Daily Schedule and Assignments for History 210, Spring 2009

This schedule will almost certainly be altered as we work our way through the semester. Changes will be announced in class and/or via email, so it is vitally important that you regularly come to class, or check with others if you should have to miss.

You must have completed the assigned reading and assignments (including assigned reading notes) before you come to class, and you will be called upon to participate in the discussion of the readings. Oral or written quizzes may be administered on the reading material and you will be required for some sessions to come to class with a typed analysis of the readings. Look ahead in the schedule and plan enough time to do all of the readings and assignments over the course of each week. If you do not make preparation for this class part of your regular weekly schedule, this course WILL overwhelm you. It is advised that you email your assignments to yourself so that if you have access or printing problems once you get on campus, you will at least have the assignment in your account. Please note that handwritten assignments will not be accepted!

On dates for which readings are assigned, you must bring those readings to class (i.e., bring the Going to the Source texts, the Gilderhus text, the Chicago Manual of Style, and any assigned articles [unless specifically exempted in the schedule]). Failure to follow this common-sense guideline WILL adversely affect your discussion grade!

KEY:

GTS1 and GTS2 – Going to the Source, volume 1 and 2
Gilderhus – History and Historians
CMS – Chicago Manual of Style

T – 21 Aug. – 1st Hour – Introduction to the Course
  2nd Hour – Video: History Detectives – Junius Brutus Booth

Th – 23 Aug. – 1st Hour – Historiography – Read/Discuss: Gilderhus, Chaps. 1-3
  2nd Hour – Historiography – Read/Discuss: Gilderhus, Chaps. 4-7

T – 28 Aug. – 1st Hour – Historiography cont. – Read/Discuss: Jill Lepore, “Just the Facts, Ma’am,” in The New Yorker, (24 March 2008), pp. 79-83 (bring a copy of this to class)
  2nd Hour – Historiography cont. Assignment: Begin reviewing CMS, pp. 684-810, to get a sense of how citations and bibliographies are supposed to be formatted.

Th – 30 Aug. – 1st Hour – Historiography cont. – Read/Discuss: Stephen Alford, Kingship and Politics in the Reign of Edward VI, Chapter One – “Constructing the reign of Edward VI,” pp. 5-31 (This is an “Electronic Book” that you will access through HSU’s catalogue.)
1. Go to the HSU library home page. In the “Search For” box, type in the title of the book. 2. When you get to the next page click on the tab above the entries that says “HSU Books (3).” 3. On the next page you will see three entries for the book. Under the first entry, click on the link that says “Access Restricted to CSU users only, click here to retrieve title.” 4. You will then see the table of contents – click on chapter one. **Assignment:** Answer these questions (your response should be type-written, spelled checked, etc.) – How was Edward VI and his reign perceived in his own day? Why were they perceived that way? How were they viewed in Elizabeth’s reign? Why? How were they looked upon in the 17th and 18th centuries? Why? How did the Victorian historians view them? Why? What issues have particularly interested 20th century historians? **(You do NOT have to bring a copy of the chapter to class.)**

2nd Hour – Historiography cont. – **Assignment 1:** Briefly define and then identify a “primary” and a “secondary” source (the primary source does not have to be related to the secondary source). How many kinds of primary sources can you list, off the top of your head? Draw up a set of general questions that can be applied to a primary source. **Assignment 2:** After reviewing Gilderhus and your notes, think about the different approaches to history that we have gone over. Write a paragraph about which of the approaches most appeals to you and why.

T – 4 Sept. – 1st Hour – Political Sources – **Read/Discuss:** GTS2, Ch. 1 (KKK Hearings) and Ch. 11 (Congressional Speeches)

2nd Hour – Legal Sources – **Read/Discuss:** GTS1, Ch. 7 (Supreme Court Record: Female Citizenship) and GTS2, Ch. 9 (Supreme Court Record: Japanese Internment); **Assignment:** you will be given a list of both primary and secondary sources that you will put into correct footnote and bibliographic format using the CMS – **this assignment will be due for the following class**

Th – 6 Sept. – 1st Hour – Diplomatic Sources – **Read/Discuss:** GTS1, Ch. 11 (Mexican-American War) and GTS2, Ch. 10 (Cuban Missile Crisis)

