

# UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

<b>COLLEGE (check one):</b>	<b>Arts and Sciences</b> <input checked="" type="checkbox"/>	<b>Business</b> <input type="checkbox"/>	<b>Education</b> <input type="checkbox"/>
Proposal Submitted By: J. McClurken		Date Prepared: 9/9/2012	
Course Title:	History Colloquium		
Department/discipline and course number*:	HIST 297		

\*This course number must be approved by the Office of the Registrar before the proposal is submitted.

Number of credits proposed:	3	Prerequisites:	History 121 – 122; 131- 132; or 141 – 142, & major status		
Will this be a <b>new</b> , repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)				<b>NO</b>	<input checked="" type="checkbox"/> <b>YES</b>

Date of first offering of this <b>new</b> course: <b>FALL SEMESTER, year</b>	2013
Proposed frequency of offering of the course:	Every Fall
List the faculty who will likely teach the course:	All tenured or tenure-track faculty in the department
Are <b>ANY new resources</b> required?	<b>NO</b> <input checked="" type="checkbox"/> <b>YES</b> <input type="checkbox"/> Document in attached impact statement

<b>This new course will be (check all that apply):</b>			
Required in the major	<input checked="" type="checkbox"/>	General Elective	
Elective in the major	<input type="checkbox"/>	General Education**	

\*\*AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

<b>Catalog Description:</b>	
Introduction to what history is and what historians do with a focus on historiography, speaking, and writing.	

<b>COURSE HISTORY</b>			
Was this course taught previously as a topics or experimental course?	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>X</b>
<b>Course Number and Title of Previous Course</b>	<b>Semester Offered</b>	<b>Enrollment</b>	
<b>CHECK HERE</b> if the proposed course is to be <b>equated</b> with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C grade or lower in the earlier course.			
<b>NOTE:</b> If the proposed course has not been previously offered as a topics or experimental course, <b>explain in the attached rationale statement</b> why the course should be adopted even though it has not been tried out.			

## REQUIRED ATTACHMENTS:

1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. **Sample Syllabus**

Department Chair Approval: \_\_\_\_\_  \_\_\_\_\_

Date: Sept. 10, 2012

CCC Chair Approval: Bradley Hansen \_\_\_\_\_

Date: Sep. 19, 2012

UCC Chair Approval: \_\_\_\_\_

Date: \_\_\_\_\_

## HIST 297: HISTORY COLLOQUIUM

### Sample syllabus

#### **Course Description:**

This course is an introduction to how historians think about, analyze, and interpret the past. We will explore the different kinds of methods historians have developed to explain the past such as diplomatic history, social history, and the history of everyday life. We will also examine the role of historiography—the scholarship that already exists on a given topic—in shaping any historian's work and show how historiography itself changes over time. Much of this course will be concentrated on our reading and discussion of scholarly articles that explore or serve as an example of the different types of history and skills that professional historians use in their work. In this class, you will develop your own blog to chronicle the development of your main research paper: a review of the scholarly literature on a topic of your own choosing.

In this section of the course, the main historiographical topic that we will examine over the course of the semester and which you will explore in your three writing assignments is \_\_\_\_\_ (\* **Each instructor designates their own historiographical topic for this course. Examples include World War I, slavery in American history, and the Cold War).**

#### **Course Credits Fulfilled by This Course:**

This course fulfills the first half of the two-semester history methods sequence (the second half is HIST 298). HIST 297 is the prerequisite for taking HIST 298. Along with HIST 298, this course is designed to prepare you for the research and writing required in history courses at the 400-level and the capstone HIST 485 research paper project. HIST 297 also fulfills one Speaking Intensive credit and one Writing Intensive credit.

#### **Course Goals and Objectives:**

This course aims to teach students the fundamentals of historical research and analysis. As a course in the Department of History and American Studies, this course aims to teach the following skill sets:

1. Understanding of the discipline's methods and processes.
2. Ability to communicate in a group setting.
3. Ability to synthesize research findings.
4. Appreciation of the diversity of methods and processes.
5. Ability to utilize technological resources in research, data analysis, and presentation.

This course also aims to achieve the following goals and objectives of the Writing Intensive requirement:

1. Satisfactory knowledge of the varying strategies to convey arguments, main ideas and support/evidence.
2. Satisfactory knowledge of the varying patterns of composition organization and development.

