

Historiography: Evidence in History & Evidence about History

COURSE DESCRIPTION:

What do historians do? Why do they do it? What sorts of evidence do they use? How do they use it? What roles do historians and their activities play relative to the larger contexts in which they live and work? Finally, how have the answers to these questions changed over time and according to historians' various concerns? These are the questions that will drive this course. In particular, all written and in-class assignments must include some references to and discussion of the use of evidence, which will be the theme for this semester.

The entire class will read and discuss a body of literature on these questions. In addition, each student will write three response papers on the course readings and will select a topic on which to prepare a term paper and to present to the class.

OFFICE HOURS AND CONSULTATION OPTIONS

Tuesdays, 4:00-5:00, and Wednesdays, 2:30-3:30, in Room KC 554. I am also available by appointment, telephone (303/556-4497), and e-mail <pamela.laird@cudenver.edu>.

I strongly urge everyone to make at least one appointment with me to discuss term projects on an individual basis. Individualized discussions can be especially beneficial for framing analytical questions and directing research strategies. I will be glad to discuss other matters, as well.

READINGS:

The following books are required and available at the Auraria Bookstore.

- David E. Kyvig and Myron A. Marty, *Nearby History: Exploring the Past around You*, 2nd ed. (Walnut Creek, CA: AltaMira Press, 2000).
- Beverley Southgate, *Why Bother with History?: Ancient, Modern and Postmodern Motivations* (New York: Longman, 2000).
- John Tosh, ed., *Historians on History: An Anthology* (New York: Longman, 2000).
- John Tosh, *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History*, 4th ed., (London: Longman, 2006).

There are also assigned articles that you will find listed below the course outline and that are available through the Auraria Library online catalog.

OUTLINE AND READINGS SCHEDULE

CLASS	SUBJECT	DATE	READINGS
1.	<ul style="list-style-type: none"> • Introduction to the Department: Professor Carl Pletsch, Graduate Advisor • Introduction to Course: Historians & Evidence “Why Become a Historian?” & “Why Study History?” http://www.historians.org/pubs/online.cfm 	8/21	AHA Pamphlets Online
2.	<ul style="list-style-type: none"> • Library session: Linda Tietjen, Room 245 • Traces & Stories 	8/28	<i>Nearby</i> 41-56 <i>Pursuit</i> 1-113
3.	Perspectives & Levels of Analysis	9/4	<i>Nearby</i> 1-39, 201-214 <i>Pursuit</i> 114-172
4.	Limits of Evidence & Roles of Theory	9/11	<i>Nearby</i> 215-240 <i>Pursuit</i> 173-256,284-309
5.	Exploring options for term projects Discuss initial bibliographies, listing both books and journal articles.	9/18	
6.	Types of Evidence	9/25	<i>Nearby</i> 57-199, 269-273 <i>Pursuit</i> 257-283,310-338
7.	Doing History Abstracts due, with annotated bibliographies	10/2	<i>Historians</i> 1-45,167-211
8.	Politics & Evidence in History	10/9	<i>Historians</i> 47-166 Laird
9.	Social Science in History	10/16	<i>Historians</i> 213-270
10.	Postmodernism	10/23	<i>Historians</i> 271-323 Ankersmit, Glenn
11.	Presentations (Papers due the following week)	10/30	
12.	Presentations (Papers due the following week)	11/6	
13.	Presentations (Papers due end of the week) — Thanksgiving Break —	11/13	
14.	Conversations and Overview	11/27	<i>Pursuit</i> 339-344 <i>Historians</i> 327-339, Kansteiner
15.	<i>Why Bother with History?</i>	12/4	<i>Why Bother...?</i>
	1st & 2nd Versions of Historiographical Essays Due	12/10	

