

DEREE COLLEGE SYLLABUS FOR: HY 2038 INTRODUCTION TO HISTORICAL STUDIES			
(New Fall 2022)	UK LEVEL: 4 UK CREDITS: 15 US CREDITS: 3/0/3		
PREREQUISITES:			
CATALOG DESCRIPTION:	Introducing students to the craft of the historian; what does it mean to be an historian? How do professional historians go about their work? What specific set of skills do they need? Engaging students with historical evidence and interpretations.		
RATIONALE:	The emphasis throughout the course will be on learning the techniques and approaches students need to become historians capable of undertaking first rate academic work. Through lectures, guided readings, class discussions, assignments and oral presentations, students will learn the skills of analysis and interpretation of primary and secondary sources and the tools necessary to research and write high-quality history papers. By the end of the course, students should have developed a set of skills that will help them throughout their degrees, from completing their first historical essays to submitting final coursework.		
LEARNING OUTCOMES:	<p>As a result of taking this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Think critically about what it means to be an historian 2. Discuss in seminar discussions with both the instructor and fellow students 3. Develop the skills of working with the secondary literature 4. Evaluate primary sources of historical evidence and link them to wider interpretative questions 		
METHOD OF TEACHING AND LEARNING:	<p>In congruence with the teaching and learning strategy of the college, the following tools are used: <i>This is a mixed lecture/seminar course focusing on critical reading, writing and in-class discussion. More specifically, students are required:</i></p> <ul style="list-style-type: none"> • To complete assigned readings before class and prepare responses to a set of discussion questions. • To participate intelligently in class discussion with the instructor and fellow students. • To present their written assignments orally in class and engage in a peer-review process. <p><i>Students are encouraged to make full use of:</i></p> <ul style="list-style-type: none"> • The office hours of their instructor, where they can discuss the course material, assignments, and individual progress. • The library facilities for further study and for preparation for the examinations • Course Blackboard site, where instructor will post lecture materials, assignment instructions, timely announcements, and additional resources. 		
ASSESSMENT:	<p>Summative:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1st assessment: Reflection Essay on an assigned reading for seminar class: 700 words</td> <td style="width: 30%; text-align: center;">15%</td> </tr> </table>	1 st assessment: Reflection Essay on an assigned reading for seminar class: 700 words	15%
1 st assessment: Reflection Essay on an assigned reading for seminar class: 700 words	15%		

	<table border="1" data-bbox="609 136 1356 273"> <tr> <td data-bbox="609 136 1177 199">2nd assessment: Annotated Bibliography on a selected topic: 1,000 words</td> <td data-bbox="1177 136 1356 199">35%</td> </tr> <tr> <td data-bbox="609 199 1177 273">3rd assessment: Book/Article Review Essay: 1,200 words</td> <td data-bbox="1177 199 1356 273">50%</td> </tr> </table> <p data-bbox="609 304 738 336">Formative:</p> <table border="1" data-bbox="609 346 1356 577"> <tr> <td data-bbox="609 346 1177 409">Oral engagement via responses to discussion questions</td> <td data-bbox="1177 346 1356 409">0%</td> </tr> <tr> <td data-bbox="609 409 1177 577">Oral presentation of reflection essay – each student will be designated as a discussion leader and be expected to kick off a seminar session with a reflection essay on the assigned readings</td> <td data-bbox="1177 409 1356 577">0%</td> </tr> </table> <p data-bbox="609 609 1104 640">The 1st summative assessment tests LOs 1, 2</p> <p data-bbox="609 640 1071 672">The 2nd summative assessment tests LO 3</p> <p data-bbox="609 672 1136 703">The 3rd summative assessment tests LOs 1, 2, 3</p> <p data-bbox="609 745 1323 777"><i>Students are required to resit failed assessments in this module.</i></p>	2 nd assessment: Annotated Bibliography on a selected topic: 1,000 words	35%	3 rd assessment: Book/Article Review Essay: 1,200 words	50%	Oral engagement via responses to discussion questions	0%	Oral presentation of reflection essay – each student will be designated as a discussion leader and be expected to kick off a seminar session with a reflection essay on the assigned readings	0%
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Oral presentation of reflection essay – each student will be designated as a discussion leader and be expected to kick off a seminar session with a reflection essay on the assigned readings	0%								
<p data-bbox="170 808 430 840">INDICATIVE READING:</p>	<p data-bbox="609 808 852 840">REQUIRED READING:</p> <p data-bbox="609 871 1412 945">Tosh, John. <i>The Pursuit of History: Aims, Methods and New Directions in the Study of History</i>. 6th ed. London: Routledge, 2015</p> <p data-bbox="609 987 1356 1060">Williams, Robert. <i>The Historian’s Toolbox: A Student’s Guide to the Theory and Craft of History</i>. 4th ed. London: Routledge, 2019</p> <p data-bbox="609 1102 925 1134">RECOMMENDED READING:</p> <p data-bbox="609 1165 1421 1239">Berger, Stefan, Filner, Heike & Pass, Kevin. <i>Writing History: Theory and Practice</i>. 2nd ed. New York: Bloomsbury Publishing, 2009</p> <p data-bbox="609 1270 1421 1344">Black, Jeremy & MacRaid, Donald. <i>Studying History</i>. 3rd ed. New York: Palgrave Macmillan, 2007</p> <p data-bbox="609 1365 1404 1438">Bloch, Marc. <i>The Historian’s Craft</i>. Manchester: Manchester University Press, 1954</p> <p data-bbox="609 1480 1421 1554">Brundidge, Anthony. <i>Going to the Sources: A Guide to Historical Research and Writing</i>. 6th ed. Malden, MA: Blackwell, 2018</p> <p data-bbox="609 1585 1339 1659">Claus, Peter & Marriott, John. <i>History: An Introduction to Theory, Method and Practice</i>. London: Routledge, 2014</p> <p data-bbox="609 1701 1421 1732">Donnelly, Mark & Norton, Claire. <i>Doing History</i>, London: Routledge, 2011</p> <p data-bbox="609 1774 1396 1848">Jordanova, Ludmilla. <i>History in Practice</i>. 2nd ed. London: Bloomsbury, 2006</p> <p data-bbox="609 1879 1421 1953">Ploughman, Tracy, ed. <i>A Practical Guide to Studying History: Skills and Approaches</i>. London and New York: Bloomsbury Publishing, 2017</p> <p data-bbox="609 1984 1421 2016">Poe, Marshall. <i>How to Read a History Book: The Hidden History of History</i>.</p>								