2nd Hour – **Assignment:** Citations and using the **Chicago Manual of Style**

T – 11 Sept. – 1st and 2nd Hours – Library Orientation #1: Finding and working with Congressional Documents, Presidential Papers, Diplomatic Documents – meet on 3rd floor of HSU’s Library, outside the Humboldt Room; **Read/Review:** CMS, pp. 772-784, and relevant parts of the Library website via “Research Guides by Subject” and “Government” and “Legal Research;” **Assignment:** Search and Seizure #1 (due on Friday, 20 Feb.)
Th – 13 Sept. – 1st Hour – Informal Print Sources – **Read/Discuss**: GTS1, Ch. 5 and GTS2, Ch. 13
2nd Hour – Newspaper Sources – **Read/Discuss**: GTS2, Ch. 3 (Pullman Strike) and Ch. 5 (African-American Advertisements)

T – 18 Sept. – 1st and 2nd Hours – Library Orientation #2: Finding and working with local and national newspapers; meet on 1st floor of HSU’s Library.
**Read/Review**: CMS, pp.728-730, 738-742, and relevant parts of the Library website via “Research Guides by Subject” and “Newspapers.” **Assignment**: Search and Seizure #2 (due on Friday 27 Feb.)

Th – 20 Sept. – 1st Hour – Visual Sources – Paintings – **Read/Discuss**: GTS1, Ch. 10 and GTS2, Ch. 8. **Search and Seizure #1 due**
2nd Hour – Visual Sources – Cartoons – **Read/Discuss**: GTS2, Ch. 14

T – 25 Sept. – 1st Hour – Visual Sources – Photographs – **Read/Discuss**: GTS1, Ch. 13, and GTS2, Ch. 2
2nd Hour – **Read/Discuss**: “How Writing Leads to Thinking (and not the other way around),” by Lynn Hunt, in Perspectives on History, vol. 48, no. 2 (February 2010), pp. 16-18; **Research Paper Topic due**: come to class with 2 typed copies of topic and research question plus a preliminary source list in correct *Chicago Manual of Style* format

Th – 27 Sept. – 1st and 2nd Hours – Library Orientation #3: Finding and Using Archival Documents and Materials; meet on 3rd floor of HSU’s Library, outside the Humboldt Room; **Read**: the brief description of the Pamphlet Collection held in HSU’s Humboldt Room (look under “Collections” on the Humboldt Room web page); **Assignment**: Search and Seizure #3 (due Monday 9 March); **Search and Seizure #2 due**.

T – 2 Oct. – 1st Hour – “First Hand” Sources – Autobiography – GTS2, Ch. 4, Olaudah Equiano’s *The Interesting Narrative and of the Life of Olaudah Equiano, Written by Himself* (1789), and Krupa Sattianadan, *Saguna: A Story of Native Christian Life* (1887-1888) (Equiano and Sattianadan can be found in *Sources of The Making of the West*, vol. II, respectively pp. 31-33 and pp. 67-70 – three copies of *Sources of the Making of the West* are on reserve in the Library). **Assignment**: respond to the following questions regarding Equiano’s account – To whom would Equiano’s account be especially aimed? Why? Why did his account have such an impact, becoming a best-seller in its day? What “tricks,” so to speak, does he use to make the reader identify with him? Respond to the following question regarding Sattianadan’s account – In what ways
is British Colonialism reflected in Krupa Sattianadan’s piece? (*You do NOT need to bring copies of these readings to class.*)

2nd Hour –

Th – 4 Oct. – 1st Hour – “First Hand” Sources – Diaries and Journals – **Read/Discuss:** GTS2, Ch. 6. **Assignment:** read the selections from Alice Thornton’s diary that are on reserve in the Library. What do you need/want to know in order to understand this account? Write/type out your questions as you work your way through the text. See if you can answer any of them the further into the document you get. What sort of topics for research papers would this document support? (*You do NOT need to bring copies of these readings to class.*)

2nd Hour – “First Hand” Sources – Letters – **Read/Discuss:** GTS2, Ch. 12. **Assignment:** Read the selections from the Paston Letters that are on reserve in the Library. What do you need to know in order to understand these letters? Write/type out your questions as you work your way through the letters. See if you can answer any of them the further into the documents you get. What sort of topics for research papers would these letters support? (*You do NOT need to bring copies of these readings to class.*)

T – 9 Oct. – 1st Hour – Statistics and Data – **Read/Discuss:** GTS1, Ch. 9; **Search and Seizure #3 due**

2nd Hour –

Th – 11 Oct. – 1st Hour – Advice Literature and Wills – **Read/Discuss:** GTS1, Ch. 8. **Assignment:** Read through the Paston wills that are on reserve in the library. What can these wills tell us about the people who made them? What sort of topics for research papers would these wills support? (*You do NOT need to bring copies of these readings to class.*)

2nd Hour – **Research Paper Preliminary Annotated Source List and Tentative Thesis Due;** come to class with 3 copies of your typed thesis and annotated bibliography (this last in correct *Chicago Manual of Style* Format) AND bring your copy of CMS.

