kami) are

also approved. Zotero may be used for citation style and source management. Tools that compose text, perform research, formulate arguments, or otherwise create papers, such as ChatGPT and certain AI functions of Grammarly, Microsoft Word, or Google Docs, are not permitted in this course.

Academic Support

The [Center for Academic Success](#) (CAS) is committed to providing student-centered programs and initiatives designed to enhance learning and promote success and persistence for all Manhattan College students. Students will work collaboratively with qualified peers and professionals to develop knowledge, skills and strategies needed for success in the classroom and beyond. The Writing Center, is staffed by a group of trained undergraduate Writing Consultants from a variety of majors, including History. Writing Consultants provide one-on-one assistance with papers and written work from all disciplines at any stage of the drafting process—from brainstorming through final revision.

The CAS has three locations; the Learning Commons in Thomas Hall 3.11 and the Leo Learning Center in Leo 117/118, and a new collaborative learning space on the 6th floor of Lee Hall. **Services include online and in-person individual tutoring**, student academic success coaching, and online writing center services. All services are free of charge and available to all Manhattan College students.

Appointments are preferred but walk-ins are welcome when available. To make an appointment, students can log into their [Jasper Connect](#) account or visit the CAS/Writing Center in Thomas Hall, 3.10. Students can also contact success@manhattan.edu with any questions. For more information about these services please visit the CAS webpage: <https://inside.manhattan.edu/academic-resources/center-for-academic-success/index.php>

Accessibility

Manhattan College seeks to provide reasonable accommodations for all qualified individuals with disabilities, including learning disabilities. This College will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to register with Specialized Resource Center in Miguel 301B <http://manhattan.edu/academics/specialized-resource-center> within the first two weeks of classes, and inform the faculty member to arrange for appropriate accommodations.

Title IX and Non-Discrimination Notice

Manhattan College is committed to ensuring equal access to its educational programs and employment opportunities without regard to sex, gender, race, color, national origin, religion, age, disability, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or ex-offender status.

The College will not tolerate harassing, violent, intimidating or discriminatory conduct by its students, employees or any other member of or visitor to the College community, which includes, without limitation, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

The College encourages individuals to report all gender-based misconduct immediately to the Title IX coordinator, one of the deputy coordinators or another College staff member. The College will fully and promptly investigate all allegations of gender-based misconduct and will impose disciplinary measures, or take similar actions, as may be appropriate. Title IX and the College strictly prohibits retaliation.

It is estimated that 20-25% of college women and 6% of college men will be the victims of sexual assault during their college careers. If you or someone you know has experienced sex- or gender-based violence or harassment, here are some important resources. You can use any or all of these resources, at your discretion. Contact campus Title IX Coordinator: Vicki Cowan, Mem 305, 718.862.7392, vicki.cowan@manhattan.edu or others listed here: <https://manhattan.edu/about/human-resources/title-ix/who-to-contact-on-campus>

Learn more via Not Alone <https://www.notalone.gov/> and EROC: End Rape On Campus (<http://endrapeoncampus.org>).

Assignments

All assignments are submitted on Moodle (lms.manhattan.edu).

Centrifuge Posts and Class Participation

225 points

Your participation grade has three factors. Beyond *attendance*, there are these:

Each class session, students should come to class prepared to discuss the readings, having thought about the course objectives described above.

The night before each class session with a required centrifuge (about once a week), you will write four short paragraphs, and “centrifuge” your analysis. In **Paragraph 1) detail**, chose one detail from the reading that caught your eye and explain why. Remember to include the citation.

Paragraph 2) significance, explain how the detail reveals something that will be important to our class discussion or reading and why. **Paragraph 3) implications**, expand your argument and discuss how this detail can be used to develop broader insights, avenues for further investigation, and perhaps a paper topic. How far can you take the significance of that detail? **Paragraph 4) remaining tensions**, identify what you see as gaps in your argument or the tensions left unresolved. Late posts will receive no credit.

All of the other assignments are designed to help you conceive of, research, draft, revise, and perfect a research paper. Detailed instructions will follow, but all papers should be turned in on time; **late work will lose a full letter grade (10% per day).**

The final paper will be at least 4500 words in length, inclusive of notes and bibliography. It will be based on archival or published primary sources, including a 1,500-word historiography section analyzing the relevant secondary sources, and accompanied by a bibliography split into primary and secondary sources.

