

Approval Form

Proposal Title: Introduction to Historical Methods 2235-233

Sponsor(s) Dr. R. Porterfield & the History Dept. Dept.: _____ Ext. 6108/7312

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change X 2235-233
(please name deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved _____ Date _____</p> <p><input type="checkbox"/> Not Approved</p> <p><u>David Porterfield</u> Dept. CC Chairperson</p> <p><input type="checkbox"/> Reviewed _____ Date _____</p> <p><u>Yancy J. H. Smith</u> Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input checked="" type="checkbox"/> SCC# <u>94-95-02</u></p> <p>Proposal Received _____ SENATE Date _____</p> <p>JUN 7 1994</p> <p>RECEIVED</p> <p>_____ SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>10/4/94</u></p> <p><input checked="" type="checkbox"/> Approved with Revision <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><i>Include only the departmental "generic" syllabus + indicate what kinds of minor changes, above</i></p> <p><u>J. Smith</u> School Curr Comm Chairperson</p>
--	---	--

Step 4 (Academic Dean) **Comments:**

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed 10/11/94
Date _____

[Signature]
Signature, Dean of School

Step 5 (SCC)

Open Hearing 10/26/94 Approved by Senate Curriculum Committee _____
Date _____ Date _____

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 10/26/94 Approved Not Approved
Date _____

Notification to Executive Vice-President/Provost 10/26/94 Ronald J. Gochan
Date _____ Signature, SCC Chairperson

Step 7 (Executive V.P./Provost)

Received 11/21/94
Date

Approved Yes No

If no, reasons are as follows:

Student credit hours _____

Faculty load hours _____

Equalized credit hours _____

Official copy and approval sheet filed _____
Date

[Signature]
Signature, Executive Vice President/Provost

Registrar

Approved course description received 22 Nov 94
Date

Hegis Taxonomy and Course Number assigned 22050299

[Signature]
Signature, Registrar

22 Nov 94
Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

4-45-92

**HISTORY DEPARTMENT
MINOR CURRICULAR CHANGE**

TITLE: INTRODUCTION TO HISTORICAL METHODS 2205.491

CREDIT HOURS: 3

1. Details

(A) Change requested: Change the name of Historiography 2205.491 to Introduction to Historical Methods and move it down to the 200 level as a required course for freshmen and sophomore history majors.

(B) Sponsors: Richard Porterfield and the History Department.

2. Rationale

(A) This adjustment in our major program has come as a result of the History Department's participation in the Association of American Colleges national project on "Reforming the Major". One of the major themes of the project was to provide a coherent major that would emphasize the sequential development of the skills needed for historical analysis. In the past, history majors did not take a course that focused on the basic methods of historical inquiry until their third year when they were required to take Historiography (2205.491). By then most students had already taken several upper level topics courses. It has become quite obvious that the content of our Historiography needs to come early in the curricular experience so that our majors can move through our program with the analytic tools necessary for our upper level offerings. Historiography has always been a methods course. The renaming is largely to clarify to students the intention of the course. (Enclosed is the syllabus for the Historical Methods course).

(B) The "curricular effect" of this change will add no new requirements only to introduce our Methods course earlier in the program. The overall design of the program will remain the same.

3. Results of Consultations

The department as well as our colleagues in the A.A.C. project agree with this change.

Historical Methods 2205-299
Rowan College of N.J.
Department of History

The subject matter of this course shall be twofold. On one level the student shall examine the history of the writing of history. On another level the student shall not only study but also practice the skills and methodology of historians. An understanding of the interaction between why historians write history and how history is written is a major purpose of studying history. Therefore this course is required of all history majors and should be taken as soon as possible after the completion of twelve credit hours of history courses.

The goal of this course is thus twofold:

1. To provide a general introduction to the nature and methods of history.
2. To help students develop the intellectual and communication skills applicable to the study of history.
 - a. This course shall be writing intensive.

The student objectives of this course are as follows:

1. Students will learn to think historically.
2. Students will learn to better appreciate the importance of historical literacy.
3. Students will begin to develop historical-mindedness.
4. Students will develop intellectual and communication skills applicable to other academic disciplines and post-college professional pursuits.
5. Students will prepare a variety of writing assignments both in and out of class.

Writing assignments(due dates are in the reading syllabus):

1. A short paragraph-length essay (250-300 words) on the topic: What is the most important reason for studying history? This is a simple exercise in paragraph construction and will be done in class, discussed, revised, rewritten out of class, and turned in typed/printed for later reference at the end of the semester.

