History 280: The History Workshop
Thursdays, 6:30-9:30 pm
(Note: This syllabus is a draft!
You will receive the updated version on the first day of class.)

Course Description

This course introduces history majors and minors to the historian’s craft. Students will examine the development of the discipline of history, the methods of analysis used by professional historians today, and the varieties of applications for history in professional careers and public life. Students will also gain and sharpen the research and writing skills critical to their success in upper-level courses and a variety of careers. Guest speakers and off-campus site visits will enhance course content. Students will receive a "Writing" graduate skill credit for this course if they complete all the requirements with a 2.0 or above. This course is required for all History majors who matriculated after September 2004, and it is recommended for all minors. It is also open to non-majors interested in History.

Course Objectives

By the end of this course, you will be able to:

* understand the major contours of the history of history
* respond to current challenges in historical study (i.e. postmodernism)
* locate and evaluate historical sources using a variety of bibliographic tools
* conduct effective research in both libraries and archives
* interpret historical evidence with sensitivity and insight
* analyze an historical event from a variety of viewpoints
* write with a high degree of competency

Required Books (These are available for purchase in Augsburg’s bookstore; if you purchase them online, make certain to find the latest editions.)

Assignments

Pathfinder #1 -- Locating and Evaluating Web-based Sources (10%)
Pathfinder #2 -- Locating Secondary Sources (10%)
Pathfinder #3 -- Locating Primary Sources (10%)
Paper (4 pages) -- Primary Source Analysis (10%)
Paper (4 pages) -- Book Review (10%)
Paper (8-10 pages) -- Historiographical Analysis of a Feature Film (40%)

Pathfinders (10% each): These irritating little assignments will help you become familiar with library and internet resources essential for sound historical research. Completing them thoroughly and accurately is essential for success in this course. “Beware of the man [or woman!] who won’t be bothered by the details” – William Feather, U.S. author and publisher, 1889-1981. Due Sept. 18, 25 and Oct. 2.

Primary Source Analysis (10%): This 3-4 page paper should describe, analyze and interpret three or more primary sources relating to the issues / events depicted in your feature film. With some diligence, you should be able to find these sources through our “Pathfinder Exercises.” The purpose of this assignment is to help you deepen your understanding of the source materials on which historians (and screen writers!) rely, as well as to explore the limitations and challenges of the process of historical reconstruction and interpretation. Due Oct. 23.

Book Review (10%): This second 3-4 page paper will help you master the “art of the reviewing,” as well as enable you to grapple with the wider historical issues and contexts addressed by your film. You must get advance approval from the instructor for your book choice. Due Nov. 6.

The Long Paper (40%): Very early in the semester, you should select a feature-length film on a historical topic that will serve as your unifying theme throughout the semester. Since so many fantastic films qualify, I would prefer if everyone chose a different film. Through the Pathfinder exercises, you will begin to assemble bibliographies of primary and secondary works, which will enable you to assess both the film’s representation of particular historic people and events, as well as other possible ways of representing and understanding the event (i.e. the historiography of the subject.) For example, if you select “Elizabeth”, you could research the English Reformation, 16th c. religious conflict and/or the Elizabethan via media. You might focus on political interpretations of her reign, cultural or gender analyses of her power, or economic assessments of her policies. This long paper should bring together the work you have been doing all semester. It should provide a synopsis of the film, analyze the film’s accuracy and representation of the historical events, offer alternative historical interpretations (based on your readings of
other historians’ work), and ultimately assess the film’s value as a piece of historical scholarship. **Draft due Nov. 20. Final paper due on the day you present it.**

**List of Possible Films** -- you will find links to additional lists on our Moodle website *Your film must be approved by the instructor.*