Final Paper

775 points

Components:

Initial Potential Sources	25 points
Primary Sources Analysis	75 points
Paper Proposal and Initial Annotated Bibliography	75 points
Paper Outline and Self-Reflection	50 points
Historiography Paper Version One	100 points
Full Paper Second Draft	100 points
Comments on Peer Drafts	25 points
Final Paper Presentation	50 points
Final Paper	300 points

Initial Potential Sources: This is a list of five potential sources you might pursue for your research paper, and brief comments on why they interest you, what might be a challenge in doing that research, etc. A

conversation starter, so we can weigh various potential research paper topics and sources. Each source should have a proper citation, and be explicit to argue for why this source could anchor a paper – what analysis you propose, what might be the historical significance, and how it points to a paper of the right size and scope. Failures on this assigned will be revised and resubmitted.

Primary Source Analysis: In 1,000 words, you will write a close analysis of a primary source that you plan to use for your research paper. Much like a centrifuge paper, your paper must address the following questions: 1) What type of source is this (newspaper, diary, oral history, etc.)? What does this source illuminate about your topic and the past? Who was the author and what was the intended audience? What questions does the source leave unanswered? How will this source be of value to your research? Include a full citation of your primary source in your bibliography.

Paper Proposal and Initial Annotated Bibliography: You will write a 1-2-page proposal that will include a tentative title of your project, describe the topic and historical time period that you are researching, and your major research question. You will also describe the primary sources and archives that you plan to use to make your argument.

You will prepare an annotated bibliography that must have at least 5 primary sources (potentially many more) and at least 10 secondary sources (ideally a mix of journal articles and books) that pertain to your topic. You must properly cite the source following the History Department Style Guide and place the sources in alphabetical order by the author's last name. Then you should write a brief (roughly 50-word) description of each source.

For secondary sources, answer the following questions: What is the book about or what is the author's main argument? Who is the author and what are his/her credentials? What evidence is the author using to support his/her main point? What are the strengths and weaknesses of the source? What value does this source have for your research project?

Historiography Paper: In an essay of 1,500-2,000 words, you will provide an analysis of the secondary literature on your topic and how your research furthers the scholarly discussion. Your paper should address the following questions: How have historians written about your topic? What are the main points of contention and debate between them? How will your primary source discussion and analysis provide new insights to this topic and further historical understanding?

Peer Review: You will read two other students' papers in class and then discuss the paper with the students. You will turn in your notes from the peer review after the discussion.

Final Research Presentation: In the last two weeks of class, each student will give an oral presentation on your research paper. You will provide an overview of your research process, discuss your main findings, and argument, and participate in discussion of last-minute improvements. Each presentation should be 12-15 minutes and we will allot 5-7 minutes of discussion for each student.

Final Research Paper: Your final paper will be 4,100-6,000 words in length, not including bibliography and footnotes. The paper must be based on primary sources that you have located in archives or through online resources. You must include a bibliography (split by primary and secondary sources). You must properly cite all of your sources using the History Department Style Guide for reference.

Schedule of Meetings

Week 1	Aug. 28	Humans First - Introductions * Course Outline * Centrifuge Papers * A Successful Research Paper * Why AI Can't Help in this Class * Practicing with Historical Artifacts
	Aug. 30	Reading and Centrifuge DUE: Rampolla, pp. 1-8 and Catarina Vala, "Miracle of the Sun, Divided by Class: Why the Rural Response to the Miracle of the Sun Confused Portuguese Elite during World War I," HIST 300, Fall 2022 (Moodle) * Dissecting a Successful Model Evidence, Organization, Argumentation Scale of an Appropriate Topic
Week 2	Sept. 4	LABOR DAY – NO MANHATTAN COLLEGE CLASSES
	Sept. 7	Reading DUE: Rampolla, pp. 9-26 and <i>Going to the Source</i>, pp. 1-7 Types of History Search Terms Types of Sources Source Evaluation
Week 3	Sept. 11	Reading DUE: Rampolla, pp. 27-43 and Rebecca Schneider, "The Case Of The Phantom Article: Libraries And ChatGPT," <i>The UnCommonWealth</i> blog, (July 5, 2023) https://uncommonwealth.viriniamemory.com/blog/2023/07/05/the-case-of-the-phantom-article-libraries-and-chatgpt/ MEET IN THE MANHATTAN COLLEGE LIBRARY Guest Speaker: Laurin Paradise, MC Librarian Library Orientation and Source Exploration Identifying Research Topics and Sources

