HISTORY 300
SEMINAR IN HISTORICAL ANALYSIS
Fall 2008
Section 5: T-TH, 11:00-12:15
History Seminar Room, SCI 268
Instructor: Robert W. Cherny

This syllabus is online at <http://bss.sfsu.edu/cherny/h300.htm>.

Left: Thoth, the ancient Egyptian deity of wisdom and inventor of writing (photo © Robert W. Cherny).

Course Overview: Unlike most history courses, which focus on past events, this course focuses centrally on the work of historians—defining a research project, locating and analyzing primary sources, presenting research findings in both written and oral forms, and criticizing the work of other historians. In this class, you will have an opportunity to learn and practice these skills. We shall also briefly explore the development of history as a field of knowledge, from its beginnings in the ancient world, through its emergence as a profession, to twentieth-century developments in historical analysis. As you complete the assignments, you will find opportunities to apply the skills that you have learned in Segment I of General Education: written and oral communication, critical thinking, and quantitative reasoning. If you have not completed Segment I, please see me to discuss your situation.

Course Requirements: During the first half of the semester, you will prepare a paper almost every week. After that, there will be one in-class examination, dealing with the history of history. Finally, you will present your research project both orally and in writing, and you will criticize the research projects of two other students, orally and in writing. These requirements have the following weight in determining course grades:

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<tr>
<th>Date</th>
<th>Requirement</th>
<th>Percent of Course Grade</th>
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<tr>
<td><strong>Research Project:</strong></td>
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<tr>
<td>Tu., Sept. 2</td>
<td>Paper #1--Preliminary Statement of Research Interest</td>
<td>ungraded</td>
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<td>Tu., Sept. 23</td>
<td>Paper #3--Preliminary Research Plan</td>
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<td>Tu., Oct. 7</td>
<td>Paper #5--Survey of Secondary Works</td>
<td>10</td>
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<td>Tu., Oct. 14</td>
<td>Paper #6--Survey of Primary Sources</td>
<td>10</td>
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<td>Th., Nov. 21</td>
<td>Paper #7--First Draft of Paper</td>
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<td>various dates</td>
<td>Oral Presentation, Research Project</td>
<td>05</td>
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<td>Th., Dec. 18</td>
<td>Paper #9--Revised (Final) Draft of Paper</td>
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<td>(Total, research project)</td>
<td>55</td>
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<td><strong>Other Required Written Work:</strong></td>
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<td>Tu., Sept. 16</td>
<td>Paper #2--Review of Hofstadter, ch. 1-3</td>
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<td>Tu., Sept. 30</td>
<td>Paper #4--Comparative Review</td>
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<td>Tu., Nov. 18</td>
<td>In-class Examination: The History of History</td>
<td>15</td>
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<td>Tu., Dec. 9</td>
<td>Paper #8--Critique (oral &amp; written, 3 copies)</td>
<td>05</td>
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Class Participation 05

Do not cut class just because you do not have a paper that is due; cutting only compounds your problems. Plagiarism is the presentation of another person’s work as your own. It may well be
the most serious academic transgression possible. It will result in a course grade of F and will be reported to the University disciplinary officer.

**Office Hours, Appointments, and Messages**

**Office Hours**: 10-10:30 a.m., T-Th; 5:30-6:30, Tu; 2:30-3:30, Th; and by appointment.

**Office**: Science 223.

**Office phone and voicemail**: (415) 338-7542.

**E-mail**: <cherny@sfsu.edu>

To ask for an appointment, call me or send e-mail to arrange appointments. If you call and I'm not there, leave a message; I'll probably call back during my office hours, so leave a number where you can be reached at those times. **If you want to leave something for me, do not put it under the door of my office; instead, go to the History Department office (SCI 276) and put it in my mailbox.**

**N.B.**: I'm sorry that my office is in one of the few remaining parts of the University that are not completely accessible. Coming to my office requires using several steps. If we need to meet elsewhere than in my office, please let me know so we can arrange a meeting in one of the department's rooms that are fully accessible.

**READINGS:**

**Required Reading (available at the bookstore):**
- Brundage, Anthony. *Going to the Sources*, 3rd edn. (Harlan Davidson, 2002).

**Required Reference Works**: You need the following books as references, and you will need them for your future history classes as well. They should both be available in the bookstore.
- Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press, current edition)
- A good dictionary--though you can get definitions online, it's handy to have a paperback dictionary; I prefer the *Oxford American Dictionary* (1982).

