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| **Seminar in Historical Analysis** | **Steve Harris** |
| History 300.1 | smharris@sfsu.edu |
| Fall 2020  T/Th 2-3:15 | Office Hours:  T 1-2, TH 11-12 & by appt. |
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**Syllabus**

**Introduction**

We study history because it comprises the most humungous pile of examples of human behavior; much larger and, in many ways, easier to see than the world of the ‘present.’ We do not study it for what we can “learn from history,” but rather because its richness and complexity enable us to practice understanding ourselves and the choices each of us make as we live our lives, and to help remember that everyone else in the world now or in the past sees the world from their own time, place, and mind. Indeed, the only “lessons” we can take away are that living is complex, difficult, and unpredictable. History thus sharpens our sense of being human; perhaps with a touch of humility and perspective about our place in society and the world.

The means by which we “study” history: research and analysis of evidence, construction of order (via stories, narratives, interpretations, and frameworks), and communicating what we see to others in the hopes of sparking their learning or increasing our own by hearing their reactions and perspectives, are essential human intellectual and social skills and the foundation for a successful life, regardless of vocation. We construct stories—not because any particular perspective is exclusively “true”—but because our minds are hungry for order and coherence and the affinity for stories engages us, facilitating the development of the other purposes noted above; even as we recognize the risk that each framework we use may make it more difficult to see others.

This course will introduce you to the study of history, not by studying the people, events, or trends of a particular period or place, but by helping you to answer the following questions:

* What is history and how is it different from other ways of dealing with the past and present?
* Why do we study history?
* Why is history important to you?
* What are the types of history?
* How do we “do” (i.e. research, read, write, and present) history?

This is a seminar/workshop. Unlike lecture classes, your questions and comments during class meetings are important to your grade, your learning, and other students’ learning. Your oral participation in class will be regularly encouraged. Generally, you will need to do the assigned readings in advance of the class. While there is a copy of the readings in iLearn, you should get into the practice of reading them in Perusall, so you can respond to the discussion prompts, highlight key sections, and make notes. Perusall is also where you can share your ideas and perspective on these readings with your colleagues.

A major focus of the course is for you to research, write and present a 3000-4000 word (~12-15 page) history paper on a topic focused on events and developments between the years 1750-2000 (exceptions by arrangement). We will spend a substantial part of the course working on the building blocks of this project. Thus, while the reading load is relatively light, you will spend the bulk of your time researching and writing. You will need to meet with me at least 3-4 times over the semester to work on your progress.

You will also write a short analytic paper (800-1000 words) on a specified topic with a ‘starter-kit’ of sources. The focus of this paper is your ability to organize a persuasive, cogent, and engaging argument.

However, this is not a course in basic composition. If you are not yet confident of your ability to write well at the University level, you are highly encouraged to seek tutoring and writing assistance from the History Department GWAR Tutors or at the Learning Assistance Center, http://www.sfsu.edu/~lac/ or the Campus Academic Resource Program, http://www.sfsu.edu/~carp1/wrss.htm. I also encourage you to come see me regularly during my office hours.

**Technology**

We will use iLearn, Zoom, and Perusall in this course.

Our Zoom Room for classes is:

https://sfsu.zoom.us/j/99987124667?pwd=UjJHb2RGK1JTbUlyRThvUEVJa0c0QT09

Meeting ID: 999 8712 4667

Passcode: 928075

Our Zoom Room for ‘office hours’ is:

https://sfsu.zoom.us/j/93008156494?pwd=Ujk5TWZZVVBhS1BqQUhqN2xDUnh6dz09

Meeting ID: 930 0815 6494

Passcode: 671451

Perusall

Please go to [www.perusall.com](http://www.perusall.com), create an account and enroll in course: HARRIS-7ZZDL .

**Course Requirements and Grading**

In addition to oral participation during class, there are extensive written assignments and a final oral presentation of your research project. There will be no examinations.