ARTICLES AVAILABLE THROUGH THE AURARIA LIBRARY ONLINE CATALOG

- F. R. Ankersmit, "Historiography and Postmodernism," *History and Theory*, 28 (May 1989): 137-153.
- Catherine Dolinski, "Whose Facts?" *Tampa Tribune* (Florida) (May 18, 2006).
- Cheryl Glenn, "Truth, Lies, and Method: Revisiting Feminist Historiography," *College English*, 62 (January 2000): 387-389.
- Wulf Kansteiner, "Searching for an Audience: The Historical Profession in the Media Age - A Comment on Arthur Marwick and Hayden White," *Journal of Contemporary History* 31 (January 1996): 215-219.
- Pamela W. Laird, "The Public's Historians," *Technology and Culture* 39 (1998): 474-82.
- Mary Beth Norton, "History Under Construction in Florida," *New York Times*, (July 2, 2006).
- "Revisionists, get out of Florida; Jeb Bush says his state doesn't need newfangled relativism or French postmodernism in its history classes," *Los Angeles Times* (June 7, 2006).

REQUIREMENTS:

- (1) Class attendance and punctuality, as well as thoughtful participation in discussions. Because of the importance of participation, more than one absence will lower course grade.

As with any adult learning situation, cooperation and participation are prerequisites. Students must absorb and process the reading material before class and, therefore, be able to contribute to the collective experience of discussions. Optimal class participation contributes thoughtfully and pertinently to the class discussions; students should gauge the frequency of their contributions according to that guideline.

Out of consideration for your colleagues, please turn off cell phones before class begins, and do not bring meals into the classroom.

All readings are due according to the dates on the course outline, above. All written assignments must be turned in to me and on time unless I have received prior notice of serious illness, disability, or bereavement. Otherwise I will reduce grades by a full letter, that is, for instance, from A- to B-. Maintain at least two electronic copies of all work.

- (2) Three response papers based on course readings. These are to be analyses, not summaries. They should address how the assigned authors engage history as a process and product. How do they raise questions, what do they care about, how do they approach their projects, how do they critique others, what are their methodologies, and what do they and their work say about the use of evidence? Papers may focus on a single aspect of the week's

readings, or they may address the whole. Comparing authors within a given week's assignments or across different weeks is often a good strategy.

Response papers must be no more than three pages, double spaced, 12 point type, and with margins that are one inch all around. These papers are due at your own pace, but I must have received all three no later than October 30.

(3) Students will sign up for turns at asking questions to initiate the first round of class discussions. This is not to be a formal presentation; it will be evaluated according to how it encourages discussion of the readings. Raise important points in selected readings, and ask questions of the class. Don't ask for summaries. Instead, ask for analysis and explanations; ask for connections; point out or critique logic, evidence, and arguments. Always think about evidence. Of course, anyone can ask questions at any time, and everyone in the class will always appreciate all thoughtful questions and ideas.

(4) A major historiographical project that presents an analysis and argument regarding the literature on some topic of your choice. This paper should explain how and why the literature on your topic has evolved over time. Consider why authors took on the questions they did when they did, how they approached their topics, what sort of research they did, how they reached their conclusions, and how they used evidence to support their conclusions.

Prior approval in writing will be required for all subjects. This is a safeguard to prevent your spending valuable time on unmanageable or inappropriate subjects. Papers must follow departmental guidelines for format; any paper not doing so will lose at least a full letter grade, for instance, from A- to B-. See below for details on this project.

(5) Students must comply with UCD History Department style and plagiarism guidelines (see below).

TERM PROJECT

The term project will be an analytical paper that applies a set of historiographical questions to a single topic on which you will read extensively throughout the semester. Narratives or summaries that do not pose questions and address analytical problems will not be acceptable. A good analysis contains careful explanations to questions that begin with "why" and "how." Whatever the topic, a good analysis asks stimulating questions of its evidence and seeks out additional evidence when the questions exceed the scope of the evidence at hand. In the case of these historiographical analyses, all or most of your evidence will come from secondary sources in your chosen area, both books and scholarly articles. All papers must use at least five scholarly articles.

An **abstract** of your thesis and an **annotated bibliography** for the historiographical project will be due by October 2. This bibliography should include most of the items your final project will cover. Papers will be due a week after each person's individual in-class presentation.