- Saladin
- Tombstone
- Troy
- The Longest Day
- Braveheart
- Enemy at the Gate
- Becket
- Stalingrad
- Joan of Arc (various versions)
- Saving Private Ryan
- Queen Margo
- Pearl Harbor
- A Man for All Seasons
- Schindler’s List
- Elizabeth
- Ghandi
- Black Robe
- *Deutschland Bleiche Mutter*
- Rob Roy
- Patton
- Ridicule
- JFK
- Danton
- Thirteen Days
- Madness of King George (III)
- Malcolm X
- Mrs. Brown (Queen Victoria)
- Apollo 13
- Mountains of the Moon
- Platoon
- Breaker Morant
- Black Hawk Down
- Rhodes
- Glory
- Gallipoli
- Iron-Jawed Angels
- Michael Collins
- All Quiet on the Western Front
- The Wind that Shakes the Barley
- Munich
- Bloody Sunday

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**Course Schedule**

**Sept. 4**

*Introduction to the course*

*Site Visit: Augsburg’s Archives*

**Sept. 11**

*What is history?*

*How well do you know the library?*

*Site Visit: Wilson Library*

- Short Bibliographic Exercise Due
- Reading:
  - Appleby, Hunt and Jacob, *Truth*, pp.1-12
  - Rampolla, *A Pocket Guide*, ch.1
  - Peter Stearns, “Why Study History?” [Moodle]

**Sept. 18**

*The History of History: Ancient and Medieval Historiography*

*Guest Speaker: TBA*

- Pathfinder #1 Due (Internet Sources)
- Reading:
Sept. 25:  

The History of History: The Grand Vision of the 19th c.

Guest Speaker: Michael Lansing

- Pathfinder #2 Due (Secondary Sources)
- Reading:
  - Appleby, Hunt and Jacob, *Truth*, continue

Oct. 2:  

The History of History: Conflicts and Continuities in the 20th c.

Guest Speaker: Don Gustafson

- Pathfinder #3 Due (Primary Sources)
- Reading:
  - Appleby, Hunt and Jacob, *Truth*, pp. 129-237
  - E. P. Thompson, preface to *The Making of the English Working Class*;
  - Joan Scott, “The Problem of Invisibility”;
  - J. Tosh and M. Roper, “Historians and the Politics of Masculinity”

Oct. 9:  

The History of History: Postmodern Challenges

- Reading:
  - Appleby, Hunt and Jacob, *Truth*, pp. 241-309
  - Jean-François Lyotard, *The Postmodern Condition* (excerpts) -- Moodle

Oct. 16  

Telling What Truth About History?

- Viewing: “The Return of Martin Guerre” (watch before class)
- Reading:

Oct. 23:  

Representing the Past: Public History and Material Culture I

Guest Speaker: Bill Wittenbreer

- Primary Source Paper Due
- Viewing: “Public History”
• Reading:
  o Phyllis Lefler, et al., “History and Its Audience” in *Public and Academic History*
  o Mihaly Csikzentmihalyi, “Why We Need Things,” in Steven Lubar et al., *History From Things*

**Oct. 30:**
**Representing the Past: Public History and Material Culture II**
*Site Visit: Mill City Museum*

• Reading:
  o “Historians and the Public(s), *Perspectives* 38:5 (May 2000) – SKIM (on 2-hour reserve)

**Nov. 6:**
**Representing the Past: History in our Schools**
*Guest Speaker: TBA*

• Book Review Due
• Reading:
  o Social Science and History Standards -- Moodle
  o The Social Studies Wars -- Moodle
  o Minnesota History Day -- Moodle

**Nov. 13:**
**Representing the Past: Film and History**

• Reading:
  o Marc Carnes, *Past Imperfect*, pp.11-28

**Nov. 20**
**Professionals at Work / Writing Workshop**
*Special Guests: Augsburg History Alums*

• Draft of Final Paper Due (bring 4 copies)

**Dec. 4**
**Discussion of Student Projects**

**Dec. 11**
**Discussion of Student Projects**
Dec. 18    Discussion of Student Projects (if needed)