**CLASS SCHEDULE**

Note that all the reading assignments and most of the written assignments fall before the middle of the semester, leaving the last half of the semester for you to complete your research and write your term paper. Keep up with the assigned reading, as we shall follow this schedule very closely.

**Tu., Aug. 26: Introduction to the Study of History (part 1)**
Introductions; course overview and course objectives; history as a field of study; the role of the historian. Planning a research project: selecting a topic; exploring the secondary literature; developing a thesis question; locating primary sources. Sign up for individual appointment to discuss research interests.

**Th., Aug 28: Introduction to the Study of History (part 2)**
**FILM** (in-class): *Indians, Outlaws, and Angie Debo* followed by discussion.
Sept. 2-4 (at time of individual appointment to discuss research interests; sign up in class on Aug. 26 or 28): SUBMIT 1ST PAPER (preliminary statement of research interest)

Tu., Sept. 2: Individual appointments to discuss research interests.

Th., Sept. 4, and Tu., Sept. 9: Tools for Historical Research: the Library and the Internet
Both classes will meet in the Library, Room 426A.
Using INVESTIGATOR and MELVYL to locate works by historians and published primary sources; using online data bases including America: History and Life, online journals, and online primary sources.
TO DO: If you have not yet done so, complete the GE library requirement before class.
REQUIRED READING: Brundage, chs. 2, 3, 5; Benjamin, chs. 1-2, Appendix A.

Th., Sept. 11: Using an Archive, part 1
Meet at the DeBellis Collection, 6th floor, Library.
Using archival materials. Introduction to Special Collections, including materials on the history of SF State and the SF State strikes of 1968-69.
TO DO: Investigate libraries and archives relevant to your research project, in preparation for 3rd paper. See list and links at <http://bss.sfsu.edu/cherny/links.htm>.

Tu., Sept. 16: SUBMIT 2ND PAPER (review of Hofstadter, chs. 1-3); submit paper as an e-mail attachment
Tu., Sept. 16: Using an Archive, Part 2
Meet at the Labor Archives and Research Center, Sutro Library Building, 480 Winston Drive (for location, see campus map at <http://www.sfsu.edu/~sfsumap/ >).
Using archival materials. Introduction to the holdings of the Labor Archives, including materials on Bay area economic and political history.
TO DO (continued): Investigate libraries and archives relevant to your research project, in preparation for 3rd paper. See list and links at <http://bss.sfsu.edu/cherny/links.htm>.

Tu., Sept. 23: SUBMIT 3RD PAPER (preliminary research plan)
Th., Sept. 18; Tu., Sept. 23, Th., Sept. 25: Reading a Work by an Historian; Interpreting and Reinterpreting the Past
Identifying the historian’s thesis; evaluating the historian’s evidence; revision as a central part of historical analysis; example: Hofstadter’s Age of Reform, chs. 1-3; other examples.
REQUIRED READING: Two articles, to be announced via e-mail on Sept 16; Brundage, ch. 4.

Tu. Sept. 30: SUBMIT 4TH PAPER (comparative review)
Tu., Oct. 7: SUBMIT 5TH PAPER (survey of secondary works)
Tu., Sept. 30; Th., Oct. 2, Oct. 7: Locating, Evaluating, and Using Primary Sources
Using documents, oral histories, statistics, and artifacts as sources; case studies.
REQUIRED READING: Benjamin, ch. 4.
TO DO: Continue to research your own project, focusing especially on secondary works.

Tu., Oct. 14: SUBMIT 6TH PAPER (survey of primary sources)
Th., Oct. 9, Tu., Oct. 14: Presenting Research Findings Organizing written and oral presentations of findings; when to quote, when to summarize; citing sources; examples.
Causation, objectivity.
REQUIRED READING: Brundage, chapters 5, 6; Benjamin, chs. 3, 5.
Th., Oct. 16; Tu., Oct. 21: We shall not meet as a class. Instead, I want to meet with each of you individually to discuss your progress on your research projects. Sign up for an appointment in class on Oct. 14.

Th., Oct. 23 - Th., Nov. 13: The History of History
The development of history as a field of knowledge, from the ancient world to the present; relation of history to the humanities and social sciences.
REQUIRED READING: Brundage, ch. 1; examples from past historians, available in class.
TO DO: Continue to research and begin to write your term paper.
   Th., Oct. 23, and Tu., Oct. 28: History in the Ancient World and in Medieval Europe
   Th., Oct. 30, and Tu., Nov. 4: History in Europe during and since the Renaissance
   Th., Nov. 6, and Th., Nov. 13: History in the United States since 1607
   (Th., Nov. 11: University closed for Veterans' Day)

Tu., Nov. 18: EXAMINATION on the history of history.

