

**DEREE COLLEGE SYLLABUS FOR: HY 2035 WRITING ABOUT HISTORY**

(Updated Spring 2011 )

3/0/3

**PREREQUISITES:**

None

**CATALOG DESCRIPTION:**

Introduction to research methodology and the essential resources of historical scholarship. Training in critical thinking, evaluation/synthesis of sources and the creation of an argument. Particular emphasis placed on writing a short research paper and the scholarly use of primary and secondary resources.

**RATIONALE:**

Similarly to every other discipline, history is characterized by specific academic skills and research tools. Students need to be trained in the basic skills of searching for and analyzing primary and secondary sources. The course will also introduce students to the academic writing specific to the discipline of history. Students will familiarize themselves with historical resources; retrieve information from primary and secondary sources; and use it critically to create an argument. The course thus represents an essential foundation for further historical study and more in depth writing in the discipline.

**LEARNING OUTCOMES:**

As a result of taking this course, the student should be able to:

1. Identify primary sources and secondary sources related to history: such as books, periodicals, databases, encyclopedias, dictionaries.
2. Retrieve relevant information from secondary sources and evaluate their factual information and arguments.
3. Retrieve relevant information from primary sources and evaluate their factual information and arguments.
4. Summarize and synthesize and draw conclusions from factual information and opinions to create an argument of her/his own.
5. Write a short research paper, characterized by clarity and precision, which is documented adequately and appropriately.

**METHOD OF TEACHING AND LEARNING:**

1. Scheduled visits to Deree College Library: Workshops by library personnel and instructor on retrieval of sources.
2. Workshops in collaboration with the Deree Writing Center, which will typically include: structuring an essay, creating a topic outline, writing a thesis statement.
3. Combined formal lectures with in-class group discussions of assigned material that will include primary and secondary sources.
4. Library assignments, which will typically include: methods of retrieving further reading material (for example working

	<p>from articles back to books), and identification of key sources in secondary literature.</p> <p>5. Written formative assignments as steps for the research paper: Thesis Statement; Bibliography; Formal Topic Outline; Draft paper. These assignments will be commented on by the instructor and revised by the student.</p> <p>6. Use of a blackboard site, where instructors post relevant course material, assignment instructions and additional resources.</p>								
<b>ASSESSMENT:</b>	<p>Summative:</p> <table border="1" data-bbox="613 415 1356 562"> <tr> <td>Critical examination of a primary source and a critical examination of combined primary source and secondary source -</td> <td>40</td> </tr> <tr> <td>Short research paper</td> <td>60</td> </tr> </table> <p>Formative:</p> <table border="1" data-bbox="613 615 1356 716"> <tr> <td>Oral progress reports and group discussions</td> <td>0</td> </tr> <tr> <td></td> <td></td> </tr> </table> <p>The first research paper meets learning outcomes 1-3. The second research paper meets learning outcomes 3-5.</p>	Critical examination of a primary source and a critical examination of combined primary source and secondary source -	40	Short research paper	60	Oral progress reports and group discussions	0		
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Oral progress reports and group discussions	0								
<b>READING LIST:</b>	<p>Marius, Richard. <u>A Short Guide to Writing about History</u>. Longman 1999.</p>								
<b>RECOMMENDED MATERIAL:</b>	<ol style="list-style-type: none"> <li>1. Black, Jeremy; MacRaid. <u>Studying History</u>. MacMillan 1997.</li> <li>2. Green, Anna; Troup, Kathleen, <u>The Houses of History. A critical Reader in twentieth-century History and Theory</u>. Manchester University Press 8th edition 2010.</li> <li>3. Storey, William Kelleher. <u>Writing History: A Guide for Students</u>. Oxford University Press 3<sup>rd</sup> edition 2008.</li> <li>4. Berfer, Stefan; Feldner, Heiko; Passmore, Kevin. <u>Writing History: Theory and Practice</u>. Bloomsbury Academic 2<sup>nd</sup> edition 2009.</li> </ol>								
<b>COMMUNICATION REQUIREMENTS:</b>	<ol style="list-style-type: none"> <li>1. Proper use of area-based vocabulary.</li> <li>2. With the exception of in-class tests, all written work must be word-processed on Word and adhere to Chicago Manual guidelines for manuscript format and documentation.</li> </ol>								
<b>SOFTWARE REQUIREMENTS:</b>	<p>Word, PowerPoint, Blackboard. Use of online databases and resources.</p>								
<b>WWW RESOURCES:</b>	<p>Image database: <a href="http://www.artstor.org">www.artstor.org</a>  Article database: <a href="http://www.jstor.org">www.jstor.org</a>  Article database: Biography Resource Center (includes International Dictionary of Art and Artists)  Virtual Library for Art History: <a href="http://www.arthistoricum.net/en/home">www.arthistoricum.net/en/home</a>  College Art Association: <a href="http://www.collegeart.org">www.collegeart.org</a>  Association of Art Historians: <a href="http://www.aah.org.uk">www.aah.org.uk</a></p>								

	Chicago Manual of Style: <a href="http://www.chicagomanualofstyle.org/home.html">www.chicagomanualofstyle.org/home.html</a>
<b>INDICATIVE CONTENT:</b>	<u>Theoretical Part:</u> Lecture and in-class discussions Introduction to History What is History? Why do we write about History? How do we write about History? What are primary and secondary sources? Referencing: Footnotes and Endnotes  <u>Practical Part:</u> Library Tour and workshops in cooperation with Library staff  Gathering Information [in conjunction with the Writing Center Staff] Step 1: Find a Topic Step 2: Limit your Topic Step 3: Consider your Sources Step 4: Do Research Step 5: Produce an Outline Step 6: Write a Draft Step 7: Respond to formative comments by revising draft  In-class Presentation and Discussions of the Research Papers