

HIST 459 Capstone: Historiography Seminar

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Office Hours: TR 9:20-noon and by appt.

Spring 2014
Admin 322
TR 8:00-9:20
3 credit hours

Course Description: HIST 459 is a research-intensive course required as a capstone experience for all History majors and can count as a US or non-US course depending upon your research focus. This course integrates instruction and practice in research methodology and interpretation to assist students in becoming effective in the discipline of history. Coursework will help students understand and apply key concepts about interpretive historical discourse. Additionally, this capstone course integrates a connection to the mission of Abilene Christian University through theological reflection related to vocation.

Course Goals: This course is a seminar designed to help students further improve skills for interpretation and composition through historiographic investigation, and builds upon the methodological foundation introduced in the Historical Methods course (HIST353). This course allows the student to demonstrate matured historical processing by developing further observational, critical, analytical and literary capacities. Classwork and readings will stretch the student's horizons and deepen understanding of historical truths and objectivity through multiple points of view and interpretive approaches. HIST 459 equips students to better acknowledge their own subjectivity within the larger professional discourse.

Purpose of this course: HIST 459 cultivates critical reading and thinking and refines writing skills by exposing students to a range of scholarly texts and historiographical approaches and requiring them to evaluate the ways in which history has been interpreted. The student who completes this course as a capstone to her/his experience in Historical Methods and upper-level history courses will emerge with a nuanced understanding of historical interpretation and narration that accounts for source biases and limitations, the influence of the historian's own context, and the nature of subjectivity. Students will also reflect extensively on history as Christian vocation and demonstrate mature consideration of further education and career opportunities within the historical profession.

Course Competencies and Measurements

	Competency	Measurement
1	The student will develop a broad understanding of historiography as a tool of historical scholarship and demonstrate a fundamental understanding of the process of interpreting history.	The student will submit responses to assigned readings, participate in weekly discussions, lead class discussion of peer-reviewed articles using a variety of historical approaches, and express in written and oral forms their evaluation of a significant trend in US or Non-US history.
2	The student will illustrate a basic understanding of the fundamentals of	The student will present evidence of professional experiences and skill sets and reflection on future plans

	the next stages beyond the BA of the historical profession.	as demonstrated by a resume, practice application materials for graduate school, and internship(s).
3	The student will demonstrate a fundamental understanding of the historical field as related to vocation and Christian service.	The student will express in written form her/his observations of the contextualization of the historical past in relation to Christian vocation.

Prerequisite: Senior standing, 12 hours of 000-299 HIST, Historical Methods (HIST353), BCORE 310, and 12 hours 300-499 HIST

Prerequisite/Co-requisite: Internship in/related to the field of history

MISSION STATEMENTS

The mission of **Abilene Christian University** is to educate its students for Christian service and leadership throughout the world.

The mission of the **Department of History** is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and the heritage of peoples throughout the world.

The mission of the **General Education Core** is to introduce students to and engage them in the process of thinking critically, globally, and missionally, preparing them for the rigor of academic excellence and university life at ACU.

Required texts:

- 1) Supplementary items available in Open Class and via Brown Library (readings, discussion board)
- 2) David Cannadine, What is History Now?
- 3) The Chicago Manual of Style, 16th ed. Students are not required to purchase a hard copy of the Manual, since it is available electronically through the Brown Library website. However, students are expected to consult the Manual faithfully, and all footnotes/bibliography entries should use Chicago Style.

Assignments:

- 1) Reading responses submitted through discussion board in Open Class: Check the calendar for multiple due dates and time deadlines for the response assignments. Also included in this component is my assessment of your participation in the class. This includes your preparedness for discussion, your attention and contribution to discussions led by your classmates, and your engagement in material presented by the professor. (10 points toward final grade)
- 2) Student-led discussion of assigned articles: Each student will be responsible for leading the class in discussion of THREE assigned journal articles. Articles will be assigned during week one. On weeks you are assigned to lead discussion, you should come to class with a typed list of discussion questions prepared (these must be turned in to the professor at the end of the discussion). Each discussion should touch on the following: author's background/reason for writing, author's bias or ideological orientation, genre of history, thesis, historical questions/problems posed, sources, relationship to other scholarship/historiography, new ideas/contributions, and strengths/weaknesses. Be sure that the discussion addresses all of the questions posed above, and also