	<p>Winchester: Zero Books, 2018</p> <p>Storey, William. <i>Writing History: A Guide for Students</i>. 4th ed. Oxford: Oxford University Press, 2012</p>
<p>INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)</p>	<p>REQUIRED MATERIAL: N/A</p> <p>RECOMMENDED MATERIAL: N/A</p>
<p>COMMUNICATION REQUIREMENTS:</p>	<p>1. Participate in lectures and class discussions with the instructor and fellow students</p> <p>2. Produce clear, well-structured and coherent pieces of work</p>
<p>SOFTWARE REQUIREMENTS:</p>	<p>Microsoft Word</p>
<p>WWW RESOURCES:</p>	<p>The Chicago Manual of Style online: https://www.chicagomanualofstyle.org/home.html</p> <p>Reading, Writing and Researching for History: A Guide for College Students: https://courses.bowdoin.edu/writing-guides/</p> <p>The Research Guide: https://www.aresearchguide.com</p> <p>A Guide to Grammar and Writing: http://guidetogrammar.org/grammar/index.htm</p> <p>Anti-plagiarism Strategies for Research Papers: https://www.virtualsalt.com/antiplag.htm</p> <p>JSTOR: Journals, Primary Sources and Books online: https://www.jstor.org (via the Library)</p> <p>H-Net. Humanities & Social Sciences online : https://www.h-net.org</p>
<p>INDICATIVE CONTENT:</p>	<p>Part I: Thinking about History</p> <ol style="list-style-type: none"> 1. Deciphering the discipline – origins and change over time, historical methods and aims 2. The varieties of history and new directions 3. Reconstructing and interpreting the past – reliable and unreliable sources, the role of narrative and explanation, interpretation, and historical debates 4. Contextualization of the past – understanding the differences between past and present in political, social, and cultural norms and how this has influenced the reconstruction and interpretation of the past <p>Part II: Approaching Historical evidence</p> <ol style="list-style-type: none"> 1. How to read Primary Sources – finding and evaluating primary sources 2. How to read Secondary Sources – finding the right readings and making sense of your readings 3. How to use on-line resources in a critical and informed way 4. Critical reading and note-taking in historical research

5. Creating an annotated bibliography of primary and secondary sources

Part III. Researching and Writing History

1. Approaching and researching a topic – exploring the literature
2. Creating a focused and interpretative historical question
3. Writing a good review essay
4. Writing a good historical paper
5. Acknowledging sources and avoiding plagiarism

