

HIST 201
Spring 2019
BAL 2063
TR 9:30-10:45
CRN 30999

Professor Austin Jersild
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Historiography

Course description:

History 201 is designed to provide History majors and other students with useful information, resources, and material that will facilitate their future studies in the humanities generally and especially in history. We will consider and discuss basic questions about how to read, absorb and use the fruits of specialized research in history, analyze the methods employed by historians, expose ourselves to new resources and materials that will enhance our future studies, and think about practical matters pertaining to research and paper writing.

Course materials:

The book below is available at the University Village Bookstore. Some articles can be found on the web, either directly through the journal or via Project Muse or J-Stor at the ODU library website. Other materials are located on Blackboard.

Jenny L. Presnell, *The Information-Literature Historian: A Guide to Research for History Students*, 3rd ed. (Oxford: Oxford University Press, 2019)

Elizabeth Buettner, *Europe after Empire: Decolonization, Society, and Culture* (Cambridge: Cambridge University Press, 2016)

Tara Zahra, *The Great Departure: Mass Migration from Eastern Europe and the Making of the Free World* (New York: Norton, 2016)

Grading

- Assignments 1-8, 10% each (80%)
- E-portfolio (10%)
- class participation (10%)

Late papers and assignments will be accepted but penalized. Pay careful attention to the due dates for the many assignments below.

Course Schedule

Jan 15) Introductions

Jan 17) The Research Process

-Presnell, *The Information-Literate Historian*, 1-27

Jan 22) Citation (**Assignment #1 due**)

-Presnell, *The Information-Literate Historian*, 313-314

Assignment #1: Go to the ODU Department of History website to refer to the guide from Kate L. Turabian, *A Manual for Writers of Research, Theses, and Dissertations*, 8th ed. (Chicago: University of Chicago, 2013) (<http://al.odu.edu/history/studentnews.shtml>). Or go directly to the UC Chicago Press location: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html. For **Assignment #1**, prepare a **bibliography** according to the rules suggested by Turabian and our text. In your bibliography, include two single-author history books, a chapter written by one author in a book edited by someone else, a book with an editor or translator, two scholarly articles, a television broadcast, a scholarly article accessed through Project Muse or J-Stor or a similar database, and a newspaper article. Also provide a sentence with a footnote to one of the history books and one of the scholarly articles. Prepare yourself to use this citation system in our future assignments.

Jan 24) E-Portfolios: **Computer Lab, BAL 1013 B**

Each student will use Word Press to create an e-portfolio that will serve as an archive of the course. You will store here your assignments, your reflections about the course, your resume, and any other pertinent information. At the end of the semester I will view and grade your e-portfolio.

Jan 29) **Assignment #2 due:** Newspapers: Read the New York Times on microform in the library (AI21.N44) on your birthday for three different years. If your last name begins with the letter A-J, choose the years 1877, 1933, and 2001. If your last name begins with K-R, go to 1868, 1945, and 1989. If your last name begins with S-Z, go to 1890, 1953, and 2006. Prepare a **three page** paper describing and comparing the flavor of discussion and presentation concerning a) global events and the broader world; b) advertisements; and c) local events. Share some of your discoveries with the class, and post your assignment on your e-portfolio page.

-Presnell, *The Information-Literate Historian*, 73-97

Jan 31) Sources

-Presnell, *The Information-Literate Historian*, 98-163

Feb 5) **Assignment #3 due:** Resume: Prepare a one page resume, with attention to content and the information to be communicated, organization, and format and appearance.

Feb 7) The Scholarly Article as a Form of Communication

Be prepared to discuss in class the scholarly article listed below:

-Catherine J. Kudlick, "Disability History: Why We Need Another 'Other'," American Historical Review, vol. 108, no. 3 (June 2003) (**library j-stor**)

Feb 12) Scholarly article #2:

-Petra Goedde, "Power, Culture, and the Rise of Transnational History in the United States," *The International History Review*, vol. 40, no. 3 (February 2017), 592-608

Assignment #4: Find and analyze an article from a scholarly history journal (**two pages, due Feb 19**). How does the author situate his or her research in relation to broader fields? Can you identify and get a sense of those broader fields from the article, even if you are unfamiliar with them? How do the footnotes and references to the literature help the reader understand the contribution at hand and the character of the broader field? Is there a format to the scholarly article that is increasingly familiar to you?

