

COURSE SYLLABUS

Fanuchånan (Rainy Season/Fall) 2024

HI 308: The Historians' Craft

Dr. Anne Perez Hattori, Professor

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Moodle Enrollment Key: 

Office Hours:

Tues: 8:20-10:50

Thurs: 8:20-10:50

Sat: Noon-1:00

Course Description (from UOG Catalog):

This course introduces students to basic skills in the historian's trade, including the identification and analysis of primary and secondary source material, coverage of oral interviewing protocols, and an examination of some of the diverse theoretical approaches that inform historical reconstructions and interpretations of the past.

HI 308 Student Learning Objectives (SLOs)

Students successfully completing this course will demonstrate the ability:

1. To be knowledgeable of major historical themes and approaches;
2. To read, interpret, and evaluate historical evidence carefully and analytically;
3. To develop skills in conducting independent historical research, including a self-reflexivity regarding their theoretical leanings; and
4. To express their historical analyses clearly and persuasively both in written and oral forms.

Course Readings: Available on our Moodle course site.

Moodle: In addition to serving as our course readings filing cabinet, Moodle will be utilized in several other ways. These include: (1) essay submission portal, (2) gradebook, (3) location of all lecture handouts, and (4) message and announcement center, among other possibilities.

Attendance: We will meet only 13 times this semester, so each class day constitutes 7.7% of the total semester. Thus, with each absence, you may face a 5-point reduction in your final course grade.

Course Format

- A. This course will examine 9 historiographical approaches, divided up into 6 “modules.” They are:
1. **Empirical**
 2. **Marxist**
 3. **Macro Historiography: The *Annales* School**
 4. **Ethnographic and Cultural**
 5. **Oral and Gender**
 6. **Post-Colonial and Post-Modern**
- B. PICK A RESEARCH TOPIC: Each student will select a research topic of some personal interest.
- You will need to conduct research on your topic and utilize this research in conjunction with each of the historiographical approaches.
 - I ask that your research topic be something for which the history dates back *more than 25 years*.
 - Of primary importance is choosing a topic that meets your interests and for which there are available, *credible* research resources.
- C. For each of the historiographical modules, there will be 3 activities:
1. a lecture or two that defines, describes, and surveys the specific historiography;
 2. a “**theoretical**” reading – that is, a history article written in that specific historiographical approach; and
 3. an “**application**” essay – an essay written by you that applies the specific historiographical approach to your research topic.

For example, on the topic of Marxist historiography, I will first lecture on Marxism. On the following week, you will summarize, analyze, and discuss an assigned reading that has been written in the Marxist tradition (in this case, Marx and Engel’s *Communist Manifesto*). The week after that will feature essays written by you about some aspect of your research topic, written with a Marxist approach.

Components of the Grade – 10 essays

I. HISTORIOGRAPHICAL THEORY

OBJECTIVE: UNDERSTAND AND EVALUATE DIFFERENT HISTORIOGRAPHICAL TRADITIONS THROUGH READINGS AND ANALYSES OF KEY SOURCES IN THE FIELD.

Nine (9) of the reading assignments demonstrate the historiographical approach that will be reviewed in class. On these days, as marked on our class calendar, students are expected to summarize and analyze the reading, focusing specifically on the particular historiographical mode under consideration.

The readings, all on Moodle, are:

1. **Empiricism:** Elton, "England under the Tudors"
2. **Marxism:** Marx and Engels, *The Communist Manifesto*
3. **Macro/Annales:** Braudel, "Mountain Freedom," from *The Mediterranean and the Mediterranean World in the Age of Phillip II*
4. A) **Ethnography:** Clendinnen, "Yucatec Maya Women and the Spanish Conquest"
B) **Cultural:** Standage, "Tea and the British Empire"
- 5) A) **Oral:** Thomson, "ANZAC Memories: Putting Popular Memory Theory Into Practice in Australia"
B) **Gender:** Hall, "Gender Divisions and Class Formation in the Birmingham Middle Class"
- 6) A) **Post-colonial:** Diaz, "Simply Chamorro: Telling Tales of Demise and Survival in Guam"
B) **Post-modern:** Teaiwa, "bikinis and other s/pacific n/oceans"

Assignment: FIVE (5) THEORY ESSAYS: (5 X 10 PTS EACH = 50)

[*ALIGNS WITH SLOs 1, 2, 4]

For 5 of the modules, you will submit a 3-page paper that summarizes and analyzes the assigned reading. *On weeks in which 2 historiographies are covered, YOU MAY SELECT ONLY ONE.*

Thus there are 6 choices: (1) Empirical; (2) Marxist; (3) *Annales*; (4) Ethnographic or Cultural; (5) Oral or Gender; (6) PoCo or PoMo.

