

HIST 285, Winter 2018
HISTORIAN'S WORKSHOP



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I'm Cate Denial, your professor this term. Here's how to get in touch with me:

Office: Old Main 305
Office Phone: (309) 341-7382
Office Hours: Tuesday and Wednesday, 1-2.30pm
Email: cdenial@knox.edu

If you email between 9am and 9pm you should get a reply that day, except for on Friday nights or Saturday. I take a little more than a day off from email from 5pm on Friday through to Sunday morning to recharge, so emails sent during that window will get a reply a little later.

To introduce myself and to give you an idea of how I approach teaching, check out the website I've made for you at <http://learningincommon.org>

What we'll collaboratively learn about this term:

What exactly do historians do?

We'll spend this term exploring various answers to this question, touching on the philosophical, the ideological, the political, and the practical. We'll discover the ways in which historians are a product of their time and their training by analyzing one historical subject in-depth to see how histories of that subject have changed over time. We'll also think about the best methods historical researchers can employ.

We will explore all of this through the history of the American West. You don't need to know anything about the American West before taking this class – it's merely a compact playground in which we can tackle issues of theory, methods, and ethics common to historians all over the world (including you!).

We'll integrate digital tools where appropriate this term, in places where you feel they will best help you, and while still welcoming the work we can do with paper and pen. I'll work with you and offer you lots of support. You'll leave this class knowing how to think like a historian and with a range of new skills that will help you in this course and beyond Knox.

Here's some of what we'll be reading:

- Nigel Raab, *Who Is The Historian?* (Toronto: University of Toronto Press, 2016.)
- Jon Wiener, *Historians in Trouble: Plagiarism, Fraud, and Politics in the Ivory Tower.* (New York: The New Press, 2004.)

There are lots of ways to get hold of these books. Copies will be on reserve in Seymour library – you can ask for them at the circulation desk, which is on your left after you get through the lobby of the building. You can also find these books online at Amazon - <https://smile.amazon.com/Who-Historian-Nigel-Raab/dp/144263572X/> and <https://www.amazon.com/Historians-Trouble-Plagiarism-Fraud-Politics/dp/1565848845/> - but please feel free to shop around. If you can find them cheaper somewhere else, so much the better!

You can find other readings on our Classroom page.

There are five ways we'll assess your learning together this term:

1. Web Resource Paper (due Monday, January 15)

For your first paper this term you'll select a website you think would be of use to a professional historian, and write a 4-5 page paper outlining why they should trust it and use it.

When you hand in your paper, I'll ask you to fill in a self-evaluation of how you did. Together we'll go over that evaluation, then talk about your work and decide upon your grade together.

2. Our class blog (due throughout the term)

For one week during the term, you'll be responsible – with one or two other students – for our class blog at <http://learningincommon.org/student-blog>. Your team should post three times or more, and what you post about is up to you as long as it relates to the subject of the class.. Here are some suggestions: you could find contemporary news articles and invite people to discuss how they connect to things we're learning in class; you could find short blog posts that discuss relevant ideas; you could pick up a discussion we had in class and continue it. I'm open to your ideas.

For the other nine weeks of term, you'll be responsible for replying to posts on the blog and co-creating a vibrant creative space in which we all participate.

You will not have to blog under your own name. You can use your own name if that feels comfortable, but if you'd prefer you can select a fake name at the beginning of term and let me know what it is. I will give you access to <http://learningincommon.org> in the format with which you are most comfortable.

3. Bibliography (due Monday February 5)

Your second assignment this term is to pick a subject within the history of the American West and identify the primary and secondary sources you would use to research a 300-level history seminar paper on the subject.

4. Historiographical Paper (due during our final exam period)

Your final paper for the term will be a historiographical paper on the topic you identified for assignment two. We'll workshop your initial thoughts in class and talk together in a one-on-one conference about your draft before you hand in the final version of your paper.

5. Participation (throughout the term)

As collaborators in creating our learning space this term, we'll be relying on each other's informed, honest, and active involvement in class discussions. I realize different people participate in conversation in different ways, and that for some students, speaking in public is difficult. If you have any concerns about this, come and see me so that together we can work out the best way for you to participate in the class.

It's important for us all to remember that different communities possess different culturally specific norms about how to best engage in a conversation, and for us to make room for this expression.