Feb 14) no class

-preparation for Oral History project: develop an interview strategy based on the UCLA Center for Oral History Research guide: (<http://oralhistory.library.ucla.edu/familyHistory.html>)

Assignment #5) Using the questions here as a guide (from the UCLA Center for Oral History Research, on **Blackboard**) (<http://oralhistory.library.ucla.edu/familyHistory.html>), devise an interview strategy for your selected interviewee. Narrow the questions in a way that you think will make for a reasonable and comfortable interview. You may choose a grandparent, for example, and explore your own family history, but this is not required. For **Assignment #5**, write a 4-5 page report based on your oral interview. Sum up your major findings. What have you learned that surprised you about your family history? What is the historical context to some of the information you obtained? Have your questions and interests shaped the character of some of the responses? What is the role of memory in the recording of historical sources?

Feb 19) (**Assignment #4 due**) Digital History, Big Data, GIS

-Presnell, *The Information-Literate Historian*, 191-217

Feb 21) Oral History Project: Discussion of oral history strategy and approach

-Patricia Romero Curtin, "Laboratory for the Oral History of Slavery: The Island of Lamu on the Kenya Coast," *American Historical Review*, vol. 88, no. 4 (October 1983), 858-882
(blackboard)

Feb 26) History and the Internet

-Presnell, *The Information-Literate Historian*, 164-188

Feb 28) Computer Lab, e-portfolio updates, **BAL 1013 B**

March 5) (**Assignment #5 due**) Oral history reports, shared with class

March 7) Oral history reports, shared with class

March 9 – March 16 (**Spring Break**)

Assignment #6: ODU Perry Library web collections. Explore the digital database collection held by the Perry Library (<http://www.lib.odu.edu/researchresources/databases/AandH/index.htm>). The collections here are enormous and diverse, with primary sources available on art, film, music, children's literature, government documents, and numerous other areas. "Black Freedom Struggle in the 20th Century," for example, includes primary sources on discrimination, voting rights, housing, people such as American presidents and Martin Luther King, Jr., government policy, and other things. Other databases provide you with a wide variety of newspapers from the past, which in turn can be used to explore countless topics and problems. For our assignment due next time, write a **two page paper** outlining a possible paper project that might emerge from documents you have read from a database of interest to you. If for whatever reason you would prefer to use a different collection, feel free to do so. For example, if you are interested in foreign policy, international relations, and the Cold War, you might try the website of the Cold War International History Project (<http://www.wilsoncenter.org/program/cold-war-international-history-project>). Provide footnote references to the material when appropriate.

March 19) Colonialism: The British Empire, France, and Belgium

-Buettner, *Europe after Empire*, 1-19, 23-77, 106-189

Assignment #7: Write a 4-5 page paper on the books by Buettner and Zahra, addressing the European countries and the United States as multiethnic communities shaped by a history of immigration. Think about the similarities and differences between Europe and the U.S. What is new, if anything, about the present?

March 21) Settlers, Pieds-noirs, Repatriates, Ethnic Minorities

-Buettner, *Europe after Empire*, 213-321

March 26) Turks in Germany

-Erdogan and Böhmermann

March 28) **Assignment #6 due.** Computer Lab, e-portfolio, **BAL 1013 B**

April 2) Multicultural Europe

-Buettner, *Europe after Empire*, 417-504

April 4) Immigration and America

-Zahra, *The Great Departure*, 3-63

April 9) Immigration and America,

-Zahra, *The Great Departure*, 65-178

April 9) Immigration and America

-Zahra, *The Great Departure*, 181-301

April 11) **Assignment #7 due**

April 16) Public History: The Enola Gay and the Smithsonian

-Richard H. Kohn, "History and the Culture Wars: The Case of the Smithsonian Institution's Enola Gay Exhibition," *The Journal of American History*, vol. 82, no. 3 (December 1995), 1036-1063 (**blackboard**)

-Thomas A. Woods, "Museums and the Public: Doing History Together," *The Journal of American History*, vol. 82, no. 3 (December 1995), 1111-1115

April 18) Museums

-*American Historical Review*, museum review articles, vol. 124, no. 4 (October 2018), 1267-1275 (Janine Holc, Dawne Curry, Jason Ward, Glenn Eskew) (**blackboard**)

Assignment #8 due: In one-two pages, describe the different purposes and programs of the 4-5 museums surveyed in the October 2018 *AHR*.

April 23) Review

April 25) Review

May 7, **Final Exam**, 8:30-11:30