Both the first and final versions of papers will be graded. See Outline and Readings Schedule for all due dates.

Length: Twenty pages, not including bibliographies, following the same format and standards as for the response papers.

GRADING AND ADMINISTRATIVE DETAILS:

(1) Grade evaluations will include class participation and deportment as well as attendance and punctuality. Tardiness or leaving early by more than five minutes will also be noted as they substantially disrupt the class as a whole. Assignments must be turned in to me personally and on time in order to guarantee full credit. Maintain at least two electronic copies of all work.

(2) Evidence that you have thought about the assignments and class discussions will provide a major criterion for grading. Show in your papers and in-class contributions that the readings and discussions have made a difference in your understandings of history, “doing” history, and its dynamics. Apply thoughtful analysis to the questions the course raises. Be prepared to ask and answer questions during each class.

See the next page for “Guidelines for Assessing Assignments.” These are the criteria by which I will evaluate your papers.

(3) Neither medical appointments nor minor difficulties will be acceptable reasons for turning in assignments late or missing classes.

(4) Observe the UCD History Department’s style and plagiarism guidelines. CLAS policies on incompletes and scheduling are below.

(5) The proportions for grading are as follows:

- In-class discussions and initiating discussion for one meeting 20%
- Response papers on readings 25%
- Oral presentation of project 10%
- First version of research analysis paper 20%
- Final version of research analysis paper 25%

Grades of B+ are the norm for graduate students.

(6) In addition to announcements made and written handouts distributed in class, I will likely contact you between classes on occasion, which I'll do through individual and group email messages. One of the requirements for this course is that you maintain a UCD email address, check it regularly for messages, be sure it is working, and let me know if you change your email address. You are responsible for any messages, including assignments and schedule changes, that I send to you via email or post on Blackboard. You also may contact me via email, in addition to seeing me during office hours or calling me.

Guidelines for Assessing Assignments

	Exemplary	Competent	Inadequate
Content	Identifies and develops main themes with depth and completeness, strong support, and adequate detail. <u>Employs themes, ideas, and principles from course readings & discussions.</u>	Identifies and develops main themes in a vague way, or not as deeply as they might be. Supporting evidence and analyses are lacking in detail or they are unclear. Little use of course ideas or materials.	Identifies and develops main themes poorly or not at all. Analysis is missing, as is supporting evidence. No use or poor use of course ideas or other materials.
Research	Solid and imaginative exploration and use of appropriate primary sources, scholarly articles and monographs. Sources build on each other, open new avenues of thought, and establish argument with originality.	Secondary sources only, or inappropriate use of primary sources. Unimaginative but adequate exploration and use of materials.	Too little evidence of any kind to address analytical questions with originality and depth. Heavy reliance on a single source or fragmentary use of secondary sources. Note that any evidence of plagiarism will result in a failing grade.
Analysis	Uses evidence to argue a point. Asks interesting and novel questions of the evidence. Considers context, contingency, actors' roles and purposes, and significance of findings. Adds value to evidence. Applies concepts from course. Seeks explanation.	Narrative with some consideration of context and other explanatory factors. Crude or simple application of course ideas, methods, or materials.	Simply accumulates evidence within a narrative that lacks contextualization and other explanatory factors. No use of course ideas, methods, or materials
Organization	Organization is unified, apt, and coherent. The order and structure of the paper, paragraphs, and sentences are compelling and move the reader along. Transitions are purposeful and clear.	Writing's logical order and structure is inappropriate and does not advance the paper's goals. Paragraphs, sentences, and/or transitions are sometimes effective but sometimes not.	Lacks clear structure and order. Paragraphs and sentences may be convoluted and difficult to understand, or they may be too choppy. Transitions are abrupt and unclear.
Conventions	Grammar, spelling, punctuation, capitalization, and vocabulary usage are correct and appropriate. The tone is consistent and appropriate. Citations are thorough, accurate, and in correct format.	Grammar, spelling, punctuation, capitalization, and vocabulary usage contain some flaws that do not impede readability. The tone is inconsistent and/or inappropriate. Accurate citations in poor formats.	Grammar, spelling, punctuation, and vocabulary usage contain major flaws that impede readability. Citations are missing, and/or they appear in erratic formats.