3. Satisfactory knowledge of the audience, the role of the writer, and rhetorical strategies.
4. Satisfactory knowledge of writing conventions and correctness.

This course also aims to achieve the following goals and objectives of the Speaking Intensive requirement:

1. Understanding of and ability to explain the conventions and expectations of oral communication as practiced within the discipline of history.
2. Ability to apply theories and strategies for crafting messages (verbal, nonverbal, and visual) for particular audiences and purposes.
3. Ability to craft oral messages after a conscious process in which various options are reviewed and be able to explain and support choices.
4. Ability to plan, research, organize, support, and deliver ideas and arguments in a public speaking setting.

### **Course Assignments and Requirements:**

1) **Class participation:** Attendance in HIST 297 is critical. Absences (and nonparticipation when present) affects a student's participation grade but also his/her ability to complete the *process* and *assignments* required for achieving course goals and objectives—including the ability to successfully handle the requirements of 300- and 400-level history courses. Nonattendance and nonparticipation also affects a student's ability to work with and support fellow students through in-class feedback and written peer reviews.

As a Speaking Intensive course, *this class emphasizes daily class discussion as well as formal oral presentations*. The quality of this class depends largely upon what each student contributes to it, so participation is of paramount importance. The participation grade is based on both in-class discussion contributions (comments, questions, and feedback on classmates' oral presentations), feedback to classmates in written peer reviews, and completion of various short exercises.

In terms of class discussions: "A" range (90-100%): student participates daily, contributes ideas and questions, provides thoughtful feedback on oral presentations and written assignments; "B" range (80-89%): student participates regularly, shows that he/she is prepared, makes some comments or asks occasional questions, provides useful oral peer reviews; "C" range (70-79%): student participates on occasion, may be prepared, makes few if any comments, and provides oral peer reviews of limited usefulness; "D" range (60-69%): student rarely participates and does not provide feedback on classmates' work; "F" (1-59%): student seldom if ever participates student 0% student never participates once in class.

Failure to attend class, provide peer reviews (in class and in writing), or complete ungraded exercises lowers participation grades regardless of other factors.

2) ~~Student blog and public writing:~~ You will develop a blog about your research and writing over the course of the semester, the chief purposes of which are to engage in

public writing about your project and to learn how to effectively communicate your work in a digital format.

3) ~~Secondary source analysis paper~~: a 2-page paper in which you summarize the content and argument of an assigned scholarly article (**each instructor determines in his or her own section of HIST 297 what this reading is**) discuss the kinds of primary sources this historian uses, identify the major historiographical works and questions the author engages, and explain how she advances research on the history of her topic.

4) ~~Book review~~: 3-page review of an assigned monograph (**each instructor determines in his or her own section of HIST 297 what this reading is**). Your task is to summarize the content and argument of the book; explain its contribution to the field of history it belongs to; describe and critique the author's use of primary sources, engagement with the historiography, argument, and writing style; and outline new avenues of research that this book's findings suggest.

5) ~~4-minute recorded presentation in class~~: on your secondary source analysis paper. This presentation will be peer reviewed by other students in class. Requirement: use of Speaking Center to review video of presentation and, then, meeting with and written feedback from instructor.

6) ~~10-minute recorded presentation in class~~: on your literature review. This presentation will be peer reviewed by other students in class. Requirement: preparation at Speaking Center and pre-talk meeting with instructor (may be combined with 4-minute meeting); written feedback.

7) ~~Literature review~~: 10-page literature review including a title, footnotes, and bibliography. (**All students must use the same readings for this writing assignment; each instructor determines what these readings are in his or her section of the course.**) You will write a first version of the literature review and turn it in on Tuesday of Week 13. I will return it to you with comments that Thursday. You will then revise your literature review and turn in the revised copy on the course's final exam day.

Numerical grades in this course correspond to the following letter grades: A (95-100); A- (90-94); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (60-66); F (59 and below).

When computing final numerical grades, I do not round up to the highest decimal point (i.e., if your final numerical grade is an 82.99, your final grade is a B-).

~~Midterm Deficiency Report~~: You will receive a midterm deficiency report if you receive a C- or below on your participation grade, any of the writing assignments, or in-class presentations to date.

