

History 300
Fall 2010
Tu,Th, 3:30-4:45pm

Dee Garceau-Hagen
Office: Clough 301
Class: Clough 302

The Historian's Craft: Methods and Approaches to Historical Investigation

This course will introduce you to the methods by which professional historians investigate the past. Throughout the semester we will explore different methods of discovery using a range of primary sources. We will address strategies of analysis, argumentation, and critical thinking. We will hone your writing and presentation skills. Workshops are placed throughout the semester, to provide practice in all of these areas. The end product of this course will be an original work of historical scholarship.

Readings:

Richard Marius and Melvin Paige, *A Short Guide to Writing About History* (New York: Pearson Publishers, 2010) Seventh Edition.

Norman MacLean, *Young Men and Fire* (Chicago: University of Chicago Press, 1992).

Coursepack: A set of required documents and journal articles; available online in Rhodes "Academic Departments" folder, under "History," "Garceau, Public Folder," "History 300."

Attendance and Deadlines:

Attendance at all class meetings is required. Because we hold in-class discussions/workshops, what unfolds in class cannot be recreated; you cannot "make up" lost class time. More than two absences will lower your average by a full letter grade. The only acceptable reasons for absence are documented illness or family emergency. Late papers will be dropped by a full a letter grade.

Academic Integrity:

All work for this course should be pledged by the Rhodes Honor Code. Plagiarism is grounds for an 'F' in the course. Ignorance will not be treated as innocence. Plagiarism is the use of someone else's information or ideas without attribution. If you wonder whether something should be footnoted, it probably should. We will review how to do footnotes in the Chicago style, in class. If you have questions about the correct use of footnotes/endnotes, consult with me, or with a successful Senior History major, or check Marius, *A Short Guide*, pp.164-70.

Information from the internet is extremely variable. Some sites provide access to online archives that hold primary evidence. Others offer homogenized information that reads like an encyclopedia entry. Wickipedia is not an acceptable source for historical information. All internet sources should be cleared with me before using them in your research paper or workshop assignments. Any internet sources used should be cited by the title of the site, with a brief website address.

Expectations:

This course is labor-intensive. I suggest you make it a priority. This is a seminar, not a lecture course. That means your participation is vital. Assigned readings will be discussed on the day they are listed. Give the workshops and discussions your full participation, and you will do well.

Begin the practice of questioning your sources: If it is primary evidence, who was the speaker or scribe? What was their agenda? How might their priorities have shaped what they wrote or said? If it is art, such as photographs, music, painting, or film, is there an underlying theme informing the images or story? How does it square with other forms of evidence? If it is secondary material, did the author make a convincing argument? Is the writing clear, or confusing? Is the piece flat, or too wordy? Is the author's thinking innovative?

Assignments:

Workshops (cumulative average of 8 workshops):	25%
Research Paper	25%
Oral Presentation:	25%
Class Participation	25%

COURSE OUTLINE

Th Aug 26 Introduction to the Course

Workshop #1, Assignment: History Detectives, Memphis Historic Sites

T Aug 31 Public Spaces and the Construction of Memory

Student Reports on History Detective assignments

Reading: Marius, "Basic Principles for History Essays," *A Short Guide To Writing About History*, 9-29.

Th Sept 2 Public History: Who Owns the Past?

Reading: Dwight Pitcaithley, "Public Education and the National Park Service: Interpreting the Civil War," *Perspectives* (Nov. 2007).

Kate Masur, "Changes in the Offing for Civil War Sites," *Perspectives* (March 2000).

Robert Spude, "On the Plains of Sand Creek, in the Valley of the Washita," *Perspectives* (May 2008).

- T Sept 7 Primary Sources: The Raw Material of History
 Reading: Marius, *A Short Guide to Writing About History*, 77-86.
 Workshop #2: Census manuscripts, Butte, Montana, 1900, 1910, 1920.
- Th Sept 9 Library Research Orientation with Bill Short; meet in entryway, Barret Library.
 Reading: Marius, "Writing & Revising Drafts," *A Short Guide*, 110-18.
- T Sept 14 Framing Questions and Presenting Evidence
 Reading: Marius, "Narration," Description," & "Exposition," 119-29.
 Workshop # 3, Assignment: Census Manuscripts, Memphis Room
- Th Sept 16 Group Reports on Census Manuscripts, Memphis Public Library
 Workshop #4: Assignment: Interpreting the Census
 Reading: Marius, "Persuasion," *A Short Guide*, 129-31.
 Marius, "Simple and Direct Writing," *A Short Guide*, 131-49;
 "Documenting Sources," *A Short Guide*, 150-63 and 164-70.
- T Sept 21 Traditional Frontier History: Assumptions and Omissions
 Reading: Rosemary and Joseph Agonito, "Resurrecting History's
 Forgotten Women: A Case Study from the Cheyenne Indians,"
 8-15.
 Richard Bartlett, "Men, Women, and Families," 344-63.
- Th Sept 23 Reading Firsthand Narratives: Letters, Diaries, Autobiographies & Memoirs
 Reading: Letters from the California Gold Rush, 1-21.
 Diary of Henry Bigler, 172-80; & George Cannon, 218-40.
 Memoir of Bethenia Owens Adair, 173-87.
 Letters of Pauline Williamson, 114-21.
 Linda Hogan, "An Autobiographical Essay," 435-39.
 Workshop #5, Assignment: Interpreting Firsthand Narratives