The UCD History Department's Plagiarism Policy:

The History Department assumes that all work is your own. Any words or ideas that you take from another source, including lectures or outside assistance, need to be acknowledged or cited. Not doing this is considered plagiarism. Plagiarism includes absence of attribution when quoting sources; rewording another person's ideas and implying they are your own; utilizing the argument or structure of a text without citation; attempting to conceal the degree to which a source has been used; obtaining work from a website and submitting it as your own; and submitting the work of another student, with or without that student's permission. Plagiarists may face failure of the specific assignment, failure of the entire course, and referral for University discipline, which may result in suspension or expulsion. As these rules merely reflect common sense and ethics, ignorance cannot mitigate the plagiarist's culpability. For further clarification of the issue, see the University's Academic Honor Code (<<http://www.cudenver.edu:81/gspa/policy/academichonor.html>>) or the American Historical Association's Statement on Standards of Professional Conduct (<[#Statement on Plagiarism](http://www.theaha.org/pubs/standard.htm)>).

UCD & College of Liberal Arts & Sciences Policies:

- Incomplete grades (IW or IF) are NOT granted for low academic performance. To be eligible for an Incomplete grade, students MUST (1) successfully complete a minimum of 75% of the course, (2) have special circumstances beyond their control that preclude them from attending class and completing graded assignments, and (3) make arrangements to complete missing assignments **with the original instructor**. Verification of special circumstances is required. Completion of a CLAS Course Completion Agreement is strongly suggested. The CLAS Course Completion Agreement is available from the CLAS Advising Office, NC 2024.
- If you are a student in the military with the potential of being called to military service and/or training during the course of the semester, you are encouraged to contact the College of Liberal Arts & Sciences Associate Dean or Advising Office immediately.
- The University of Colorado at Denver and Health Sciences Center is committed to providing reasonable accommodation and access to programs and services to persons with disabilities. Students with disabilities who want academic accommodations must register with Disability Resources and Services (DRS), 177 Arts Building, 303-556-3450, TTY 303-556-4766, FAX 303-556-2074. I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter.
- Students are responsible for knowing and abiding by the UCD Student Code of Conduct. You may download this document at http://thunder1.cudenver.edu/studgovt/resources/docs/Student_Code_of_Conduct.doc.

Fall 2007 CLAS Academic Policies

The following policies pertain to all students and are strictly adhered to by the College of Liberal Arts and Sciences (CLAS).

- Every student **MUST** check and verify their schedule prior to the published drop/add deadlines. Failure to verify a schedule is not sufficient reason to justify a late add or drop later in the semester. It is the student's responsibility to make sure that their schedule is correct prior to the appropriate deadlines.
- CLAS students must use their email.cudenver.edu email address. Email is the official method of communication for all University of Colorado at Denver and Health Sciences Center business. All email correspondence will take place using your UCDHSC email address. Go to <http://www.cudenver.edu/registrar> to activate your email.cudenver.edu email address.
- Students are **NOT** automatically added to a course off a wait list after wait lists are dropped. If a student is told by a faculty member that they will be added off the wait list, ***it is the responsibility of the student to complete the proper paperwork to add a course.*** Students are **NOT** automatically added to a course off the wait list after the 5th day of the semester when wait lists are dropped.
- Students are ***not automatically notified*** if they are added to a class from a wait-list. Again, it is the responsibility of the student to verify their schedule prior to any official dates to drop or add courses.
- Students must complete and submit a drop/add form to make any schedule changes. ***Students are not automatically dropped from a class if they never attended, stopped attending or do not make tuition payments.***
- Late adds will be approved ***only*** when circumstances surrounding the late add are beyond the student's control and can be documented independently. This will require a petition and documentation from the student. Late adds will only be approved if the student has not taken any exams, quizzes, or has not completed any other graded assignments. Independent verification of this from the professor of record will be required. Please note that the signature of a faculty member on an add form does not guarantee that a late add petition will be approved. Petitions are available in NC 2024.
- Late drops will be approved ***only*** when circumstances surrounding the late drop are beyond the student's control and can be documented independently. This will require a petition and documentation from the student. Please note that the signature of a faculty member does not guarantee that a late drop petition will be approved. Petitions are available in NC 2024.
- Students wishing to **graduate in fall of 2007 must meet with their academic advisor by the end of the drop/add period** to obtain a graduation application. This application must be completed and submitted by 5 PM on **September 5, 2007**. You can obtain an application **ONLY** after meeting with your academic advisor. **There are no exceptions to this policy or date.**
- Students are responsible for completing financial arrangements with financial aid, family, scholarships, etc. to pay their tuition. Students will be responsible for all tuition and fees for courses they do not officially drop using proper drop/add procedures and forms.
- Students who drop after the published drop/add period will not be eligible for a refund of the COF hours or tuition.

