

Santa Monica College

Course Outline For HISTORY 47, The Practice Of History

Course Title: The Practice Of History Units: 3.00

Total Instructional Hours (usually 18 per unit): 54

Hours per week (full semester equivalent) in Lecture: 3.00 In-Class Lab: 0 Arranged:

Date Submitted: May 2011

Date Updated: May 2012

Transferability: Transfers to UC
Transfers to CSU

IGETC Area: (pending review)

- IGETC Area 1: English Communication
 - 1B: Critical Thinking-English Composition
- IGETC Area 4: Social and Behavioral Sciences
 - 4F: History

CSU GE Area: (pending review)

- CSU GE Area A: Communication in the English Language and Critical Thinking
 - A3 - Critical Thinking
- CSU GE Area D: Social, Political, and Economic Institutions and Behavior, Historical
 - D6 - History

SMC GE Area:

- GENERAL EDUCATION PATTERN (SMC GE)
 - Area II-B: Social Science (Group B)
 - Area IV-B: Language and Rationality (Group B)

Degree Applicability: Credit - Degree Applicable

Prerequisite(s): ENGL 1

Pre/Corequisite(s): None

Corequisite(s): None
Skills Advisory(s): None

I. Catalog Description

This course presents an overview of historians' methods of research, critical analysis, and written argumentation and introduces historiography and historical theory. Students will apply these methods through a variety of written assignments, including a properly-documented academic research paper. This course's research component will further students' information competency skills.

II. Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Historiography: An Introduction, Spaulding, Roger and Christopher Parker, Manchester UP © 2008, ISBN: 0719072840
2. The Pursuit of History, Tosh, John, Longman © 2010, ISBN: 0582894123
3. A Manual for Writers of Research Papers, Theses, and Dissertations, 7th, Turabian, Kate et al, U Chicago Press © 2007, ISBN: 0226823377
4. Writing History: A Guide for Students, Storey, William K., Oxford University Press © 2012, ISBN: 0199830045
5. Historical secondary and primary sources such as monographs and archival material.

III. Course Objectives

Upon completion of this course, the student will be able to:

1. Describe, discuss, and apply orally and/or in writing, an understanding of history as a discipline characterized by the application of critical analysis to factual evidence (including its genres, explanatory theories and assumptions, and historiography).
2. Frame a question for historical research and design and implement a research proposal, producing a research paper whose thesis is clearly stated and effectively supported with logically organized, soundly interpreted, and properly documented factual evidence.
3. Select, critically examine and evaluate secondary sources, attentive to their structural and analytical components including the author's identity and intended audience, thesis, argumentation, methodology and use of sources, and date and context of publication.

4. Locate, critically examine and evaluate the use of primary sources, attentive to concepts of historical agency, context, perspective, and multi-causation.
5. Distinguish forms of logical reasoning, including inductive and deductive reasoning, and demonstrate their use; identify and effectively address such fallacies common in historical analysis as those involving issues of causation, over-simplification of complex occurrences, and application of judgment not interpretation, as well as more general fallacies of reasoning.
6. Identify and effectively address common problems in the use of evidence, including contradictory and/or incomplete evidence; demonstrate awareness of the shifting use and meaning of language, including the denotative and connotative meaning of terms and labels.
7. Critically evaluate, revise, and strengthen their own argument.

IV. **Methods of Presentation:**

Projects , Other (Specify) , Critique , Lecture and Discussion

Other Methods: Methods of presentation will vary among instructors but all will include lectures to present basic concepts of history as a discipline, historiography, and historical methodology. Class discussion and weekly assignments will emphasize incremental practice in the analytical skills and components that are necessary to produce an academic research paper and oral presentation. Time will also be allocated for individual critiques by peers and instructor. In total, students will write a minimum of 6,000 words, approximately half in critical exercises and half in a ten- to twelve-page researched and documented paper. The papers will require students to apply the critical skills introduced in the course.

V. **Course Content**

<u>% of course</u>	<u>Topic</u>
20%	Historiography: overview and case study through analysis of two to three secondary sources, as to author, audience, methodology and assumptions, selection and use of evidence; thesis and argument; and date and context of publication.
20%	Logical reasoning and fallacies, including those common to historical argumentation and more generally; handling contradictory and incomplete factual evidence; attention to language and terminology.
30%	Use of primary and secondary sources: locating, analyzing, and determining utility of range of sources, emphasizing diverse authors' perspectives and audiences, context, and evidentiary significance.

30%	Research project/application of historical methodology: frame a historical question and devise and implement a research strategy, through preparation of a properly documented and logically coherent research paper.
100%	Total

VI. Methods of Evaluation: (Actual point distribution will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
30 %	Quizzes - Quizzes and exams
40 %	Papers - Multiple analytic essays
30 %	Projects - Formal research paper and oral presentation
100 %	Total

VII. Sample Assignments:

1.	Write a 1000-word essay that summarizes and analyzes two or more primary sources, identifying their authors' perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, discuss how they relate to one another. For example, do they reveal different perspectives or change over time?
2.	Prepare an annotated bibliography of six primary and three secondary sources (500 words).
3.	Working with a body of factual information, present it once as a chronological narrative attentive to contingency and a second time in an analytical format that thematically addresses the variety of factors and/or perspectives involved. (1500 words total)
4.	Write a review essay that analyzes, evaluates, and compares two or more secondary sources in terms of their intended audience, author's assumptions, theses and argument, logical reasoning and use of sources, and relationship to the topic's historiography. (1500 words)
5.	Frame a historical question and research proposal, demonstrating understanding of diverse types of evidence and historians' constraints in using them to draw sound inferences. (500 words)
6.	Write an analytical synthetic research paper that identifies and discusses a significant trend or event, in terms of causation, diverse perspectives, and significance. Your essay should draw on a minimum of three secondary and six primary sources. (3000 words)

VIII. Student Learning Outcomes

1. Describe and discuss, orally and/or in writing, history as a discipline characterized by the application of critical analysis to factual evidence (including its genres, explanatory theories and assumptions, and historiography).

2. Critically examine historical material, including primary sources, attentive to such concepts as historical agency, context, perspective, and multi-causation.