Remember to listen to one another, and to support your colleagues in their discovery of new ideas, their questions, and their articulation of thought. We'll crowdsource a list of conversational guidelines during the first week of classes.

If you have to miss any of our classes know that we will miss you. Please email me to let me know you'll be absent so that I can support you and help you catch up afterwards.

How each of your assignments contributes to your final course grade:

Web Resource Paper	10%
Blogging	15%
Bibliography	20%
Participation	25%
Historiographical Paper	30%
Total	100%

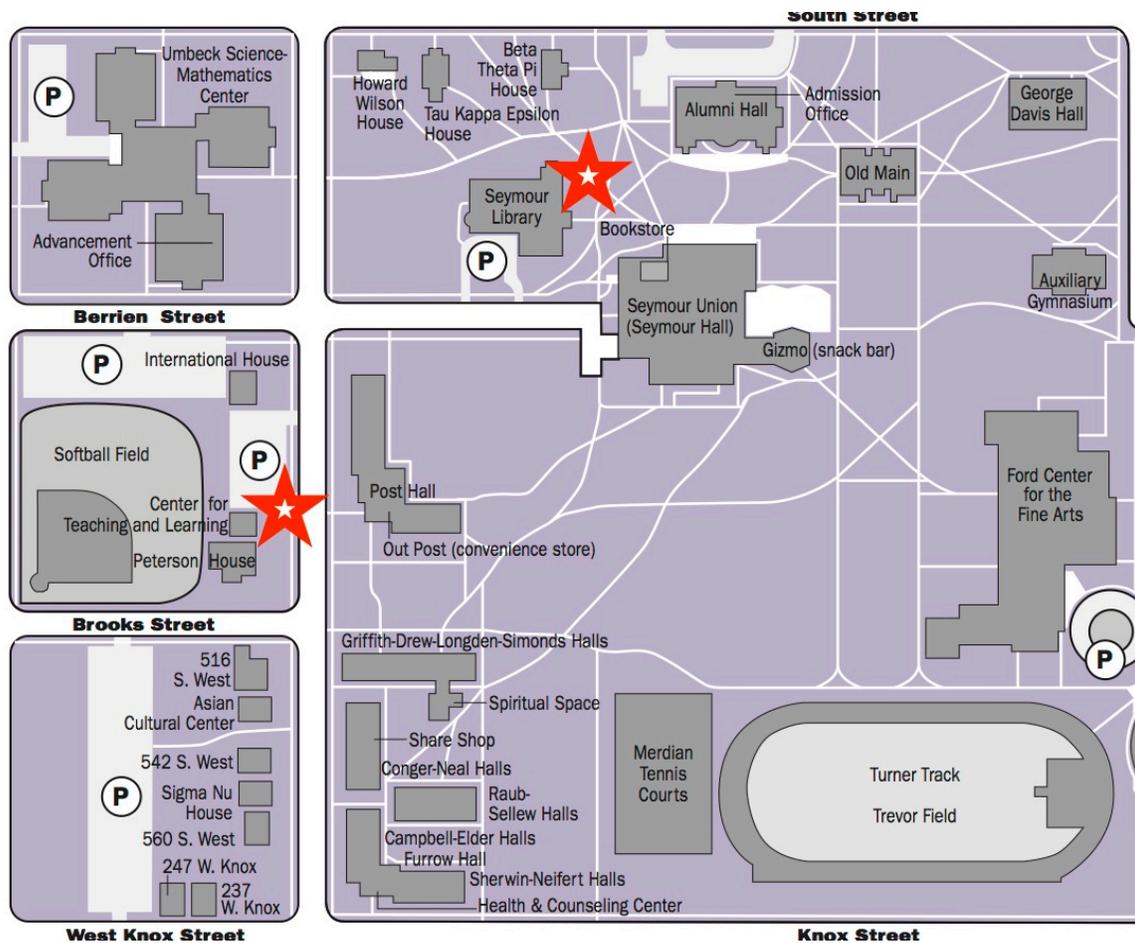
What to do if you need help with reading and writing:

I invite you to come have a conversation with me if you're finding any aspect of this course challenging. There are lots of reasons someone might experience a challenge: some people may not be familiar with the conventions of history as a discipline; some people find it hard to organize their thoughts; some people flourish when given early feedback on how their paper is shaping up. All these things – and all the other challenges it's possible to have – are things I can help with.