T Sept 28 Reading Photographs: Edward S. Curtis and the American Indian
Reading: Brian Dippie, "Photographic Allegories and Indian Destiny," 41-57.
E.S. Curtis, "A Plea for Haste in Making Documentary Records of The American Indian," 163-65.

Th Sept 30 Researching Photographs: The Rest of the Story
Reading: Sally Jenkins, "The Team That Invented Football," 60-74.
Linda Peavy & Ursula Smith, "Unlikely Champion: Emma Rose Sansaver, 1884-1925," 179-207.
Peter Iverson, "When Indians Became Cowboys," 16-31.
Benjamin Rader, "The Greatest Drama in Indian Life: Experiments In Indian Identity and Resistance at the Haskell Institute Homecoming of 1926," 429-50.

Workshop #6, Assignment: Critiquing Curtis Photographs

T Oct 5 Investigating Land Plats and Mineral Claims
Reading: Dee Garceau, "Single Women Homesteaders and the Meanings of Independence: Places on the Map, Places in the Mind," 1-26.

Th Oct 7 Newspaper Reports: "Just the Facts"?
Reading: *Idaho Tri-Weekly Statesman*, "Indian Butchery" (July 11, 1876): 1-2.
Helena Daily Herald, "Custer's Disaster on the Little Bighorn," by James Bradley (July 15, 1876):1-2.
New York Herald, "Interview with Sitting Bull" (Nov. 16, 1877): 1-2.
Wooden Leg, "Account of the Battle at Little Bighorn" (1931): 35-38.
Kate Bighead, "She Watched Custer's Last Battle," 363-78.

Workshop #7, Assignment: Read accounts from several different newspapers about one event, and analyze for bias. [Local archives]

- T Oct 12 Group Presentations on Newspaper Reports as Evidence
- Th Oct 14 **Professor Garceau-Hagen at Western History Association Conference**
- T Oct 19 **Fall Break**
On your own, view film, "Dances With Wolves" before Thursday, Oct. 21st.
- Th Oct 21 Critiquing Period Films: The Case of "Dances With Wolves"
- Reading: Richard White, "The Winning of the West: The Expansion of the Western Sioux in the Eighteenth and Nineteenth Centuries," 243-57.
- Dan Flores, "Bison Ecology and Bison Diplomacy: The Southern Plains from 1800 to 1850," 465-85.
- T Oct 26 Individual Consultations on Research Papers
- Th Oct 28 Forensics as History
- Reading: Norman MacLean, *Young Men and Fire* (University of Chicago Press, 1992). Read the whole book.
- Workshop #8, Assignment:** Reflect on MacLean's use of wilderness biology, physics, oral history, onsite investigation, Forest Service records, and newspaper accounts to unravel the mysteries of the Mann Gulch fire. What drove him to pursue this investigation? What is the historical significance of the Mann Gulch fire?
- T Nov 2 Documentary Film as History
- Class meets in **Buckman 108** to view "Stepping: Beyond the Line," a Dance River Productions film. Director: Dee Garceau-Hagen. Production Team: Rhodes students of History 405, Spring 2010.
- Th Nov 4 Guest Lecture: "Effective Use of Power Point in a Research Presentation"
- Guest Speaker: Professor Tim Huebner
- Reading: Marius, "Writer's Checklist for Short Essays," p.208.

T Nov 9 Works in Progress
Students present samples of evidence and interpretation from their research topic, and raise questions or problems for discussion.

Th Nov 11 Works in Progress
Students present samples of evidence and interpretation from their research topic, and raise questions or problems for discussion.

T Nov 16 Guest Presentation: "What Can You Do With a History Degree?"
Amy Oakes, Office of Career Services
Research Paper Due at the beginning of class.

Th Nov 18 Student Presentations of Original Research

T Nov 23 Student Presentations of Original Research

Thanksgiving Break, November 24-28

T Nov 30 Student Presentations of Original Research

Th Dec 2 Student Presentations of Original Research

T Dec 7 Student Presentations of Original Research

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