Week 3 (cont.)	Sept. 14	Reading DUE: Rampolla, pp. 111-163 (OK to skim) AND <i>Going to the Source</i>, p. 361-385 AND History Department Style Guide (Moodle) AND “Ambrose Problems Date Back To Ph.D. Thesis,” <i>Forbes</i> May 10, 2002, https://www.forbes.com/2002/05/10/0510ambrose.html?sh=6beafce36e03 * Citations and the Avoidance of Plagiarism Understanding Turnitin as a Tool to Help IN CLASS: Citation and Plagiarism Tests DUE THURSDAY NIGHT: Initial Potential Sources
Week 4	Sept. 18	Reading DUE: Rampolla, pp. 89-107 BRING YOUR RESEARCH/DEVICE IF POSSIBLE * Research Practices Taking Process Notes and Documenting your Reactions to Sources * Fishbowl Session on Research Paper Progress EXTRA CREDIT OPPORTUNITY: Tuesday September 19, Costello Lecture, Kelly Commons 5B, 4:30pm
	Sept. 21	Reading and Centrifuge DUE: <i>Going to the Source</i>, Chapter 2, pp. 35-59 AND Rampolla, pp.38-40 and 48-51 * Visual Sources Close Reading and Micro-History * DUE SATURDAY NIGHT: Initial Potential Sources again (if needed)
Week 5	Sept. 25	Reading and Centrifuge DUE: Ronald P. Toby, “Imagining and Imaging ‘Anthropos’ in Early-Modern Japan,” <i>Visual Anthropology Review</i>, Vol. 14, No. 1 (March 1998): 19-44. http://onlinelibrary.wiley.com/doi/10.1525/var.1998.14.1.19/pdf AND Askew, “New Research on the Nanjing Incident” (Moodle) Guest Faculty: Dr. Paul Droubie Visual art, Anthropology, and History in the non-West Historiography Building Blocks: Arguments about the Past >>Please email your comments to Dr. Droubie as well as posting on Moodle.
	Sept. 28	Visit to Manhattan College Archives with Amy Surak * Local Knowledge and Historical Arguments

Week 6	Oct. 2	Reading and Centrifuge DUE: Monica H. Green and Daniel Lord Smail, "The Trial of Floreta d'Ays (1403): Jews, Christians, and Obstetrics in Later Medieval Marseille," <i>Journal of Medieval History</i> Vol. 34, No. 2 (June 2008): 185-211. (on Moodle) Guest Faculty: Dr. Jennifer Edwards How are pre-modern sources processed for publication and analysis? What tools might historians use to interpret fragmentary evidence? >>Please email your comments to Dr. Edwards as well as posting on Moodle.
	Oct. 5	Reading DUE: <i>Going to the Source</i>, Chapters 3 and 5, pp. 60-83 and 106-129 * Newspapers, Bias, and Objectivity * DUE SUNDAY NIGHT: Primary Source Analysis
Week 7	Oct. 9	FALL BREAK – No Classes Monday
	Tuesday Oct 10	Reading and Centrifuge DUE: <i>Going to the Source</i>, Capstone, pp. 327-360 * Bringing it all together: Various Primary Sources in Conversation Sources by Type: Strength and Weakness Role for Primary Sources, Role for Secondary Sources
	Oct. 12	Reading DUE: Rampolla, 65-74 and revisit pp. 108 AND Adam Arenson, "Ansel Adams's 'Eucalyptus Tree, Fort Ross': Nature: Photography, and the Search for California," <i>California History</i> 82, no. 4 (2005): 10-25. https://www.jstor.org/stable/25161764 * Reverse Outline
Week 8	Oct. 16	Reading DUE: Rampolla, p. 55-64 and pp. 89-110 AND Lynn Hunt, "How Writing Leads to Thinking (and not the other way around)," <i>AHA Perspectives</i>, February 2010, http://www.historians.org/Perspectives/issues/2010/1002/1002art1.cfm * BRING YOUR RESEARCH/DEVICE IF POSSIBLE * Fishbowl session in MC Library Lab with Dr. Arenson and Laurin Paradise Writing Leads to Thinking * DUE TUESDAY NIGHT: Paper Proposal and Initial Annotated Bibliography