There are also lots of other places to get help on campus.

Red Room – where tutors are available on the second floor of the library –will be open from 7-9pm on Tuesdays, Wednesdays, and Thursdays. You can get discipline-specific help during Red Room, as well as general help with writing.

You can also get writing help in the Andrews Forum – the very back corner of the first floor of Seymour Library – on Sundays and Mondays from 7-9pm, and in the Center for Teaching and Learning (on West Street) from 12-4pm, Monday through Friday.



I try to design my classes to be accessible to everyone, but there may be things I haven't thought of. Remember that if you think you need an accommodation for a disability, you should contact Stephanie Grimes (309-341-7478 / sgrimes@knox.edu) at our Disability Support Services office. Stephanie will help us both figure out the very best approach to your learning, and I will make all the accommodations she recommends. I will keep all your information confidential.

Thinking about the things that make us unique:

Our social identities – such as our race/ethnicity, class, gender, sexual identity, religion, mental and physical ability, size, national origin, and citizenship status – can affect not only how we are understood, represented, and treated on campus and in society, but also the types of knowledge and learning seen as worthwhile and legitimate.

In this class, we'll be analyzing the ways in which social identities condition what we assume, experience, and conclude about the world. We'll look at the social identities we each possess, and the way social identities influence the work we're reading, listening to, or watching. I try to include readings, topics, films, and assignments in our course that include authors, perspectives, and critiques from diverse backgrounds. There may be things I have

not thought of, however, and I always welcome your feedback on ways this course can be made more inclusive, diverse, and equitable.

We are whole people, and will navigate class as such:

I have tried to anticipate where you may need a trigger warning, but if you have concerns or want to check that a particular trigger has been taken into account, please let me know. I am happy to provide that warning so that you can interact with class material safely.

We are all likely to have strong emotional reactions to class material, particularly once we begin to talk about contact between Native people and Europeans/Americans. We'll spend some time at the beginning of term talking about the range of things we can do when we experience that kind of reaction. I do not think of you as a brain in a jar but as a whole human being. Please come have a conversation with me if you feel upset, confused, or angry.

You matter:

Please remember that learning is about more words on a page, or ideas in a classroom. To learn you need to have basic security – a roof over your head, a bed to sleep in, food to eat. If you're having trouble with any of those things, please talk to me and to the Dean of Students. Together we can work to make sure those needs are met. In addition, you will be emotional learners in this classroom as well as intellectual learners, quite simply because that's how every human learns. Don't leave your emotions at the door. They're important and valid and I welcome them. If you feel like you do not have emotional stability, talk to me and the Counseling Center on campus. We'll help you find a path to feeling secure.

The Honor Code at Knox College:

We commit ourselves to act with academic integrity this term – to be ethical in what we say and write, and to offer credit to others for thinking of ideas before us. I believe that everyone in my course is fundamentally honest, and I will help you learn the conventions of academic integrity, such as citing sources correctly and being clear about where our own words begin and end.

If you'd like to read more about the college's Honor Code – which was written by students just like you, and which students co-govern with faculty – you can find a copy at this link: <https://www.knox.edu/Documents/PDFs/Academics/Honor-System.pdf>

HOMEWORK AND READING SCHEDULE

WEEK ONE	
Fri 1/5	Introductions, Ground Rules, Social Identity Wheel
WEEK TWO	
Mon 1/8	<p>What do Historians Do? Read:</p> <ul style="list-style-type: none"> • Jill Lepore, "Just the Facts, Ma'am: Fake Memoirs, Factual Fictions, and the History of History," <i>The New Yorker</i>. March 22, 2008 • Sam Wineburg, "Historical Thinking and Other Unnatural Acts," in <i>The Phi Delta Kappan</i>. 80:7 (March 1999): 488-499. (Classroom) • How to Email a Professor (Wikihow) <p>You'll receive details of your first assignment today.</p>
Wed 1/10	<p>Homework:</p> <p>What can you find out about Jill Lepore and Sam Wineburg? Where were they educated? When? What have they published? Where? What other information helps you frame their scholarship? How does this alter or inform your opinion of the essays you read on Monday? Write out your thoughts - 1-2 pages long, typed - and bring them to class.</p> <p>The Grandfather of Western History. Read:</p> <ul style="list-style-type: none"> • Frederick Jackson Turner. The Significance of the Frontier in American History. (Chapter One). <p style="text-align: center;">courtesy of The University of Virginia Department of American Studies</p> <p>All historians are engaged in the act of argument when they write. What does Turner want to persuade you to believe? What's his evidence?</p> <p>We'll spend some time in class today discussing what other information you need to put Turner's thesis in perspective.</p>

