

*History 300, Section 4
Seminar in Historical Analysis
Spring 2006*

W 4:10-6:55 p.m. HSS 152

Instructor: Pi-ching Hsu, Associate Professor

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Office Hours: M 2:10-3:00 p.m., W 3:10-4:00 p.m., F 10:10-11:00 a.m.

This course is a workshop. You study history as an interdisciplinary field, learn basic skills and mechanics of historical analysis, and conduct a historical research of your own. You will write a comparative book review, and complete a final research project. The project researches a specific person, locality, or event that involves conflicts of religious beliefs, cultural conceptions, life styles, political interests, etc. The essay should be both descriptive and analytical. Demonstrate your knowledge of the subject matter as well as your command of existing scholarship. You should select a topic of manageable scope and avoid taking a whole country, a general movement, an entire dynasty, or a major war as your subject. You are encouraged to consult with your instructor whenever you have questions or encounter difficulties in the course of your research.

Textbooks:

Mark Gilderhus, History and Historians: A Historiographical Introduction, Fifth Edition

Emmanuel Le Roy Ladurie, Montaillou: The Promised Land of Error

Philip A. Kuhn, Soulstealers: The Chinese Sorcery Scare of 1768

Mary Lynn Rampolla, A Pocket Guide to Writing in History, Fourth Edition

Requirements and Grading:

(1). Because mutual assistance and exchange of ideas are important to the class, attendance is mandatory. Classroom participation, oral reports, peer review, and in-class exercises account for **25%** of the semester's grade.

(2). A comparative book review of Montaillou and Soulstealers of **5 pages** is due on **April 12**, worth **25%** of the total grade. In the review you should:

- a) Identify the central issues of the books, the sources of historical evidence, the authors' research approaches, and their major findings.
- b) Comment on the strength and shortcomings of the ways the past is reconstructed in the books.
- c) Compare and contrast the methods of the two authors.
- d) Incorporate theories from History and Historians where relevant.

(3). Prospectus, rough draft, and the completed research project of **10 pages, plus endnotes and bibliography** (due **May 24**) are worth **50%** of the semester's grade.

- All formal writing assignments have to be **typed, double-spaced, font size 12**, free of spelling and other mechanical errors, with **page numbers** on the upper right hand corner and **stapled** on the upper left hand corner, and have to be turned in **on time**. You are responsible for knowing and adhering to school policies on plagiarism.

Schedule of Classes:

February 1:

Introduction to the class & Getting acquainted

February 8:

History, Historiography, and the Problems of Subjectivity and Objectivity

Reading Assignment: History and Historians, 1-72

February 15:

History as an Academic Field

Reading Assignment: History and Historians, 73-140

February 22:

Mechanics of Writing

Reading Assignment: A Pocket Guide to Writing in History, 1-69

In-class exercise on **grammar**

Preliminary oral report on tentative research plan

March 1:

Library & Online Research Skills

Reading Assignment: A Pocket Guide to Writing in History, 119-134

**Meet in Classroom 426 A at the Library at 4:10 for library instruction
(Instructor: Kendra Van Cleave)**

March 8:

Reading assignment and small group discussion: Montaillou, Part One

March 15:

Reading assignment and small group discussion: Montaillou, Part Two

March 22:

Reading assignment and small group discussion: Soulstealers, 1-118

March 29:

Reading assignment and small group discussion: Finish Soulstealers

Turn in a 2-page prospectus of research project, including objective of study and list of references.

Sign up for individual counseling

April 5:

Spring Recess. No Class.

April 12:

BOOK REVIEW DUE!

Proper Documentation of Sources

Reading assignment: A Pocket Guide to Writing in History, 70-118

In-class exercise on **documentation**

April 19:

No group meeting in the classroom. **Individual counseling** (10 minutes per student) for half of the class in **my office (SCI 265A)**. Bring your **thesis statement** and **outline of paper** with you.

April 26:

No group meeting in the classroom. **Individual counseling** (10 minutes per student) for half of the class in **my office (SCI 265A)**. Bring your **thesis statement** and **outline of paper** with you.

May 3:

No class. Work on draft of paper. I will be in my office during regular class time for individual counseling as needed.

May 10:

ROUGH DRAFT OF RESEARCH PAPER DUE!

Please bring **TWO** copies of your draft, one for me and one for your editor-partner.

After exchanging drafts with your partner, editing and commenting on your partner's draft, and filling out the peer review sheet, you will give a brief **oral report** of your critique on your partner's draft, other than those on typos and grammatical errors.

Turn in your **peer review sheet** at the end of the class.

Sign up for final presentation

May 17:

Half of class will give a **10-minute oral report** on your paper and entertain questions from the floor

The **whole class** should be present

May 24:

Second half of class will give a **10-minute oral report** on your paper and entertain questions from the floor

The **whole class** should be present

FINAL PAPER DUE FOR EVERYBODY!

June 2:

Semester grade available online