Week 8 (cont.)	Oct. 19	Reading DUE: Rampolla, p. 43-48, AND Dennis Showalter, “The Great War and Its Historiography,” <i>Historian</i>, Vol. 68, No. 4 (Winter 2006): 713-721 https://www.jstor.org/stable/24453743 * Historiography – from Varied Views to a Guide through a Scholarly Landscape DUE SATURDAY NIGHT: Paper Outline and Self-Reflection
Week 9	Oct. 23	BRING YOUR RESEARCH/WRITING DEVICE IF POSSIBLE * Fishbowl individual meetings in classroom * DUE TUESDAY NIGHT: Historiography Paper Version One
	Oct. 26	Reading DUE: <i>Going to the Source</i>, Chapter 7, pp. 154-181 * Continue Working on your Final Paper, many times a week * In Class: Calle 13, “Latinoamérica,” Beyonce, “Formation,” Childish Gambino, “This is America” * Songs and Music Videos: Poetry, Politics – and Bricolage is Not Yet an Argument
Week 10	Oct. 30	Reading DUE: <i>Going to the Source</i>, Chapter 12, pp. 274-302 * Continue Working on your Final Paper, many times a week * Oral History, Subject Position, Objectivity, Implications
	Nov. 2	Reading and Centrifuge DUE: Jeff Horn, The Making of a Terrorist, pp. 1-8 (Moodle); AND <i>Going to the Source</i>, Chapter 4. pp .84-105 Guest Faculty: Dr. Jeff Horn – email to Dr. Horn as well Biography and Autobiography Tracing Lives and/or Making Historical Arguments
Week 11	Nov. 6	Reading DUE: <i>Going to the Source</i>, Chapter 9, pp. 203-224 * Continue Working on your Final Paper, many times a week * Law, Race, Legalism, History

Week 11 (cont.)	Nov. 9	Reading DUE: <i>Going to the Source</i>, Chapter 8, pp.182-203. * Continue Working on your Final Paper, many times a week * Public Art, Public Rhetoric
Week 12	Nov. 13	Reading DUE: <i>Going to the Source</i>, Chapter 13, pp. 303-326 * Continue Working on your Final Paper, many times a week * Cartoons, Politics, Memes, Scandals, and History DUE: Historiography revised and resubmitted (if needed)
	Nov. 16	Classroom Work Space LAST DAY TO WITHDRAW FROM CLASS is Nov. 17
Week 13	Nov. 20	BRING YOUR RESEARCH/DEVICE IF POSSIBLE * Fishbowl individual meetings in classroom * DUE MONDAY NIGHT: Full Second Draft of your Paper
	Nov. 23	NO CLASS-THANKSGIVING
Week 14	Nov. 27	DUE SATURDAY NIGHT: Distribute draft to your peer group * In-Class Peer Discussion of your Paper Draft * DUE AFTER CLASS: Copy of comments provided to your peers
	Nov. 30	Student Presentations Continue work on your Final Paper, consulting professor as needed
Week 15	Dec. 4	Student Presentations Continue work on your Final Paper, consulting professor as needed
	Dec. 7	Student Presentations Continue work on your Final Paper, consulting professor as needed DUE SUNDAY DECEMBER 10: FINAL DRAFT OF FINAL PAPER
Week 16		<i>FINAL EXAM PERIOD</i>

Research Paper Grading Rubric – History Department

Student _____

Final Grade _____

Definitions

- Analysis: Development of the argument through original ideas about the sources.
- Argument: Overarching idea to which all of the paper is focused on proving and explaining.
- Documentation: Appropriate place and formatting of citations and bibliography.
- Organization: Sections and transitions are logical and build the strength of the argument.
- Research: The collection of sources (primary, secondary, and/or theoretical as required) that allow for as-comprehensive-as-possible a collection of evidence.
- Supporting evidence: The selection of cited evidence from the sources that supports the analysis.

Content

A	A-	B+	B	B-	C+	C	C-	D+	D	F
Paper fulfills basic requirements exceptionally well			Paper fulfills basic requirements well			Paper fulfills basic requirements adequately			Paper falls short in fulfilling basic requirements	Paper fails to fulfill basic requirements
Excellent argument			Good argument			Satisfactory argument			Poor argument	No argument
Excellent analysis			Good analysis			Satisfactory analysis			Poor analysis	No analysis
Excellent research			Good research			Satisfactory research			Poor research	No or inappropriate research
Excellent supporting evidence			Good supporting evidence			Satisfactory supporting evidence			Poor supporting evidence	No or inappropriate supporting evidence

Style

A	A-	B+	B	B-	C+	C	C-	D+	D	F
Excellent writing			Good writing			Satisfactory writing			Poor writing	Does not meet minimum standards
Excellent documentation			Good documentation			Satisfactory documentation			Poor documentation	Does not meet minimum standards
Excellent organization			Good organization			Satisfactory organization			Poor organization	No organization
Excellent introduction and conclusion			Good introduction and conclusion			Satisfactory introduction and conclusion			Poor introduction and conclusion	No introduction and conclusion

Additional Elements

A	A-	B+	B	B-	C+	C	C-	D+	D	F
Excellent historiography			Good historiography			Satisfactory historiography			Poor historiography	No historiography