Fri 1/12	<p>Understanding Turner.</p> <p>Turner first delivered his 'frontier thesis' as a speech in Chicago on July 12, 1893. What else was going on in Chicago that summer? In the United States in that era? We'll discuss your findings.</p>
WEEK THREE	
Mon 1/15	<p>Martin Luther King Day: shortened schedule.</p> <p>Thinking about research.</p> <ul style="list-style-type: none"> • Anne Curzan, "Permission to Footnote." <i>The Chronicle of Higher Education</i>. September 14, 2015. • Nigel Raab, Chapters 1 and 2 of <i>Who Is the Historian?</i> <p>Your first assignment is due at the beginning of class today. You'll also receive details of your second assignment.</p>
Wed 1/17	<p>A Scholar's Bibliographic Work Is Never Done. Meet at the library at 10.40am sharp! Read:</p> <ul style="list-style-type: none"> • Nigel Raab, Chapter 4 of <i>Who Is the Historian?</i>
Fri 1/19	<p>Contextualizing Turner. Read:</p> <ul style="list-style-type: none"> • Wilbur R. Jacobs, "Frederick Jackson Turner: Master Teacher." <i>Pacific Historical Review</i>. 23:1 (1954): 49-58. (Classroom) • Allan G. Bogue, "'Not by Bread Alone': The Emergence of the Wisconsin Idea and the Departure of Frederick Jackson Turner." <i>Wisconsin Magazine of History</i>. Autumn (2002): 10-23. (Classroom) <p>What comes next? Read:</p> <ul style="list-style-type: none"> • Herbert R. Bolton, "The Epic of Greater America." AHA Presidential Address. <i>American Historical Review</i>. 38:3 (Apr., 1933): 448-474.

WEEK FOUR

Mon 1/22	<p>Ethics I: Read:</p> <ul style="list-style-type: none"> • Introduction and Section I: Presidential Nominees, in <i>Historians in Trouble</i> <p>What, to your mind, are the most significant points that Wiener argues in this section of his book? Bring three thoughtful discussion questions to class, focusing on the issues you'd most like us to explore further.</p>
Wed 1/24	<p>Working with Primary Sources: Legal Sources. Read, print out, and bring to class:</p> <ul style="list-style-type: none"> • Blackstone's Commentaries: Man and Wife (Classroom) • Wisconsin, An Act Concerning Divorce, 1839. (Classroom) <p>What can you discern about the social history of early Wisconsin from these legal documents? Make notes on your reading for discussion in class.</p>
Fri 1/26	<p>Reinterpreting Western History? Read:</p> <ul style="list-style-type: none"> • Earl Pomeroy, "Toward a Reorientation of Western History: Continuity and Environment." <i>The Mississippi Historical Review</i>. 41:4 (1955): 579-600. (Classroom) • Allan G. Bogue, "Social Theory and the Pioneer." <i>Agricultural History</i>. 34:1 (1960): 21-34. (Classroom) <p>What else was going on in the world at the time that these articles were written? What connections do you see between those events and these essays? Write up your findings and bring them to class.</p> <ul style="list-style-type: none"> • Nigel Raab, Chapter Three, <i>Who is The Historian?</i>