outlines the major points of the text. Everyone should have a clear understanding of the argument and major points of the text after the discussion. Feel free to disagree and critique the text, as well. You might also use discussion time to apply the text to other relevant historical problems or philosophical concerns, including contemporary issues. I will be there to help you if discussion lags, but I expect you to be able to present and lead your peers in discussion for at least 45 minutes to one hour. A recommendation: never ask a yes or no question--ask open-ended questions that will spark further ideas! This will promote better, and longer, conversation. Be supportive of each other and speak up! (20 points towards final grade)

- 3) **Historiographic project:** See historiographic project due dates on the calendar. Building on the skills that you were introduced to in HIST 353 (Historical Methods) and on the coursework you have completed in upper-level History classes, you will choose a topic of interest in consultation with the instructor and then craft a historiographic project. Components of the historiographic project include: 1) topic overview; 2) annotated bibliography; 3) historiographic essay; 4) podcast. (45 points toward final grade- see component distribution below). Bear in mind that your choice of topic determines how this course counts in your degree plan as either a U.S. or non-U.S. history class. Check with your advisor or degree plan specialist if you are not sure which you need. **See a more detailed overview of this project following the course calendar.**
- 4) **Vocation project:** See vocation project due dates on the calendar. This assignment will demonstrate the ability to think critically about faith and vocation within the discipline of history and will include the following: 1) Updated curriculum vitae: You will turn in an academic resume (cv) during week one of the course. Once you have received feedback on this cv, you will update it such that it is ready for graduate school submissions and/or job application; 2) Practice graduate school application cover letter and writing sample: students will select a graduate program and write a cover letter and prepare a writing sample for application to that program; 3) a vocation reflection essay that demonstrates the ability to think critically, globally, and missionally about the historical profession through reflection upon your course experiences, and extra-curricular experiences including conference presentations and internships. (25 points toward your final grade- see component distribution below). Note: students must complete at least one internship related to the historical field in order to complete this assignment. It is assumed that students in a degree capstone course should have already completed an internship.

Grading:

<u>Value</u>		<u>Scale</u>
Reading responses/participation	10 points	90-100=A
Student-led discussion of assigned articles	20 points	
Historiographic project	45 points	80-89=B
Topic overview	5 points	70-79=C
Annotated bib	10 points	60-69=D
Essay	20 points	0-59=F

Podcast	10 points	
Vocation project		25 points
Resume	5 points	
Application	5 points	
Essay	15 points	
Total		100 points

Policies:

Attendance and participation: Class attendance and participation are essential elements of a seminar course. Your attendance is required. Students are responsible for their own participation in class discussions, both on-line and face-to-face. Students who miss more than four (4) class periods will want to confer with the instructor, as that number will be considered excessive. Students who miss more than 20% can be dropped from the course with a "WF." Because the class relies heavily on student preparation and participation, I will ask you to turn any convergence devices off during class time. Because class is discussion-oriented, your focus on the tasks at hand is imperative. Persistent failure to attend class and/or to engage in class discussion will result in a penalty to the reading/podcast response grade. Students in official university activities (athletics, forensics, band, etc.) will not be penalized, but must provide the official form ONE WEEK in advance.

Late work: Because the class is discussion oriented, assignments should be completed on time. Late work will be severely penalized (25% of total points per assignment).

Academic integrity: Academic integrity is expected from all students regarding all work. Plagiarism is an academic crime and will be treated seriously, as will cheating behavior during exams and quizzes. Minimum penalties for such infractions include a zero for the assignment at hand and a letter to the academic dean. If you have any questions regarding the definition of plagiarism, please ask one of your professors. For more info, see <http://www.acu.edu/campusoffices/provost>.

ADA Compliance Statement: "Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667."

The syllabus schedule and/or assignments may be altered at any time, according to my discretion, and with due notice to students.

No extra credit is offered in this course.

A significant portion of course time will be spent in discussion. Always, but particularly in discussion context, students are expected to conduct themselves with courtesy and sensitivity towards other students, the professor, and the course material.