Class Attendance & Participation 15%

(including article summaries)

History and Me Paper 5%

What is History? Paper 5%

Book Review 5%

Peer Review 5%

Short Paper 5%

Research Project

- Proposal 5%

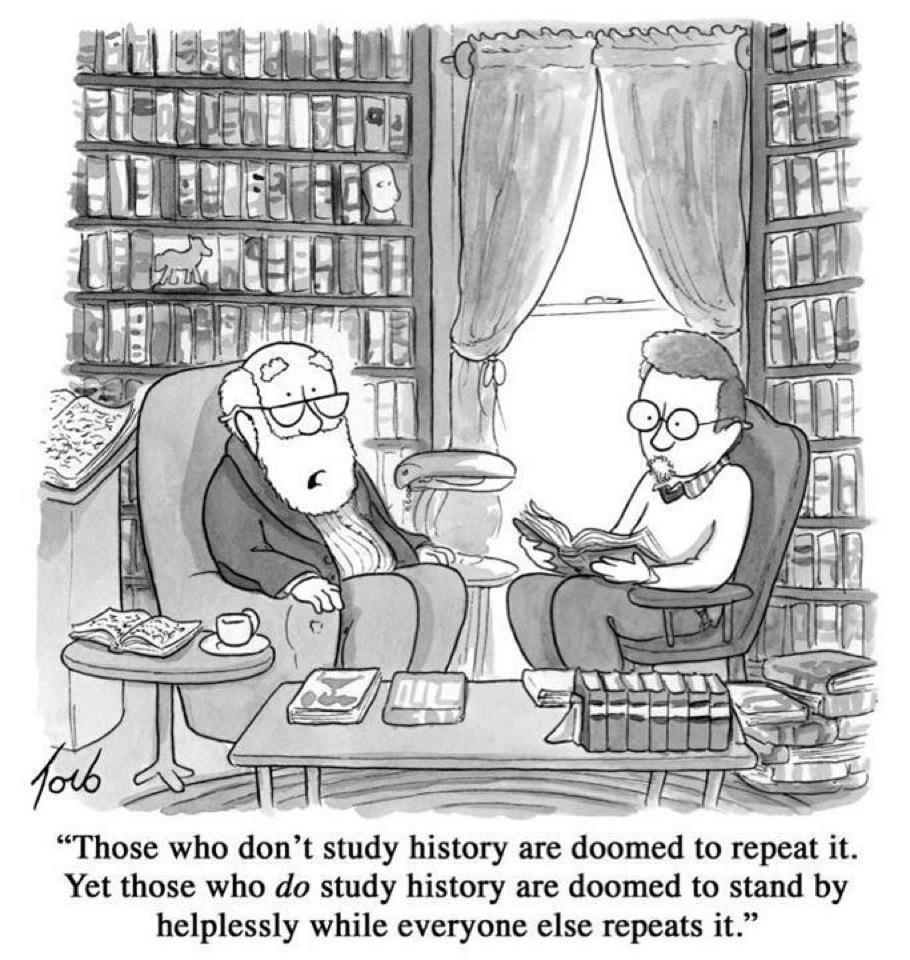
- Thesis and Outline, and Bibliography 5%

- Rough Draft 20%

- Final Presentation 10%

- Final Paper 20%

Specifics for each assignment will be discussed in class. Additionally, you will need to meet with me at least twice during the term to discuss your progress on your research project. The deadlines for these two sessions (“Office Hours Conferences” or “OHC”) are noted below. History Majors or Minors will also need to meet with your History Department Advisor during the term to plan out your future coursework. You must submit me a signed copy of your advising sheet by November 30.

There is no curve. I would be happy if everyone earned an “A,” but I have regularly issued failing grades. I expect the quality of your work to reflect your status as an upper-level History major.

You must complete at least 75% of the course requirements in order to pass. If you sign up for a CR/NCR, you must earn at least a “C” to get CR (per SFSU requirements). If you cannot finish the course requirements, it is your responsibility to withdraw from the course or, only in serious emergencies, to initiate an Incomplete. I will not initiate a Withdrawal or an Incomplete.

You are responsible for understanding course requirements and seeking clarification as needed. Please be sure to check the information in the syllabus and iLearn before asking me. You are responsible for respectful and courteous behavior in class and with each other, including not texting/emailing/surfing/gaming during class. You are responsible for reading and responding to emails and other communications from me and to tell me when you will not be in class or will not submit an assignment on time.