T – 16 Oct. – 1st Hour – Analyzing the Finished Work of Historians – **Read/Discuss:** GTS2, Ch. 7; Chapter 8, “Reading, Writing, and Research,” from Gilderhus’s sixth edition of *History and Historians*; and *Faulty Navigators*, by Felipe Fernandez-Armesto, in *The Wall Street Journal* (17 September 2011) (you can find Fernandez-Armesto’s review by typing in the title in HSU Library’s “search box”). **Assignment:** read my reviews of *Jane Boleyn: The True Story of the Infamous Lady Rochford*, by Julia Fox, in *The Sixteenth Century Journal* (XL, no. 3 (2009), pp. 828-829); and *The Life and
Death of Anne Boleyn, by Eric Ives and The Other Boleyn Girl, directed by Justin Chadwick in the Sixteenth Century Journal (XL, no. 3, pp. 833-834) (these reviews can be accessed through JSTOR - You do NOT need to bring copies of these readings to class).

2nd Hour – Assignment: find a scholarly review for one of the books you are using in the production of your paper. Read the review carefully and respond to these questions: how has the reviewer structured the review (again, think Gilderhus pp. 135-6)? What is the reviewer’s principle criticism of the work, or is the reviewer so impressed with the work that they have no criticisms to make? Do you agree with the review? Why or why not? Does the review provide you with the kind of information you expect or need in order to determine whether you would find the book useful?

Attach the book review to your response.

Th –18 Oct. – 1st Hour – Analyzing the Finished Work of Historians cont. –

Read/Discuss: GTS1, Ch. 4; Assignment: take one of the articles you are using in the preparation of your research paper and write a 2-3 page analysis of it.

2nd Hour – Women’s History and Gender History – Read/Discuss: Joan Scott, “Gender: A Useful Category of Historical Analysis,” The American Historical Review 91, no. 5 (December 1986): 1053-1075 (access this on-line through JTOR - You do NOT need to bring copies of these readings to class); Assignment: bring a type-written, 1-2 page analysis of this article to class.

T – 23 Oct. – 1st Hour – Analyzing the Finished Work of Historians cont. – Women and Gender cont. – Read/Discuss: Helen Bradford, “Women, Gender, and Colonialism: Rethinking the History of the British Cape Colony and Its Frontier Zones,” Journal of African History, 37, no. 3 (1996): 351-370 (access this on-line through JStor); Assignment: no assignment but there will be a quiz, so be sure you read it carefully!

2nd Hour –

Th 25 Oct – 1st and 2nd Hours – Peer Review of Rough Draft (drafts must include correctly formatted citations and annotated bibliography or the paper will not be read) – Bring three copies of your draft to class AND your copy of CMS

T – 30 Oct. – 1st Hour – History and Film – Assignment: watch a historically based or themed film. I have a list of acceptable and preferred titles and you must sign up for one of them. No more than one student per film. Write a 2-3 page review of the film. There is no need to provide plot information. Instead, concentrate on such considerations as
whether the film is an accurate reflection of the events or period under examination; how it may have deviated from the historical record; whether such deviations were minor or significant; and most importantly, whether or not you think the kind of film you watched should be historical accurate and to what degree. You will have to do some reading about the period under consideration if you don’t already know the period well.

2nd Hour – Presentations Assigned and Explained

Th – 1 Nov. – 1st and 2nd Hours – Final Peer Review of Draft (drafts must include correctly formatted citations and annotated bibliography or the paper will not be read) – Bring three copies of your draft to class AND your copy of CMS

T – 6 Nov. –

Th – 8 Nov. –

T – 13 Nov. – Final Version of your Research Paper Due

Th – 15 Nov. – Oral Presentations – Don’t even THINK about skipping town early for the break!

T – Th 20-22 Nov. – Thanksgiving – No Class

T – 27 Nov. – Oral Presentations

Th – 29 Nov. – Oral Presentations

T – 4 Dec. – Oral Presentations

Th – 6 Dec. – Oral Presentations

Final Exam Period: Thursday 13 December, 12:40-2:30 p.m. I will be using this period to hand back any uncollected work and to conference with students about their performance in class.