Important Dates

- **August 20, 2007**; First day of Class
- **August 26, 2007**; Last day to be added to a wait list.
- **August 26, 2007**; Last day to add a course using the SMART system.
- **August 20–August 27, 2007**; Students are responsible for verifying an accurate fall 2007 course schedule via the SMART registration system. Students are NOT notified of their wait-list status by the university. All students must check their scheduled prior to August 27, 2007 for accuracy.
- **August 27, 2007: LAST DAY TO DROP WITHOUT DROP CHARGE.**
- **August 27, 2007: Wait Lists are dropped.** Any student who was not added to a course automatically from the wait list by this date and time MUST complete a drop/add form to be added to the class. Students are NOT automatically added to the class from the wait list after this date and time. If your name is not on the official student roster, you are not registered for the course.
- **August 28, 2007**; First day instructor may approve request to add a student to a full course with a Schedule Adjustment Form.
- **August 31 – September 5, 2007**; Drops allowed using SMART system. **Drop charge applies.** Full term courses may be added using Schedule Adjustment Form.
- **September 5, 2007 at 5 PM**; Last day to add structured courses without a written petition for a late add. ***This is an absolute deadline and is treated as such.*** This deadline does not apply to independent study, internships, and late-starting modular courses.
- **September 5, 2007 at 5 PM**; Last day to drop a fall 2007 course with a tuition refund **minus the drop charge** and no transcript notation. Drops after this date will appear on your transcript. ***This is an absolute deadline and is treated as such.***
- **September 5, 2007 at 5 PM**; Last day to completely withdraw from all fall 2007 courses with a tuition refund and no transcript notation. **Drop charge applies.** Drops after this date will appear on your transcript. ***This is an absolute deadline and is treated as such.***
- **September 5, 2007 at 5 PM**; Last day to request pass/fail option for a course.
- **September 5, 2007 at 5 PM**; Last day to request a no credit option for a course.
- **September 5, 2007 at 5 PM**; Last day to register for a Candidate for Degree.
- **September 5, 2007 at 5 PM**; Last day to petition for a reduction in thesis or dissertation hours.
- **September 5, 2007 at 5 PM**; Last day to apply for fall 2007 graduation. You must make an appointment and see your academic advisor to apply for graduation.
- After September 5, 2007 all schedule changes require a petition. Petitions are available in NC 2024.
- **October 29, 2007 at 5 PM**; Last day for **non CLAS students** to drop or withdraw from all classes without a petition and special approval from the student's academic Dean. **This is treated as an absolute deadline.**
- **November 9, 2007 at 5 PM**; Last day for **CLAS students** to drop or withdraw from all classes without a petition and special approval from the student's academic Dean. **This is treated as an absolute deadline.**
- **No schedule changes will be granted once finals week has started. There are NO exceptions to this policy.**