2. Writing a summary essay on the major points of the preface to a major monographic study. This should be a cohesive paragraph of five sentences (200-250 words) that captures the essence of the preface. This will be a classroom assignment with peer critique.

3. Critical analysis of a scholarly article. Using a few short sentences, students will complete a set of analytical questions in outline format. The questions will be provided by the instructor, and the work will be done in class with peer review.

4. Brief critical review (300 words) of a scholarly article as preparation for a longer review of a monographic book taken from the term paper bibliography. A check list for writing book reviews will be provided and must be followed.

5. Critical Book Review. Use the check list in writing exercise #4. The length should be at least 750 words or 3 typed/printed pages, not counting the title page. The major monographic study shall be selected from your term paper bibliography.

6. Writing within historical context I. Write a paragraph length (300 words) account of an incident to be determined by the instructor who will provide the necessary secondary information from selected writings. Include all the background information essential for a clear understanding of the event. A classroom exercise with peer critique.

7. Writing within historical context II. Write a brief paragraph (300 words) summarizing the historical circumstances and beliefs that are most useful in helping you understand a incident selected by the instructor who will provide the selected readings. Typed/printed.

8. Historical-Mindedness : Write a brief historical essay of four fully developed paragraphs (1000 words) that explains an incident selected by the instructor who will provide the primary sources. Remember, the primary sources (along with some preliminary remarks) are all you have to work with. Give your essay a title that summarizes the theme of your essay. Typed/printed.

9. summarizing a primary source. This is a writing exercise in reading, "translating," and paraphrasing evidence. You must know precisely what the writer of the primary source meant to say. Then you must translate the material into your own words. Summarizing the major ideas in your own words is a good protection against plagiarism. After carefully reading the selection provided by the instructor, in four sentences summarize (150 words) the major ideas in the selection. This is a class exercise with peer critique.

10. Analysis of a primary source. Evidence will be provided from a historical incident that relates to a very specific question about the incident. Your task is not to answer the question but to assess the believability of each source. To do so you must ask of each primary source a series of questions to be provided by the instructor. Your analysis should be in short complete sentences responding to each question. This will be a classroom exercise with discussion.

11. After analyzing the primary sources for a historical incident write a brief historical essay of four fully developed paragraphs (1000 words) that explains what happened and why. Assume that the excerpts provided are all the sources you have available to you. Try to state clearly what can be established beyond doubt, what is probable given the evidence, and what cannot be established with certainty. Give your essay a title that summarizes the theme. typed/printed.

12. The interpretive paragraph I: You are going to write a series of paragraphs requiring you to interpret an array of factual information. In each exercise you are asked to interpret a set of facts, that is, arrive at some kind of generalization and be able to support it in your paragraph. For the purpose of this exercise assume that each statement of factual information is a solid inference based on available data. Your task is to write a larger-scale interpretation that effectively synthesizes the individual statements. There are two sets of exercises with four paragraphs for each set. The first set will be the easiest. The second set will require more thought and assumes lessons have been learned from the first set. The first set will be done in class with peer collaboration and discussion. The second set will be done outside class and type/printed.

13. The interpretative paragraph II: The frame of reference is a dominant factor in formulating an interpretation. For this essay you will be given a specific frame of reference complete with a set of ideas as cultural absolutes. After carefully studying a selection of statements on a historical period/incident you will write an interpretative paragraph (300 words) in the style befitting your frame of reference. Typed/printed.

14. Historiographical term paper of 20 pages minimum, not counting title page, end-notes, or bibliography. The use of a word processor/Computer is strongly urged since the sequence of assignments requires a typed/printed copy. The following sequence must be followed:

- a. Selection of subject and topic in short paragraph justifying choice.(250 words) 1960 is the cut-off date.
- b. Bibliography containing at least twenty historians who have written in the subject.
- c. An outline of the major divisions of the paper
- d. First draft typed/printed with disk or manuscript
- e. Final perfect copy with disk containing all of the above.
- f. due dates will be in the reading syllabus for each semester.

The term paper will be an historiographical study of an historical incident prior to 1960 that has been the subject of extensive study by historians reflecting generational and ideological differences.

The paper shall contain the following information:

- a. A complete bibliography of the subject
- b. A bibliography of major interpretations arranged by date of original publication and separated by ideology where applicable.
- c. How have historians viewed the past event?
- d. Why did the historians have these views. Distinguish between the cultural milieu and the ideological assumptions that serve as accepted universals in the mind-set of each historian.
- e. How has the incident been used by succeeding generations of historians?
- f. Has there been any significant change in the sources used? Why?

15. The comprehensive final examination will be essay.