**Grades for the Course:**

Class participation:	20%
Student blog:	10%
Secondary source analysis paper:	10%
Book review:	15%
4-minute oral presentation:	5%
10-minute oral presentation:	10%
Literature review:	30%

**Writing Center:**

All students must attend one full session at the Writing Center. The Center is usually busy, so be sure to schedule your individual appointment early. You may hold your session to work on a draft of your book review or literature review. If you do not attend a session at the Writing Center, your final participation grade will be reduced by one letter grade.

**Speaking Center:**

All students must go to the Speaking Center to review their recorded class presentations (either before the 4-minute or before the 10-minute presentation). Be sure to schedule your appointment in advance, since the Speaking Center is also busy. If you do not go to the Speaking Center at least once during the semester, your final participation grade will be lowered by one letter grade.

**Honor Code:**

The Honor Code of the University of Mary Washington will be strictly enforced, as explained in the Honor Constitution. If you have any questions about the code and its enforcement, do not hesitate to ask me. All violations of the Honor Code will be immediately reported to the Honor Council.

~~In writing your papers, avoid plagiarism.~~ If you take someone else's ideas or words and present them in an essay as your own (i.e., without proper acknowledgement of the author), you will have committed plagiarism. If you are unsure about what this means, do not hesitate to ask me for further clarification.

**The Office of Disability Resources** (401 Lee Hall; 540-654-1266; [ods@umw.edu](mailto:ods@umw.edu)) is the primary office to guide, counsel, and assist students with disabilities. If a student receives services through that office and requires accommodations for this class, he/ she should make an appointment with the instructor as soon as possible to discuss the approved accommodations. All shared information will be held in strictest confidence unless a student permits otherwise. (If a student has not made contact with the Office of Disability Resources and has reasonable accommodation needs, the instructor will be happy to help contact the office [which will require appropriate documentation of a disability].)

**Required Course Readings:**

~~The following text is available for purchase at the UMW bookstore:~~

\* *Chicago Manual of Style*, 16<sup>th</sup> ed. (Chicago: University of Chicago Press, 2010).

**\* All instructors of HIST 297 will use this text.**

**The following are a sample of readings that could be assigned in HIST 297 and that correspond with the historiographical themes outlined in the calendar below. Each instructor for HIST 297 will assign different readings for his or her section of the course.**

John Tosh, *The Pursuit of History*, 5<sup>th</sup> edition (2010).

Winter and Prost, *The Great War in History: Debates and Controversies, 1914-Present*  
Francine Hirsch, "The Soviets at Nuremberg: International Law, Propaganda, and the

- Making of the Postwar Order,” *The American Historical Review* 113, no. 3 (2008): 701-730. (blog)
- Werner Conze and Charles Wright, “Social History,” *Journal of Social History* 1, no. 1 (1967): 7-16. (blog)
- John Habakkuk, “Economic History and Economic Theory,” *Daedalus*, 100, no. 2 (Spring 1971): 305-322. (blog)
- Joan W. Scott, “Gender: A Useful Category of Historical Analysis,” *American Historical Review* 91, no. 5 (1986): 1053-1075. (blog)
- AHR Forum: Revisiting “Gender: A Useful Category of Historical Analysis,” *American Historical Review* 113, no. 5 (2008) (blog).
- William H. Sewell, Jr., “The Concept(s) of Culture” (blog)
- Joseph Levine, “Intellectual History as History,” *Journal of the History of Ideas* 66, no. 2 (2005): 189-200. (blog)
- Geoff Eley and Ronald Grigor Suny, “Introduction: From the Moment of Social History to the Work of Cultural Representation” (blog)
- Joanna Guidi, “The History of Walking and the Digital Turn: Stride and Lounge in London, 1808-1851,” *Journal of Modern History* 84, no. 1 (2012): 116-144. (blog)
- James Oliver Horton, “Patriot Acts: Public History in Public Service,” *The Journal of American History* 92, no. 3 (2005): 801-810. (blog)
- Diane Britton, “Public History and Public Memory,” *The Public Historian* 19, no. 3 (1997): 11-23.
- Clyde Robertson, “Hurricane Katrina through the Eyes of African American College Students: The Making of a Documentary,” *The Journal of African American History* 93, no. 3 (2008): 392-401. (blog)
- Read the project proposal and paper proposals for “Second World Urbanity: Between Capitalist and Communist Utopias” (<http://secondworldurbanity.umwblogs.org/>)
- Timothy Gilfoyle, “White Cities, Linguistic Turns, and Disneyland: The New Paradigms of Urban History,” *Reviews in American History* 26, no. 1 (1998): 175-204. (blog)
- Jan Gross, *Neighbors: The Destruction of the Jewish Community in Jedwabne* (blog)
- Alf Lüdtke, “The Appeal of Exterminating ‘Others’: German Workers and the Limits of Resistance,” *Journal of Modern History* 64, Supplement: Resistance Against the Third Reich (1992): S46-S67. (blog)
- Douglas Cazaux Sackman, “‘By Their Fruits Ye Shall Know Them’: ‘Nature Cross Culture Hybridization’ and the California Citrus Industry, 1893-1939,” *California History* 74, no. 1 (Spring 1995): 82-99. (blog)
- Michael Geyer and Charles Bright, “World History in a Global Age,” *American Historical Review* 100, no. 4 (1995): 1034-1060. (blog)
- “AHR Conversation: On Transnational History,” *American Historical Review* 111, no. 5 (2006): 1441-1464. (blog)

