

University of South Florida  
Department of History

### **Theory of History**

History 4104-905, Monday and Wednesday, 6:30-7:45 PM, EDU 258  
Spring 2014

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Office Hours: Monday and Wednesday 5-6 PM, or by appointment

#### Course Description:

“The past is a foreign country. They do things differently there.” L.P. Hartley

“The past is never dead. It’s not even past.” William Faulkner

“History is a set of lies agreed upon.” Napoleon Bonaparte

“History ain’t necessarily the truth; only something that somebody wrote down.” Will Rogers

Unlike most history courses, this class does not focus on a particular place, time, or subject. Instead, it engages with the study of history more generally, exploring the methodologies, practices, and tools with which historians do their work. Course readings will offer grounding in the study of history as well as examples of different historical approaches in practice. Though students will not leave this course with expertise in a particular historical subject (“modern China” or “medieval Europe”), they will gain a familiarity with important trends in historical practice and with different approaches to the study of history, along with a more sophisticated understanding of the ways in which historians tell their stories of the past.

#### Course objectives:

By the end of the course, students will:

1. Be able to identify important historiographical trends and movements
2. Develop the analytical skills necessary to properly analyze and contextualize historical texts and primary sources
3. Possess an in-depth understanding of a particular historiography of their choice
4. Improve their reading, writing, critical thinking, and discussion skills

## **Course Requirements:**

### **Attendance and Participation:**

This is an upper-level, discussion intensive capstone course. If you do not come to class, you cannot pass this course. You should assume that absences are unacceptable *for any reason*. Please adjust your home and work schedules accordingly. Missing a single class meeting deprives you of a significant portion of the class material. Should you be forced to miss class, you can “make up” a first absence by writing a 500 word analysis of the assigned reading, in addition to completing any missed class assignment(s). Making up a second absence requires a 1000 word analysis of the reading, in addition to completing any missed class assignment(s). Making up a third absence requires a 1500 word response, in addition to completing any missed class assignment(s). You may not make up more than three missed classes. Make-up work is due during the class period following the meeting you missed. Late make-up assignments will not be accepted. I reserve the right to fail any student who misses four meetings. If you anticipate missing classes (including for religious observances) please get in touch with me as soon as possible.

Class participation accounts for 30% of your grade in this course. You must arrive prepared to discuss the material and ready to take an *active part* in our classroom discussions and in-class activities. You must show up, but you also need to *talk*. You are expected to make at least ONE SUBSTANTIVE COMMENT during each class meeting. Failure to do so will negatively affect your participation grade. (If you find yourself at a loss for words, check your Reading Journal -- you'll find plenty of fodder for comments there).

The classroom should be an open and supportive place. Simple courtesy and a willingness to listen will go a long way.

For most classes (except where otherwise indicated), you will be expected to complete a **Reading Journal**. Journals ask you to answer questions about the reading and to formulate your own questions about course material. The prompts for Reading Journals will be available on Canvas well before the class period they are due. You should *download the prompt, type your responses directly onto the prompt, and bring a hard copy to class*. We will collect Reading Journals at the end of each class, and grade them on a check/check-minus scale.

- A check means full credit. If you take some time with the journals, a check should be easy to achieve.
- A check-minus means no credit for the journal. If you receive more than one of these, please come talk to me or to the Graduate Assistant.

For many classes, you will be expected to locate materials and bring them to class for discussion. Failure to do so will negatively influence your participation grade.

After each class, we will calculate and post a participation grade for each student on a scale of zero to three (low to high). If you come to class on time, complete all writing assignments, bring the required materials, participate fully in our class discussion and activities, and display a commitment to the material and a respect for our collective endeavor, you will receive a three for the day. If you fail to do any of the above, your participation grade will decline accordingly.

## **Writing and Evaluation**

You will write two major papers this semester. I will provide more detailed instructions on both assignments once the semester is underway.

- 1) A historiography paper based on assigned course readings, due February 28 at 9 AM. These papers will trace the evolution of the historical discipline from the 19<sup>th</sup> to the 21<sup>st</sup> century and analyze a series of articles on a particular topic. The historiography paper will be based entirely on readings assigned in class. Papers will be 1400-1600 words. The historiography paper counts for 30% of your final course grade.
- 2) A research portfolio on a historical topic of your choosing will be your final project for the course. The final portfolio will consist of the following sections: introduction, historiographical analysis, primary source analysis, conclusion/areas for further research, bibliography. We will spend much of the last half of the course working on these portfolios. Students will turn in a rough draft of the portfolio by 9 AM on Friday, April 18. Final drafts of the research portfolio are due at 9 AM on Friday, April 30. The research portfolio counts for 40% of your final grade (10% for your rough draft and 30% for your final draft).

