

DEREE COLLEGE SYLLABUS FOR:				
HY2038 INTRODUCTION TO HISTORICAL STUDIES		UK LEVEL: 4 UK CREDITS: 15 US CREDITS: 3/0/3		
(Updated Fall 2025)				
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:	As a result of taking this course, students should be able to: 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:	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> <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. <i>Students are encouraged to make full use of:</i> <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 examinationsCourse Blackboard site, where instructor will post lecture materials, assignment instructions, timely announcements, and additional resources.			
ASSESSMENT:	Summative: <table><tr><td>1st assessment: Reflection Essay on an assigned</td><td>15%</td></tr></table>		1 st assessment: Reflection Essay on an assigned	15%
1 st assessment: Reflection Essay on an assigned	15%			

	reading for seminar class: 800 words	
	2 nd assessment: Annotated Bibliography on a selected topic: 1,200 words	35%
	3 rd assessment: Book/Article Review Essay: 1,400 words	50%
	Formative:	
	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%
<p>The 1st summative assessment tests LOs 1, 2</p> <p>The 2nd summative assessment tests LO 3</p> <p>The 3rd summative assessment tests LOs 1, 2, 3</p> <p><i>Students are required to resit failed assessments in this module.</i></p>		
INDICATIVE READING:	<p>REQUIRED READING:</p> <p>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>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>RECOMMENDED READING:</p> <p>Berger, Stefan, Filner, Heike & Pass, Kevin. <i>Writing History: Theory and Practice</i>. 2nd ed. New York: Bloomsbury Publishing, 2009</p> <p>Black, Jeremy & MacRaid, Donald. <i>Studying History</i>. 3rd ed. New York: Palgrave Macmillan, 2007</p> <p>Bloch, Marc. <i>The Historian's Craft</i>. Manchester: Manchester University Press, 1954</p> <p>Brundidge, Anthony. <i>Going to the Sources: A Guide to Historical Research and Writing</i>. 6th ed. Malden, MA: Blackwell, 2018</p> <p>Claus, Peter & Marriott, John. <i>History: An Introduction to Theory, Method and Practice</i>. London: Routledge, 2014</p> <p>Donnelly, Mark & Norton, Claire. <i>Doing History</i>, London: Routledge, 2011</p> <p>Jordanova, Ludmilla. <i>History in Practice</i>. 2nd ed. London: Bloomsbury, 2006</p> <p>Ploughman, Tracy, ed. <i>A Practical Guide to Studying History: Skills and Approaches</i>. London and New York: Bloomsbury Publishing, 2017</p>	

	<p>Poe, Marshall. <i>How to Read a History Book: The Hidden History of History</i>. Winchester: Zero Books, 2018</p> <p>Storey, William. <i>Writing History: A Guide for Students</i>. 4th ed. Oxford: Oxford University Press, 2012</p>
INDICATIVE MATERIAL: (e.g. audiovisual, digital material, etc.)	<p>REQUIRED MATERIAL: N/A</p> <p>RECOMMENDED MATERIAL: N/A</p>
COMMUNICATION REQUIREMENTS:	<ol style="list-style-type: none"> 1. Participate in lectures and class discussions with the instructor and fellow students 2. Produce clear, well-structured and coherent pieces of work
SOFTWARE REQUIREMENTS:	MSOffice; Blackboard CMS
WWW RESOURCES:	<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>
INDICATIVE CONTENT:	<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

- | | |
|--|---|
| | <ul style="list-style-type: none">4. Critical reading and note-taking in historical research5. 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