Yves Cohen, "Circulatory Localities: The Example of Stalinism in the 1930s," *Kritika* 11, no. 1 (Winter 2010): 11-45. (blog)

**Suggested Readings and Other Resources:**

\* A good dictionary of American English. I recommend Webster's Collegiate Dictionary, especially those editions that contain the etymologies of words.

\* A good grammar book. I recommend Patricia T. O'Conner, *Woe is I: The Grammarphobe's Guide to Better English in Plain English* (New York: Riverhead Books, 2003).

**Course Schedule:**

**Week 1: Introduction: What is History?**

Course description and review of assignments

Review of course blog

Each student sets up his/her own blog in class

What do historians do?

**Week 2: Historiography: Thinking Historically about What Historians Do**

Categories of history

Changes and continuities in historical scholarship

**Week 3: Researching Secondary Sources and Creating a Bibliography**

Researching on-line databases for secondary sources (UMW Library catalog, J-STOR, Historical Abstracts, etc.)

Distinguishing between scholarly secondary sources and non-scholarly secondary sources

Review of the literature review paper assignment for the course

Creating a bibliography and writing footnotes

**Week 4: Diplomatic and Military History**

**Week 5: Social and Economic History**

**Gender History**

\* Secondary source analysis paper due today

**Week 6: Book Reviews, Review Articles, and Review Essays**

The book review

- \* assignment: locate, read, and outline the structure of two book reviews related to your literature review from a historical journal
- Review articles and review essays
- \* assignment: locate, read, and outline the structure of a review article or review essay related to your literature review from a historical journal

### **Plagiarism, Paraphrasing, and Quotations**

Plagiarism, paraphrasing, and quotations

- \* read the AHA's explanation and rules on plagiarism:

[http://www.historians.org/governance/pd/curriculum/plagiarism\\_intro.htm](http://www.historians.org/governance/pd/curriculum/plagiarism_intro.htm)

**Week 7:**      **Class presentations on secondary source analysis paper**  
4-minute class presentations

**Week 8:**      **Cultural and Intellectual History**

Meet with me individually to discuss your 4-minute presentation.

### **Social Identities: Nationality and Race**

- \* Book review due today

**Week 9:**      **Digital History**  
The impact of digital history on historical research

Meet with me individually to discuss your book review.

Evaluating digital history projects

**Week 10:**      **Public History and Film Documentaries**

### **Urban History**

**Week 11:**      **Microhistory and the History of Everyday Life**

### **Environmental History**

**Week 12:**      **Globalization and World History**

### **Transnational and Entangled Histories**



**Week 13:**     **Presentations on Literature Reviews**

10-minutes class presentations

**\* First version of your literature review due today**

**Week 14:**     **Class Presentations on Literature Reviews**

Course evaluations

10-minute class presentations (continued)

**Meet with me individually to discuss your literature review and 10-minutes class presentations.**

Thursday:     Four presentations (10 minutes each + Q&A)

Friday:        Attend at least two panels at the History Department Symposium.

**Final Exam:** Discussion of research projects, HIST 298, HIST 485, and the history major

**\* Final research papers due at the beginning of the final exam session; post final version of your paper on the writing assignments page on your blog**