**Readings**

* Required books
  + Zachary Shore, Grad School Essentials (at Bookstore or bookfinder.com)
* Required readings (Articles, book chapters and excerpts) are available on-line thru:
* SFSU Library via JSTOR or Historical Abstracts #
* Or in iLearn \*
* Other useful books you may find useful
  + John Tosh, The Pursuit of History
  + William Kelleher Storey, Writing History
  + Anthony Brundage, Going to the Sources

**Schedule**

The syllabus and schedule are always subject to change. It is your responsibility to check on announcements made while you were absent for any additional readings or other changes. *Items to be submitted into iLearn are in italics;* other items are to be submitted in hard copy*.*

Most required readings are available on-line thru iLearn \* or the Library website # .

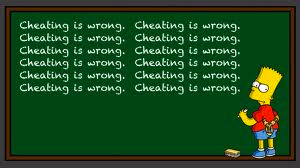
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| **Date** | **Topic/Reading Assignment** | **Items Due** |
| 8/25 | **Introductions/ Course overview**   * Syllabus\* * Past students’ perspectives on Hist 300\* | Sign-up for first OHC |
| 8/27 | **What is History? 1** – Analysis, Fiction, and Memory   * Dickens, Hard Times (Ch. 10-14)\* * Adelheid Popp, (Memoir in Kelley, The German Worker) \* * Engels, The Condition of the Working Class \* |  |
| 9/1 | **Why History?**   * Lewis, Redemption, Action, and History\* * Harris, Thinking Historically\* | *Essay: History and Me* |
| 9/3 | **What is History? 2** – Facts and Theory   * Carr, The Historian and His Facts\* * Fernandez-Armesto, What is History Now?\* |  |
| 9/8 | **Workshop 1** – Making History | *Essay: What is History?* |
| 9/10 | **What is History? 3** – Historical Consciousness   * Tosh, Pursuit of History, Ch. 1\* |  |
| 9/15 | **What is History? 4** – The Practice of History   * Tilly, The Practice of History\* |  |
| 9/17 | **Workshop 2** – Research and Topics   * Shore, Introduction, Ch. 6 * Ex Post Facto Article * Short Paper Assignment | *Ex Post Facto Article Summary (Forum)* |
| 9/22 | **Workshop 3** – Organizing Your Project |  |
| 9/24 | **Finding sources 1** (w/ Kendra Van Cleave)   * Brundage, Ch. 3\* | OHC 1; 3-4 Research Paper Ideas |
| 9/29 | **Finding sources 2** (w/ Kendra Van Cleave) | Sign–up for 2d OHC |
| 10/1 | **Workshop 4** – Critical Reading   * Harris, Arbitration at Vienna # * Burke, On Reading\* * Maltby, Reading Scholarly Articles\* * Brundage, Ch. 4\* |  |
| 10/6 | **Workshop 5** –Primary Sources   * Storey, Ch. 1, 2\* * Brundage, Pp. 112-21\* * Primary Sources from World War I\* | *Short Research Paper* |
| 10/8 | **Varieties of History 1 –** Political   * Palmer, “World Revolution of the West” # | ID Book for Review |
| 10/13 | **Varieties of History 2** –Historiography   * Hanson, Political History of the French Rev. # * Stone, Reinterpreting the French Rev.# * Mombauer, WWI Historiography\* * Lee, The War\* | *Research Paper Proposal* |
| 10/15 | **Varieties of History 3** – National   * Sheehan, What is German History? # | *Article Summary*; OHC-2 |
| 10/20 | **Varieties of History 4** –World   * Adelman, What is Global History Now? \* * Conrad, What is Global History?\* | *Article Summary* |
| 10/22 | **Workshop 6** – Thesis; Outlines   * Shore, Ch. 2 * Optional Reading: Storey, Ch. 5, Brundage, Ch. 6 | *Book Review* |
| 10/27 | **Varieties of History 5** – Cultural and Economic   * De Vries, “Origins of the Industrious Revolution” (Ch. 2) \* | *Article Summary* |
| 10/29 | **Finding sources 3** (w/ Kendra Van Cleave) | *Research Paper Thesis, Outline, & Bibliography* |
| 11/3 | **Varieties of History 6–** Social   * Darnton, The Great Cat Massacre\* | Article Summary |
| 11/5 | **Varieties of History 7 –Environmental**   * McNeill, Mosquito Empires (Ch. 5)\* | Article Summary |
| 11/10 | **Workshop 5** – The Text, Apparatus; Revisions   * Shore, Ch. 3; * Optional: Storey, Ch. 9; Brundage, App. C/D |  |
| 11/12 | **Workshop 6** – Presentations   * Shore, Ch. 4 | *Rough Draft (Groups A & B)* |
| 11/17 | **1-on-1 reviews** Group A (No Group Meeting) | *Peer Review (Group A)* |
| 11/19 | **1-on-1 reviews** Group B (No Group Meeting) | *Rough Draft (Group C)*  *Peer Review*  *(Group B)* |
| 12/1 | **1-on-1 reviews** Group C (No Group Meeting) | *Peer Review*  *(Group C)* |
| 12/3 | **Presentations** (Group A) | Advising Form  (Hist. Maj/Min) |
| 12/8 | **Presentations** (Group B) |  |
| 12/10 | **Presentations** (Group C) |  |
| 12/14 | Final Paper Due by 6 PM | *Final Paper* |