## **Plagiarism**

Plagiarism will be taken very seriously. The University of South Florida has an account with TurnItIn, an automated plagiarism detection service that allows instructors and students to submit student assignments to be checked for plagiarism. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. *As per university policy, if you are found to have plagiarized an assignment, you will receive a grade of FF (academic dishonesty) for the course.*

The following is from the USF undergraduate catalog. Please note the reference to "intentionally or carelessly." Intent does not matter – if you copy someone's work without attribution, you have plagiarized. It is YOUR RESPONSIBILITY to ensure that you properly credit and cite all of your work. See: <http://www.ugs.usf.edu/catalogs/1314/pdf/AcademicIntegrityOfStudents.pdf>

### **(b) Plagiarism**

Definition:

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.

Clarification:

1. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote.
2. When material from another source is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text.
3. Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote.
4. This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

### **Grades:**

Your grades will be calculated as follows:

- Attendance and participation (incl. Reading Journals and other written assignments): 30%
- Historiography Paper: 30%
- Research Portfolio: 40%
  - Rough draft: 10%
  - Final draft: 30%

I use a +/- grading system. Grade distribution is as follows:

- A+ (100 – 97) / A (96 – 93) / A- (92-90)
- B+ (89-87) / B (86-83) / B- (82-80)
- C+ (79 – 77) / C (76 – 73) / C- (72-70)
- D+ (69-67) / D (66-63) / D- (62-60)
- F (below 60)

### **Other stuff:**

Please turn off all cell phones.

Students **MUST** bring the assigned reading, a notebook, and a writing implement to class. Persistent failure to do so will negatively affect your participation grade.

I encourage all students to take advantage of my office hours. If you're not available during office hours, I'm happy to schedule another time to meet with you.

Students with disabilities are responsible for registering with Students with Disabilities Services in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 days prior to needing the accommodation. A letter from SDS must accompany this request.

### **Changes to the syllabus:**

I reserve the right to amend the syllabus mid-semester. I will add, remove, or amend assignments at my discretion. You will be notified in class and over e-mail should I make any changes. For this reason, the electronic version of the syllabus available on the course Canvas site should be regarded as the **official** version of the syllabus. You should consult it frequently.

## **Readings:**

- John H. Arnold, *History: A Very Short Introduction*
- Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing*
- Conal Furay and Michael J. Salevoursi, *The Methods and Skills of History: A Practical Guide*, 3<sup>rd</sup> edition
- Each of the above books is available for purchase at the USF bookstore. Additional readings will be available on Canvas. You will also be required to find and read books and articles on your own.

## **Schedule of meetings:**

### **Unit 1: What is History?**

January 6

Introduction

January 8 – What is History? Part 1

- *Read:* Arnold, chapter 1
- *Write:* Reading Journal 1
- *Bring:* Arnold / A hard copy of your completed Reading Journal

January 13 – What is History? Part 2

- *Read:* Arnold, chapter 6-7
- *Write:* Reading Journal 2
- *Bring:* Arnold / Reading Journal

January 15 – What is History? Part 3

- *Read:* Furay, chapters 1-5 (just read the text – do not complete the assignments)
- *Write:* Reading Journal 3
- *Bring:* Furay / Reading Journal

January 20 – NO CLASS MEETING

- Martin Luther King, Jr. Day

January 22 – History in the Public Sphere

- *Read:* Nash, et al. *History on Trial*, chapter 1
- *Write:* Reading Journal 4
- *Bring:* Nash / Reading Journal / a copy of a news article discussing a recent historical controversy (within the past 10 years). Be prepared to discuss your article in class.

### **Unit 2: What is Historiography?**

January 27 – Reading Secondary Sources, Part 1

- *Read:* Brundage, pages 24-30 and chapter 4; Furay, chapter 7 (text only)
- *Write:* Reading Journal 5
- *Bring:* Brundage / Furay / Reading Journal / a copy of Patricia Risso's article "Cross-Cultural Perceptions of Piracy: Maritime Violence in the Western Indian Ocean and Persian Gulf Region during a Long Eighteenth Century," *Journal of World History* 12 (Fall 2001): 293-319." (You DO NOT need to read Risso's article beforehand).