WEEK FIVE

Mon 1/29	<p>Western Mythology. Read:</p> <ul style="list-style-type: none"> • Henry Nash Smith, "Book Two: The Sons of Leatherstocking," from <i>Virgin Land: The American West as Symbol and Myth</i>. Cambridge:
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	<p>Harvard University Press, 1950. (Classroom)</p> <p>Working With Primary Sources II: Photos and Illustrations. Examine, print out, and bring to class:</p> <ul style="list-style-type: none"> • Images of the West (Classroom)
Wed 1/31	<p>Ethics II. Read:</p> <ul style="list-style-type: none"> • Section II: Targeted by the Right, in <i>Historians in Trouble</i> <p>Undertake research to see if you can find instances of historians in the United States being 'targeted by the left.' Remember to keep the parameters the same as those in Weiner's book - instances that occurred within the United States historical profession. In addition, what else can you find out about Ballesiles? Write up your findings and bring them to class.</p>
Fri 2/2	<p>Where we're from.</p> <p>For today's class read Ta Nehisi-Coates, "Between the World and Me," <i>The Atlantic</i>, July 4, 2015.</p> <p>In this excerpt from his book by the same name, Nehisi-Coates tells you how he got to where he is today; how he became the guy who writes for the Atlantic and appears as a talking head on various news programs. Nehisi-Coates explains his educational, cultural, and political journey, as well as sharing something of the ideology he brings to his writing.</p> <p>Do the same thing. Write how you came to be a historian. What have been your educational, cultural, and political journeys? What ideologies do you bring to bear on your life and work? Bring your finished reflection to class.</p> <p>Also read:</p> <ul style="list-style-type: none"> • Nigel Raab, Chapter Five of <i>Who Is the Historian?</i>
WEEK SIX	
Mon 2/5	<p>Women! Read:</p> <ul style="list-style-type: none"> • Everett Dick, "Sunbonnet and Calico: the Homesteader's Consort." <i>Nebraska History</i>. 47 (1966): 3-13. (Classroom) • Julie Roy Jeffrey, Chapter One and Two from <i>Frontier Women:</i>

	<p><i>"Civilizing" the West, 1840-1880.</i> (Classroom)</p> <ul style="list-style-type: none"> • Susan Armitage, "Women and Men in Western History: A Stereotypical Vision." <i>Western Historical Quarterly</i>. 16:4 (1985): 382-395. (Classroom)
Wed 2/7	<p>A New West? Read:</p> <ul style="list-style-type: none"> • Donald Worster, "New West, True West: Interpreting the Region's History." (Classroom) • Patricia Nelson Limerick, "What on Earth is New Western History?" (Classroom) • William Cronon, George Miles and Jay Gitlin, "Becoming West: Toward a New Meaning for Western History." (Classroom) <p>Bring three carefully crafted discussion questions to class today, with which you'd like to kick off our conversation. Hand those questions in at the end of class.</p>
Fri 2/9	<p>A Different Set of Perspectives. Read:</p> <ul style="list-style-type: none"> • Keith M. Basso, "Quoting the Ancestors," from <i>Wisdom Sits in Places: Landscape and Language Among the Western Apache</i>. • Waziyatawin Angela Wilson, Introduction and Chapter One, <i>Remember This!: Dakota Decolonization and the Eli Taylor Narratives</i>.
WEEK SEVEN	
Mon 2/12	<p>Filling in the gaps. Read:</p> <ul style="list-style-type: none"> • Peter Boag, "Go West Young Man, Go East Young Woman: Searching for the Trans in Western Gender History," <i>Western Historical Quarterly</i>. 36:4 (Winter 2005): 477-497. • Clare Sears, "Electric Brilliancy: Cross-Dressing Law and Freak Show Displays in Nineteenth-Century San Francisco," <i>Women's Studies Quarterly</i>. 36: 3&4 (Fall/Winter 2008): 170-187.

Wed 2/14	Personal Research Day
Fri 2/16	Personal Research Day
WEEK EIGHT	
Mon 2/19	Paper Conferences
Wed 2/21	Paper Conferences
Fri 2/23	Paper Conferences
WEEK NINE	
Mon 2/26	Paper Conferences
Wed 2/28	Paper Conferences
Fri 3/2	Paper Conferences
WEEK TEN	
Mon 3/5	<p>Ethics III and IV. Read:</p> <ul style="list-style-type: none"> • Section III: Misconduct Without Spectacle, and Section IV: Other Media Spectacles, in <i>Historians in Trouble</i>
Wed 3/7	A first, complete version of your paper is due in class today.
FINAL EXAM PERIOD	
TBD	I will update you as soon as the final exam schedule is announced.