Th., Nov. 21: SUBMIT 7TH PAPER (First Draft of Research Paper)
Th., Nov. 21: Careers in History
What have SFSU graduates done with a history major other than teach? What should you be doing now to prepare for using your history degree in a career? Presentation by a representative from the Career Center.

Nov. 24-28: Thanksgiving Break (class does not meet)

Tu., Dec. 2; Th. Dec. 4; Tu., Dec. 9; Th., Dec. 11; Th., Dec. 18 (final exam period):
PRESENTATION AND CRITIQUE OF RESEARCH FINDINGS
Tu., Dec. 9: SUBMIT 8TH PAPER (critique of two student papers, bring two copies of each)
Th., Dec. 18 or earlier: SUBMIT 9TH PAPER (revised draft of research paper)

REQUIRED WRITTEN WORK

All required papers should be done on a word-processor, double-spaced, with one-inch margins on all sides. For this class, submit all your papers as an attachment to e-mail; I can open Word and RTF files, so please save your paper in one of those formats. There is no need for a separate title page; instead, begin at the top of the page with your name and the title of assignment. Citations are to be footnotes, numbered consecutively from first to last. Word-processing programs can be set to print your notes at the bottom of each page. If for some reason you are unable to set word-processing program to print the notes at the foot of each page, see me in the first few weeks of the semester to discuss that situation. Follow all rules of citation in Turabian. There should be no errors of grammar or spelling; word processors have a spelling and grammar checker, so use it. Papers will be evaluated for both content and composition, and errors in form will be penalized; review and apply what you learned in your required composition courses (English 114 and 214 or equivalents). For each paper, I have specified a minimum and maximum length. I doubt that you can do an adequate job in less space than the minimum, but I'm willing to be persuaded. The maximum is intended to restrain your enthusiasm and to keep the assignments in proportion. If you go beyond that limit, edit your work down to that maximum. Always keep a copy of any paper you submit to an instructor.
Late Papers: Papers are late if they are not submitted on the day they are due. Papers that are missing at the end of the semester are graded as F. All late papers will be penalized by reducing the grade by one level (e.g., from A to A-) unless you present a written excuse based on a medical, family, or work-related emergency. Papers more than a week late may be penalized further.

1ST PAPER (due Sept. 2): Preliminary description of research interest. What would you like to explore in your research project? This will be ungraded; its purpose is get you to focus your interest and let me to make suggestions. Length: 1-2 pages.

2ND PAPER (due Sept. 16): Review of chapters 1-3 of Hofstadter's The Age of Reform. Identify the subject matter, thesis, evidence, and methodology. The title of this paper is Review. The first item following the title should be a complete bibliographic citation of the book being reviewed. For examples of the citation that comes at the beginning of a book review, look at the reviews in the American Historical Review (available in the library or the history seminar room). The purpose of this paper is for you to practice identifying and criticizing the central elements in a historian's work. Length: 3 pages. (5% of course grade)

3RD PAPER (due Sept. 23): Preliminary research plan for your research project.
\- the topic you intend to explore,
\- a brief summary of what historians have said about the subject,
\- the question or questions you hope to answer by your research,
\- the primary sources you expect to use to answer those questions.
Attach a preliminary bibliography, separated into primary sources and secondary works. The purpose of this paper is to focus your research project, to produce drafts that may form part of your introduction and bibliography, and to give me an opportunity make suggestions. Length: 2 pages not including bibliography. (5% of course grade)

4TH PAPER (due Sept. 30): Comparative review. This paper will be similar to the historiographical essay that you read for classes on Sept. 18-25. In this paper, you will compare Hofstadter's treatment of progressivism in The Age of Reform, chapters 4-5, with the treatment of urban reform provided by Samuel P. Hays in "The Changing Political Structure of the City in Industrial America," Journal of Urban History 1 (1974): 6-38, which is available on JSTOR. Organize the heading as for the 2nd paper, but include full bibliographic citations for both items being reviewed. In your paper, summarize each author's thesis, consider their methodologies and evidence, and compare the two interpretations of political change in the early 20th century. Length: 5-7 pages. (15% of course grade)