Schedule of Topics/Assignments:

Week 1: Introduction

Tuesday 14 January – Syllabus and expectations for seminar setting

Thursday 16 January – What Is History Now?; in-class discussion of Burkhardt essay (selections to be read during class)

Read: Cannadine, introduction and chapter 1, “What is History Now?”

Due: current CV due in class on Thursday; reading response to Cannadine due Thursday to OpenClass

Week 2: Political History

Tuesday 21 January – Historiography: What Is It?

Thursday 23 January – Palmer article presentation and discussion

Read: Cannadine chapter, “What Is Political History Now?”, R.R. Palmer, “Reflections on the French Revolution,” *Political Science Quarterly* 67 no. 1 (March 1952), 64-80.

Due Tuesday to OpenClass folder: response to Cannadine

Week 3: Social History and Microhistory

Tuesday 28 January – How to write a Historiographical Essay

Thursday 30 January – Morrison article presentation and discussion

Read: Douglas R. Howland, “Samurai Status, Class, and Bureaucracy: A Historiographical Essay,” *Journal of Asian Studies* 60, no. 2 (May 2001), 353-380; Cannadine chapter, “What is Social History Now?”, Heather Morrison, “‘Making Degenerates into Men’ by Doing Shots, Breaking Plates, and Embracing Brothers in Eighteenth-Century Freemasonry,” *Journal of Social History* 46 no. 1 (2012), 48-65.

Due Tuesday to OpenClass folder: response to Cannadine and response to Howland

Week 4: Religious History and Theology

Tuesday 4 February – Choosing a topic; historiography research (meet in Library)

Thursday 6 February – Parsons article presentation and discussion

Read: Cannadine chapter, “What is Religious History Now?”, Gerald Parsons, “A National Saint in a Fascist State: Catherine of Siena, ca. 1922-1943,” *Journal of Religious History* 32, no. 1 (March 2008), 76-95.

Due Tuesday to OpenClass folder: response to Cannadine

Week 5: Cultural History and Linguistic Theory

Tuesday 11 February – In-class exercise: using book reviews to assess a monograph

Thursday 13 February – Davis chapter presentation and discussion

Read: Cannadine chapter, “What Is Cultural History Now?”, chapter from Natalie Zemon Davis, *Fiction in the Archives: Pardon Tales and Their Tellers in Sixteenth-Century France* (note: this book is on order by the ACU library; when it comes in, I will scan the appropriate chapter and place it on open class. Discussion date may be moved.)

Due Tuesday to OpenClass folder: response to Cannadine

Week 6: Gender History and Theory

Tuesday 18 February – Objectivity vs. subjectivity

Thursday 20 February – Smith-Rosenberg article presentation and discussion

Read: Cannadine chapter, “What Is Gender History Now?”, Carroll Smith-Rosenberg, “The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America,” *Signs* 1 (Autumn 1975), 1-29.

Due: **Historiographic project topic overview due Tuesday** (hard copy). **Due** Tuesday to OpenClass: response to Cannadine.

Week 7: Intellectual History

Tuesday 25 February – Background: critical theory and history

Thursday 27 February – Klemm article presentation and discussion

Read: Cannadine chapter, “What Is Intellectual History Now?”, Chris Manias, “The Growth of Race and Culture in Nineteenth-Century Germany: Gustav Klemm and the Universal History of Humanity,” *Modern Intellectual History* 9, no. 1 (2012), 1-31.

Due Tuesday to OpenClass: response to Cannadine

Week 8: Imperial History and Postcolonial Theory

Tuesday 4 March – An introduction to British Empire historiography

Thursday 6 March – Sinha article presentation and discussion

Read: Cannadine chapter, “What is Imperial History Now?”, Mrinalini Sinha, “Britishness, Clubbability and the Colonial Public Sphere,” *Journal of British Studies* 40 no. 4 (October 2001), 489-521.

Due Tuesday to OpenClass: response to Cannadine

SPRING BREAK

Week 9: Environmental History and Economic History

Tuesday 18 March – Cronon article presentation and discussion

Thursday 20 March – Abramovitz article presentation and discussion

Read: William Cronon, “A Place for Stories: Nature, History, and Narrative,” *The Journal of American History* 78 (March 1992), 1347-1376; Moses Abramovitz, “Catching Up, Forging Ahead, and Falling Behind,” *The Journal of Economic History* 46 no. 2 (June 1986), 385-406.