Your essay will be graded on the following aspects (3 pages, **10 points total**):

- 1) summary of the assigned reading (~1-2 pages, **5 points**);
- 2) identification of clear evidence from the reading to demonstrate the specific historiographical approach under consideration (~½ page, **3 points**); and
- 3) evaluation of the strengths and weaknesses of the particular historiographical methodology (~½ page, **2 points**).

II. HISTORIOGRAPHICAL APPLICATION

OBJECTIVE: APPLY THE HISTORIOGRAPHICAL APPROACH TO A RESEARCH TOPIC OF YOUR CHOOSING.

Assignment: Five (5) Applied Essays: (5 x 10 pts each = 50) [*ALIGNS WITH SLOs 1-4]

For 5 of the modules, your assignment is to compose a 3 to 4 page history of your selected research topic, written explicitly from the approach of the historiographical theory under analysis that week.

The available modules for the APPLIED HISTORIOGRAPHY assignment are:

1. Applied Empiricism essay -- **MANDATORY**
2. Applied Marxist essay
3. Applied Macro/*Annales* essay
4. Applied Ethnography **OR** Applied Cultural
5. Applied Oral **OR** Gender essay
6. Applied PoCo **OR** PoMo essays

Your essay will be graded on the following aspects (3-4 pages, **10 points total**):

- 1) a history written in the specific historiographical mode, with adequate, appropriate, and credible bibliographic sources (~2-3 pages, **6 points**)
- 2) an explanation that details specifically how you applied the historiographical approach (~½ page, **2 points**); and
- 3) an evaluation of the strengths and weaknesses, advantages and disadvantages, of the particular historiographical methodology, specific to your topic. It is often useful here to compare this historiographical method to other ways (other historiographies) in which your topic could be approached. (~½ - 1 page, **2 points**).
- 4) You will read your essays aloud in class. [**Two points will be deducted if you are absent**].

Grade Component Summary:

| | | |
|--------------------|---------------|-------------------|
| Theory Essays | 5 x 10 points | 50 points |
| Application Essays | 5 x 10 points | <u>50 points</u> |
| | | Total: 100 points |

A: 100-90; B: 89-80; C: 79-70; D: 69-60; F: below 60

**DEADLINES: All written assignments are due at the start of class.
Submissions uploaded more than 5 minutes late are penalized by 30%.**

Select University Policies:

Plagiarism is the dishonest act of stealing another person's intellectual property – their words, ideas, and theories. The UOG Student Handbook states, "The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials" (p. 35).

All required papers will be subject to submission for textual similarity review to *Turnitin* (on Moodle). *Turnitin* generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, Chat GPT and other AI-generated content, as well as other published works. **In this class, students who plagiarize will receive ZERO points for the assignment.**

Communication Policy:

University policy states that official communications will be sent using university assigned (@gotriton or @triton) email addresses. University electronic mail and messaging is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences, and to facilitate the effective business and administrative processes of the University. (OIT policy manual, 3.10, p. 36)

FERPA:

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights for students, parents and school officials can be viewed at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

EEO/ADA Policy and Commitment to Student Learning

The University is committed to providing an inclusive and welcoming environment for all members of our community. Federal and local laws protect the University community from any act of sex discrimination. Such acts violate the essential dignity of our community members. If you need assistance with EEO (Equal Employment Opportunity) and/or Title IX concerns, please contact the Director of EEO/ADA & TITLE IX Office at 671-735-2244, 671-735-2971, TDD 671-735-2243 or eeo-ada@triton.uog.edu.

For individuals covered under the ADA (Americans with Disabilities Act), if you are a student with a disability requiring academic accommodation(s), please contact the Student Counseling and Advising Service Accommodations Office to discuss your confidential request. Please provide an accommodation letter from the Disability Support Services/Student Counseling and Advising Service Accommodation counselor. To register for academic accommodations, please contact or visit them at Dorm 2 Iya Hami Hall Room 104; Telephone: 671-735-2244; TDD: 671-735-2243; email <disabilitysupport@triton.uog.edu>.

University of Guam Assessment Rubrics

HI 308 Student Learning Objectives (SLOs)

Students successfully completing this course will demonstrate the ability:

1. To be knowledgeable of major historical themes and approaches;
2. To read, interpret, and evaluate historical evidence carefully and analytically;
3. To develop skills in conducting independent historical research, including a self-reflexivity regarding their theoretical leanings; and
4. To express their historical analyses clearly and persuasively both in written and oral forms.