5TH PAPER (due Oct. 7): Survey of Secondary Works. Use MELVYL or INVESTIGATOR to compile a list of five or more books by historians that may be related to your topic. Use America: History and Life to compile a list of five or more articles in scholarly journals that may be related to your topic. In your paper, first analyze one of the works (preferably the one you think is most significant):
\- What is the author's thesis?
\- What evidence does the author employ?
\- Is there a distinctive methodology?
\- What questions does it raise for your research?
\- Does it change your thinking about your research?
Second, present an annotated bibliography of three or more secondary works (books or articles) that you know are relevant to your research project. Finally, attach the list of five books and five articles; you may simply attach the print-out from your computer. The purpose of this paper is to give you experience in conducting a literature search, to refine your research topic
by examining the work of previous historians, and, in the process, to draft more of your introduction and bibliography. Length: 3 pages of analysis, 1-2 pages of annotated bibliography, list of books and articles. (10% of course grade)

**6TH PAPER (due Oct. 14): Survey of Primary Sources.** Survey some of the primary sources relevant to your project and available in the Bay Area or on the World Wide Web. Treat one of these sources in some depth, preferably the one you anticipate will be your most important primary source (e.g., a manuscript collection, an autobiography, a newspaper). You may not have completed all your research into this source at this time, but tell me what you have learned about it so far.

- How reliable is it?
- How comprehensive is it?
- Does it seem likely to provide information that will permit you to answer the questions you developed in your 3rd paper?
- Does this source raise questions for you that you will need to explore in other sources?

If you use a source from the World Wide Web, include a brief consideration of the provenance of the document(s) and the likelihood that they are reliable. Include an annotated bibliography of all the primary sources that you have explored so far. The purpose of this paper is to focus your research into primary sources and, in the process, to draft more of your bibliography. Length: 3 pages of analysis, 1-2 pages of bibliography. (10% of course grade)

**EXAMINATION (Nov. 18):** This in-class examination will cover only the history of history, based on the readings, class lectures, and discussions. It will be in two parts: part I will provide seven or so items (people, quotations, works, concepts), of which you will select five to identify (one page or so of a blue book per item); part II will provide two or more broadly-phrased essay topics, of which you will chose one as the basis for an essay. (15% of course grade)

**7TH PAPER (due on Nov. 21): First Draft of Research Paper.** This is the penultimate written phase in your research project--the first draft of your paper. The paper must be based largely on primary sources and must include footnotes and a bibliography. Organize your paper in the following sequence:

1. introduction, in which you indicate your topic (a refinement of your 3rd paper), introduce the conclusions of one or more historians on the topic (a refinement of your 5th paper), and indicate the thesis question(s) you are exploring (based on your 3rd, 5th, and 6th papers), all in about 3 pages;
2. analysis based on primary sources (an expansion of your 6th paper), about 6 pages in length;
3. a summary of your conclusions, briefly relating your analysis to your thesis question, to the work of previous historians, and, perhaps, posing questions for future research, all in about 1 page; and
4. an annotated bibliography (based on your 5th and 6th papers), 1-2 pages.

Thus, your paper should be about ten pages in length plus your bibliography (5% of course grade)

**8TH PAPER (due on Dec. 9): Critique of other students' papers.** See instructions below, for critiques.

**9TH PAPER (due Dec. 18 or sooner): Revised (Final) Draft of Research Paper.** Revise your 7th paper in the light of the critiques (mine and other students') and class discussion of it. This paper is optional; if you submit no revision by Dec. 18 (or fail to make other arrangements for submitting it), the grade assigned to paper #7 will also be recorded for #9 (and will account for
25% of your course grade). Length: please don't go over 12 pages plus 2 pages of bibliography. (20% of course grade)

**REQUIRED ORAL PRESENTATIONS**

Oral presentation of information is used by historians almost as much as written forms. At professional meetings, historians present their research findings orally and invite the criticism of other historians. In seminar rooms, history teachers and students discuss their research. When preparing your presentations, review and apply what you learned in your oral communications course (Speech 150 or equivalent).

**ORAL PRESENTATION OF RESEARCH FINDINGS (Dec. 2 - 18):** In this presentation, you will summarize your research findings for the class. Organize it carefully. This should not be simply a reading of your paper, but should be an adaptation of your paper for the purposes of an oral presentation. Maximum length: either 15 or 20 minutes (to be announced in class). During each of these classes, we shall begin with two or three presentations, followed by the critics. There is not a great deal of flexibility in the schedule. The time indicated is both a target and a maximum; practice your presentation by actually speaking aloud and timing yourself. Do not exceed this maximum, but don't be so frightened of going over your time that you make only a five or ten minute presentation; that is as troublesome as going over the limit. Practice makes perfect, so far as timing goes. I know that some of you may find it very difficult to make this sort of oral presentation. If so, please talk to me about your situation early in the semester. (Oral presentation of research findings = 5% of course grade).