Due: **Historiographic Project Annotated Bibliography** due Tuesday

Week 10: History of Sexuality and Military History

Tuesday 25 March – Baker article presentation and discussion

Thursday 27 March – Badsey article presentation and discussion

Read: Nicholas Scott Baker, “Power and Passion in Sixteenth-Century Florence: The Sexual and Political Reputations of Alessandro and Cosimo I de Medici,” *Journal of the History of Sexuality* 19, no. 3 (2010), 432-457; Stephen Badsey, “The Boer War (1899-1902) and British Cavalry Doctrine: A Re-Evaluation,” *Journal of Military History* 71, no. 1 (2007), 75-97.

Week 11: Historiographic Project Tutorials

Tuesday 1 April – sign up for a time to meet with Dr. Elliott

Thursday 3 April – sign up for a time to meet with Dr. Elliott

Read: none this week

Due: Historiographic Essay rough draft due at time of tutorial

Week 12: Historiographic Project Editing

Tuesday 8 April – in-class peer review of Historiographic Essays

Thursday 10 April – in-class peer review of Historiographic Essays

Read: none this week

Week 13: Graduate School and Beyond

Tuesday 15 April – Discussion: graduate school in history

Thursday 17 April – CV and application materials workshop

Read: none this week

Due: Final Historiographic Essay due Tuesday; Updated CV, graduate school cover letter and writing sample due in class Thursday

Week 14: History as Christian Vocation

Tuesday 22 April – Schwehn article presentation and discussion

Thursday 24 April – in-class discussion of vocation reflection essays

Read: Mark R. Schwehn, “Faith Seeking Historical Understanding,” *Fides et Historia* 37:2 (Summer/Fall 2005) 11-21.

Due: Vocation reflection essays due in class Thursday

Week 15: Historiographic Project Presentations

Tuesday 29 April – in-class presentations

Thursday 1 May – in-class presentations

Read: none this week

Due: Historiographic project podcasts due to OpenClass folder in digital copy at the time of each presentation; script of podcast due in hard copy at time of presentation

Final Exam: 10-11:45, Tuesday 6 May. There will be no traditional final exam in this course, since coursework is oriented towards skills acquisition and projects. During the final exam time, we will have a meal together and reflect on the course. Details TBA. (This time may also be used to finish up podcast presentations if necessary.)

Historiographic Project Assignment Details

(notice there are multiple components with multiple due dates)

Topic Overview (includes preliminary bibliography):

You will choose a topic in consultation with your instructor. Consider history courses you have had in the past and perhaps a particular topic that you wish more fully to understand. You may choose a topic with a U.S. focus or non-U.S. focus. You will turn in the following:

- 1) a preliminary bibliography that includes scholarly interpretations (15 monographs or book length studies; 5 journal articles) and primary source materials (5 documents). These resources should relate directly and clearly to your topic statement.
- 2) A 100 to 200 word summary that articulates clearly your chosen topic. You should explain why you chose this topic and speculate on what you think you might find in the historiographic literature. Answer, too, specifically how you think your chosen primary sources will fit into a discussion on your topic.

Annotated Bibliography:

Please note there is a sample Annotated Bibliography in OpenClass.

- 1) You will use scholarly book reviews to determine the value of each of your sources toward the annotated bibliography.
- 2) Once you have looked at multiple book reviews for each of your sources, you will choose 7 monographs or book-length studies, 3 scholarly journal articles, and 2 primary sources to annotate. You must make a copy of each book review that you use, you must have multiple book reviews (more than two) for each monograph or book-length study. A single book review may or may not reveal the issues associated with the historiographic problem.
- 3) You will annotate the 13 sources (as determined in the step above). Formatting must adhere to Chicago style. Following the annotations, you should craft a paragraph that indicates your understanding of the historiographic problems presented by the 13 sources.

Historiographic Essay:

Please note the following style requirements for the essay

- 1) 1 inch margins—check this, the default on left is 1.5
- 2) Cover page according to Chicago (no page number on this page)
- 3) Double space the text
- 4) No title on the first page of text
- 5) Page numbers centered bottom—no name, numbers only
- 6) Footnotes in Chicago style

- 7) Bibliography
- 8) Turn this essay in as a hard copy.