#### January 29 – Reading Secondary Sources, Part 2

- *Read:*
  - K. Stephen Prince, "Legitimacy and Interventionism: Northern Republicans, the 'Terrible Carpetbagger,' and the Retreat from Reconstruction," *The Journal of the Civil War Era* (December 2012).
  - K. Stephen Prince, "Marse Chan, New Southerner; or, Taking Thomas Nelson Page Seriously," in Jason Phillips, ed. *Storytelling, History, and the Postmodern South* (LSU Press, 2013).
- *Write:* Reading Journal 6
- *Bring:* Prince articles / Reading Journal

#### February 3 – Historiography, Part 1 (from Ancient Greece to Leopold van Ranke)

- *Read:* Arnold, chapters 2 and 3
- *Write:* Reading Journal 7
- *Bring:* Arnold / Reading Journal

#### February 5 – Historiography, Part 2 (Political, Economic, Social and Cultural Histories)

- *Read:* Arnold, chapter 5; Brundage, chapter 1; Furay, pages 231-239
- *Write:* Reading Journal 8
- *Bring:* Arnold / Reading Journal
- *Choose:* One of the following topics (you will read articles related to this topic prior to the next four class meetings. You will also write your historiography paper on this topic):
  - Group A: Ancient Rome
  - Group B: European Colonization in the Early Modern World
  - Group C: the Cold War

#### February 10 – Historiography, Part 3 (Political history, applied)

- *Read:* Assigned article for your reading/discussion group (A, B, C)
- *Write:* Reading Journal 9
- *Bring:* assigned article / Reading Journal

#### February 12 – Historiography, Part 4 (Economic history, applied)

- *Read:* Assigned article for your reading/discussion group (A, B, C)
- *Write:* Reading Journal 10
- *Bring:* assigned article / Reading Journal

#### February 17 – Historiography, Part 5 (Social history, applied)

- *Read:* Assigned article for your reading/discussion group (A, B, C)

- *Write*: Reading Journal 11
- *Bring*: assigned article / Reading Journal

February 19 – Historiography, Part 6 (Cultural history, applied)

- *Read*: Assigned article for your reading/discussion group (A, B, C)
- *Write*: Reading Journal 12
- *Bring*: assigned article / Reading Journal

February 24

- *Read*: No assigned reading
- *Write*: the introductory paragraph to your historiography paper (150-200 words) and an outline for the remainder of your paper.
- *Bring*: two copies of the introductory paragraph and outline. We will spend this class peer-reviewing.

February 26 – NO CLASS MEETING

- Work on your historiography papers.

\*\* Electronic copies of your historiography papers must be submitted to Canvas by Friday, February 28 at 9 AM \*\*

**Unit 3: Researching and Writing History**

March 3 – Portfolio: Secondary Sources, Part 1

- *Read*: Brundage, chapter 3; Furay, chapter 3
- *Write*: Reading Journal 13
- *Bring*: Brundage / Furay / Reading Journal / your favorite history book (during class we will have a discussion about academic publishing, peer review, and finding good scholarly publications)

March 5 – Portfolio: Secondary Sources, Part 2

- *Read*: Brundage, Appendixes A, B, C, D.
- *Other assignments*:
  - Go to the USF library and check out a history book on a topic that you'd like to study for your final research portfolio. The book must be published by an academic press, and it must have been published since 1975. List of academic presses.
  - Using JSTOR or another database, find an article on a related topic. Your article must be from a historical journal (set your search terms accordingly) and it must have been published since 1975.
- *Write*: Reading Journal 14
- *Bring*: your book / your article / Reading Journal

March 10-14 SPRING BREAK

### March 17 – Portfolio: Secondary Sources, Part 3

- *Read:* Brundage, chapter 6
- *Other assignments:*
  - Go to the USF library and check out three more history books on the topic you selected before break. The same restrictions apply (published by an academic press since 1975).
  - Using JSTOR or another database, find a second article on the topic you selected before break. The same restrictions apply (published in a history journal since 1975).
- *Write:* Reading Journal 15
- *Bring:* your new books / your second article / Reading Journal