**Academic Policies**

**Students with Disabilities**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center is available to facilitate the reasonable accommodations process. It is in SSB 110 and can be reached at 338-2724 (voice/TTY) or at dprc@sfsu.edu.

**Academic Integrity**



Plagiarism—the use of an idea, or of the form of expressing an idea, without acknowledgment—is intellectual theft. Written work which is plagiarized (i.e. which is copied or closely paraphrased from other sources) is unacceptable and will result in zero points for the assignment and will be reported to the University. I use TurnItIn as one tool to detect plagiarism.

If you use the words of anyone else, you must put those words in quotation marks and footnote the source. If you use the ideas (account, explanation, concept, analysis, summary, etc.) developed by another person, but put it in your own words, you must footnote the source. If you paraphrase (summarize) what someone else has written, you must footnote the source. A simple rule may be helpful: NEVER copy and paste ANYTHING from the Web. If you have questions, ASK.

At the same time, it is important to emphasize that the purpose of the assignments is to determine what you know and think. A comprehensively footnoted paper which is merely ‘cut-and-paste’ is destined for a passing but very low grade. (adapted from E.R. Dickinson)

Academic integrity is a fundamental principle of the university. Academic dishonesty, in the form of cheating or plagiarism, represents an attempt to gain an unfair advantage and it is expressly prohibited by the San Francisco State University Student Code of Conduct. Cheating includes, but is not limited to, gaining unfair access to answers to exams, fabrication of work, helping other students to cheat, etc. Plagiarism can be defined as using another person’s words or work without proper acknowledgment (see also <http://online.sfsu.edu/~rone/StudentHelp/Plagiarism.html> what for more information on avoiding plagiarism). Students who are found to have cheated or plagiarized will be subject to discipline ranging from receiving a failing grade for the specific assignment to referral to the Office of Student Conduct to possible suspension or expulsion. All instances of academic dishonesty are reported to the Department Chair and College Dean. Students are responsible for knowing the SFSU regulations concerning cheating and plagiarism, found in the University Bulletin.

**Attendance and Participation**

This is a combination seminar and writing workshop. Class participation makes up 20% of your final grade for the course, so it is important to be present, to be prepared, and to participate regularly in all class activities, discussions, and exercises. If you need to leave early, please tell me at the beginning of class. If you cannot come to class because of an emergency or illness, email me or call in advance of the class meeting. More than three unexcused absences will result in a grade of zero for participation and attendance.

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential each of us respect the rights of others seeking to learn, the professionalism of the instructor, and the general goals of academic freedom. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process.

**Student Disclosures of Sexual Violence**

SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student to me, I must notify the Dean of Students. To disclose any such violence confidentially, contact either The SAFE Place (415-338-2208 or www.sfsu.edu/~safe\_plc/) or the Counseling and Psychological Services Center (415-338-2208 or psyservs.sfsu.edu/). For more information on your rights and resources, go to titleix.sfsu.edu