Instructions:

Using your annotated bibliography as your guide, you should locate all sources, taking copious notes on your chosen topic. An edited version of your introductory paragraph to the annotated bib might serve well as the introduction for your essay (see number 3 in the annotated bib assignment). Recall that there is a sample historiographic essay in Open class, which can help guide your understanding of the elements involved. The journal article on samurai culture that we read in class may also serve as a guide.

Note that your essay should have an introduction and a conclusion; that the body of your essay should develop the way(s) by which the annotated bib supports your introduction.

The superior essay (18-20 points) will perceptively and fully develop the topic. There will be a clear, narrow, and focused thesis fully supported by the body paragraphs. The body paragraphs will have excellent structure and supporting detail. It will show impressive stylistic control using accurate, sophisticated and impressive language. The vocabulary should express ideas with unusual precision and this essay will use varied sentence structure to communicate complex ideas. There will be few, if any, errors in grammar, punctuation, or usage of standard English.

The passing essay (13-17.99 points) will be an adequate to good response to the topic. The ideas will be somewhat insightful and moderately developed with an adequate and somewhat focused thesis. Most paragraphs will have a controlling idea, a clear paragraph structure, and adequate supporting detail. The essay will have a moderately clear style with an adequate range of word choice, good tone, and some sentence variety. The paper will demonstrate a moderate command of standard English where errors in grammar, punctuation, and usage do not interfere with the message of the essay.

A failing essay (less than 13 points) will be an inadequate response to the assigned topic because of the following: a controlling idea is absent or unclear; the controlling idea is not sufficiently supported; ideas are confused or disconnected; the body paragraphs have serious structural problems. Additionally, should the essay have an ineffective style, limited word choice, poor sentence structure or major (repeated) errors in grammar or punctuation, this essay will receive a failing grade.

Podcast

The central understanding of the historiographic project is that historians and other scholars look at any given topic from multiple perspectives. For this component of the historiographic project, you will create a podcast (audio or video) of seven to ten minutes in length based on the following prompt:

Considering your historiographic topic as analyzed in your historiographic essay, make sure you can clarify the different perspectives historians hold on your chosen topic. Then create a podcast that comments on the following:

- *Life of the Mind*. What is it about the process of critically examining an issue that challenges or stimulates you? How have the different ways of knowing (sciences, theology, social sciences, arts, etc.) provided ways for you to engage this topic?

NOTE CAREFULLY: You are not reading your essay as the podcast- you are analyzing the historiographic topic based on the prompt above.

You will sign up for a presentation time during which your professor and classmates listen to and respond to your podcast. On the day of the presentation, you will introduce and then play your podcast. You will turn in:

- 1) the script for your podcast on the day that you present.
- 2) a digital copy of the podcast on the day that you present.

Rubric:

The superior podcast (9- 10 points)-should be a minimum of 7 minutes long and a maximum of 10 minutes. This podcast will show evidence that the script is well-written, clearly not impromptu, free from grammatical errors and demonstrates an in-depth analysis of the topic. This podcast will have superior audio quality, clearly indicating that it was recorded in a studio environment and was well edited. This podcast clearly articulates a response to the prompt with well-supported evidence.

The good podcast (8-8.99 points)- should be no shorter than 6 minutes and thirty seconds. This podcast will show evidence that the script was clearly written ahead of time, with few grammatical errors, but it will be lacking in the depth of the superior podcast. This podcast may have been recorded in a studio environment, but may not have been edited well. This podcast references the prompt but lacks in depth regarding evidence.

The weak podcast (6-7.99 points)- would be no less than 5 minute and thirty seconds. This podcast would seem to be more impromptu, with the student verbally working through the concepts as they are speaking, however, the ideas would seem thought out ahead of time, even if the script itself is impromptu. It should still have some of the needed depth of ideas and would clearly respond to the prompt.

The fail podcast (5.99 and less) would be less than 5 minutes. This podcast might reference the prompt, but would seem wholly impromptu. The student would not have prepared the ideas ahead of time; this podcast would lack any depth of ideas.