### March 19 – Portfolio: Secondary Sources, Part 3

- *Read:* Begin reading the books and articles you've selected more closely (employ targeted reading strategies where possible)
- *Other assignment:*
  - Using JSTOR or another database, find two book reviews written about each of the books you've selected (for a total of eight reviews).
- *Write:* Reading Journal 16
- *Bring:* 8 book reviews (hard copies) / Reading Journal

### March 24 – Portfolio: Secondary Sources, Part 4

- *Read:* No assigned reading, but continue reading your selected books and articles.
- *Write:*
  - An annotated bibliography on your research portfolio books/articles. Include the four books and two articles you've collected. [Click here for a sample annotated bibliography.](#)
  - Reading Journal 17 (complete your bibliography first)
- *Bring:* two copies of your bibliography / Reading Journal

### March 26 – Portfolio: Secondary Sources, Part 5

- *Read:* No assigned reading.
- *Write:*
  - A rough, rough draft of the historiography section of your research portfolio. This does not need to be a complete rough draft, but you should have a solid start on the historiography section of your portfolio by today's class. At the very least, I expect an introductory paragraph and well-developed sketches of the body paragraphs. Use your annotated bibliography as a guide. The more writing you have done today, the more helpful your peer review session will be.
- *Bring:* three copies of your rough, rough draft of the historiography section (for peer review in class)

### March 31 – Portfolio: Primary Sources, Part 1

- *Read:* Arnold, chapter 4; Brundage, 19-24; Furay, chapters 9-10 (text only)
- *Write:* Reading Journal 18

- *Bring*: Arnold, Brundage, Furay / Reading Journal

#### April 2 – Portfolio: Primary Sources, Part 2

- *Read*: Furay, chapter 11; Brundage, chapter 7
- *Other assignment*: Begin to look for sources related to your research portfolio topic using some of the strategies we discussed last class
- *Write*: Reading Journal 19
- *Bring*: Furay (we are going to spend most of class working with chapters 9-11 in the Furay book, so please don't forget it!) / Brundage / Reading Journal

#### April 7 – Portfolio: Primary Sources, Part 3

- *Read*: Primary documents relating to slavery in U.S. history
  - Thomas Jefferson, from *Notes on the State of Virginia*
  - Frederick Douglass, from *Narrative of the Life of Frederick Douglass*
  - James Henry Hammond, from "Cotton is King"
  - Jourdan Anderson, letter to Col. P.H. Anderson
- *Other assignment*: continue to look for sources related to your research portfolio topic using some of the strategies we discussed last class
- *Write*: Reading Journal 20
- *Bring*: primary documents / Reading Journal

#### April 9 – Portfolio: Primary Sources, Part 4

- *Read*: No assigned reading.
- *Other assignment*:
  - Locate three primary sources related to your research portfolio.
    - These should be sources of at least three different TYPES. Please do not bring three letters or three newspaper articles. Instead, mix it up – one newspaper article, one letter, one illustration.
    - Some types of sources to consider (depending on your topic): newspapers, public speeches, diplomatic correspondence, government documents, letters, diaries, novels, poetry, illustrations, artwork, music, architecture, artifacts/material culture, oral interviews.
- *Write*: No writing due, but start to work on the rough, rough draft of your primary source analysis
- *Bring*: Copies of your three primary sources

#### April 14 – Portfolio: Primary Sources, Part 5

- *Read*: No assigned reading
- *Write*:
  - A rough, rough draft of the primary source analysis section of your research portfolio. This section should be about five paragraphs long. Write an introductory paragraph, three body paragraphs analyzing each document individually, and a closing paragraph that puts the three documents in conversation with one another.

- *Bring*: three copies of the rough, rough draft of the primary source analysis section (for peer review in class)

#### April 16 – NO CLASS MEETING

- Work on research portfolio rough drafts

**\*\* Rough drafts of research portfolios are due to Canvas by 9 AM on Friday, April 18\*\***

#### April 21 – Career Opportunities for history majors

- *Read*: documents about graduate study in history and job opportunities for history majors
- *Write*: Reading Journal 20
- *Bring*: documents / Reading Journal

#### April 23 – Wrap up

- *Read*: no shared reading.
- *Write*: a 400-500 word reflection on your experience in this course. How has Theory of History made you think differently about history and the study of history?
- *Bring*: Your response paper

**\*\* Final research portfolios must be uploaded to Canvas by 9 AM on Wednesday, April 30\*\***