**CRITIQUE OF RESEARCH FINDINGS (Dec. 2 - 18):** I will assign a critic to each paper. Each critic will comment to the seminar on two papers, following the presentation of the papers themselves. In preparing your critique of other students’ papers, your task is very similar to preparing a book review. There is one important difference: you will be dealing with the work of someone in the same room with you. Please keep your criticism constructive. You should develop your critique in writing, about 5 pages in length for both papers (i.e., 2 1/2 pages each), equivalent to about 10 minutes. You need not develop these points in this order, but they are the central points to develop in any critique:

1. Briefly identify the subject and thesis of the paper and indicate the nature of the evidence used to develop and support the thesis, applying what you have learned about reviewing works by historians. Is the paper organized effectively? Do the conclusions follow logically from the presentation of the material? Is the paper clearly written?
2. As appropriate, indicate questions or suggestions for the author, including questions that he/she may want to clarify in revising the paper for final submission or suggestions for improving the paper.

When you present your critique in class, do not address the author as "you," but instead keep your critique in the third person. You will present your critique orally to the seminar, but you should also provide a written version to me and to the authors of the papers (send mine to me as an e-mail attachment; provide your critique to the authors of the papers in the way they prefer). In the version for me only, indicate what grade you would assign this paper. (Critique = 5% of course grade).

**POSSIBLE RESEARCH PROJECTS**

I am willing to consider a wide range of topics for your papers, but, for any topic you suggest, there must be primary sources easily available in the Bay Area or on the World Wide Web. I
don't want to you to do a research project that requires you to spend a great deal of time just locating primary sources. I also want you to have the experience of doing research in an archive, rather than having you do a paper based entirely on online sources. Above all, I want you to spend your time analyzing primary sources rather than looking for them. Primary sources for topics related to San Francisco or California, since roughly the 1860s or so, are much more easily available than for topics involving distant parts of the world or earlier time periods.

Possible topics:
• A local, state, or national election. What were the issues? How did the candidates relate to the issues and to the voters? What were the results? Why did it come out the way it did? Examples: the 1911 mayoral election in San Francisco, or the 1912 presidential election in San Francisco, or the 1934 gubernatorial election in California.
• An event, e.g., a strike, a development decision, the response to a natural disaster. What happened? Why? Examples: the 1901 San Francisco teamsters and waterfront strikes, the building of Moscone Center, the damming of Hetch Hetchy, the SF State strikes of 1968-69.
• Some aspect of life and/or work for some identifiable group at a particular place in some past time. What was the nature of the group? How did they live? Where did they work? How did the group establish a sense of identity and of group values? Why? Examples: San Francisco working women in 1900, the black community of Oakland in the 1920s, some aspect of the Chinese experience in California in the 1880s or 1890s.
• The activities of some federal agency based on records at the National Archives branch in San Bruno. Examples: Yosemite National Park in the 1920s, a California or Nevada Indian reservation during the 1930s.

N.B.: There is an annual prize competition sponsored by the Labor Archives for the best paper on labor history, with cash prizes.

Topics of some interesting and successful student papers in recent semesters:
• An examination of public opinion toward the San Francisco vigilantes of 1856.
• A comparison of treatment of divorce in popular magazines and newspapers for 1900, 1905, and 1910.
• Reaction in San Francisco to state efforts to close down brothels, 1914.
• The 1934 California gubernatorial election (esp. the defeat of Upton Sinclair).
• The 1934 streetcar workers' strike in San Francisco.
• The experience of women in the Boilermakers' Union during World War II (using records from the Labor Archives).
• The 1966 California gubernatorial election (esp. the victory of Ronald Reagan).
• A biography of a woman faculty member at UC Berkeley, based on an oral history.
• An examination of newspaper coverage of the 1965 Watts riots.
• Aspects of the San Francisco State strike of 1969 (using materials from the SFSU Special Collections archive).
• The transformation of SFSU from a normal school to a teachers' college in the early 1920s (using materials from the SFSU Special Collections archive).
• Changes in women's smoking patterns from early 20th century to 1920s
• Jonestown
• The San Francisco Freeway Revolt

**A Final Note: Timeliness.**
Please note that this class is scheduled to begin at 11:00 a.m., not 11:10, not 11:15. I shall usually be in the room at 11:00 or a few minutes before, and I shall expect to begin at that time, because I want to complete the class on time and to leave promptly at 12:15. When students arrive in class anytime during the first half-hour, I find it distracting and it disturbs the other students. Sometimes it is impossible to avoid being late, but being consistently late is simply rude.