HISTORY PROGRAM SLOs

Upon completing a bachelor's degree in History, students will be expected:

1. To be knowledgeable of major historical themes, developments, and events
2. To read, interpret, and evaluate historical evidence carefully and analytically;
3. To develop skills in conducting independent historical research, including the ability to define a historical problem, locate appropriate evidence, organize information logically, and articulate findings clearly; and
4. To express their historical analyses clearly and persuasively both in written and oral forms.

UOG Institutional Learning Objectives (ILOs)

1. Mastery of critical thinking and problem solving
2. Mastery of quantitative analysis
3. Effective oral and written communication
4. Understanding and appreciation of culturally diverse people, ideas and values in a democratic context
5. Responsible use of knowledge, natural resources, and technology
6. An appreciation of the arts and sciences
7. An interest in personal development and lifelong learning

| 308 SLOs | History SLOs | UOG ILOs | Assessment |
|--|--------------|------------------|--|
| To be knowledgeable of major historical themes and approaches | 1, 2 | 1, 3, 4, 5, 6, 7 | Essays, graded discussions, graded presentations |
| To read, interpret, and evaluate historical evidence carefully and analytically | 1, 2, 3, 4 | 1, 3, 4, 5, 6, 7 | Essays, graded discussions, graded presentations |
| To develop skills in conducting independent historical research, including a self-reflexivity regarding their theoretical leanings | 1, 2, 3, 4 | 1, 3, 4, 5, 6, 7 | Essays, graded discussions, graded presentations |
| To express their historical analyses clearly and persuasively both in written and oral forms. | 1, 2, 3, 4 | 1, 3, 4, 5, 6, 7 | Essays, graded discussions, graded presentations |

**HI 308: Historiography (Hattori)
Fanuchánan (Rainy Season/Fall) 2024**

| Wk | Date | Weekly Agenda | Assignment |
|----|---------|---|---|
| 1 | Aug 17 | <ul style="list-style-type: none"> ● Course Intro and Syllabus Review ● Lecture 1-- History and Historiography: In the Footsteps of Herodotus | |
| 2 | Aug 24 | <ul style="list-style-type: none"> ● Lecture 2 – Empirical Historiography: “That Noble Dream” ● Discussing Research Topics ● RFK Research Session with Prof. Roland San Nicolas | Research Topic brainstorming |
| 3 | Aug 31 | <ul style="list-style-type: none"> ● Empirical Theory Discussion: GR Elton, “England under the Tudors” ● Brainstorm for Empirical essay assignment | Theoretical Empiricism essay due (Elton) |
| 4 | Sept 7 | <ul style="list-style-type: none"> ● Applied Empiricism Presentations ● Lecture 3: Industrialization and Marxism | MANDATORY Applied Empiricism essay due |
| 5 | Sept 14 | <ul style="list-style-type: none"> ● Marxist Theory Discussion – <ul style="list-style-type: none"> ● Marx and Engels, <i>The Communist Manifesto</i> ● Lecture 4: Modern Marxisms ● Brainstorm for Marxism essay assignment | Theoretical Marxism essay due (Marx & Engels) |
| 6 | Sept 21 | <ul style="list-style-type: none"> ● Present Marxist Historiographical Application Essays ● Lecture 5: The <i>Annales</i> School: A Macro View | Applied Marxism essay due |
| 7 | Sept 28 | <ul style="list-style-type: none"> ● <i>Annales</i> Theory Discussion – Fernand Braudel, “The Mediterranean” ● Brainstorm for <i>Annales</i> essay assignment ● Lecture 6: Oral and Gender historiographies | Theoretical <i>Annales</i> essay due (Braudel) |
| 8 | Oct 5 | <ul style="list-style-type: none"> ● Present <i>Annales</i> Historiographical Application Essays ● Oral History Workshop | Applied <i>Annales</i> essay due |

| | | | |
|----|--------|--|--|
| 9 | Oct 12 | Fall Break—no classes from Oct 7-12 | |
| 10 | Oct 19 | <ul style="list-style-type: none"> ● Oral/Gender Theories Discussion <ul style="list-style-type: none"> ● Oral: Alistair Thomson, “ANZAC Memories: Putting Popular Memory Theory into Practice in Australia” ● Gender: Catherine Hall, “Gender Divisions and Class Formation in the Birmingham Middle Class” ● Brainstorm for Oral/Gender essay assignment | Theoretical Oral <u>OR</u> Gender historiography essays (Thomson <u>OR</u> Hall) |
| 11 | Oct 26 | <ul style="list-style-type: none"> ● Present Oral/Gender Historiographical Application Essays ● Lecture 7: Ethnographic and Cultural Historiographies | Applied Oral <u>OR</u> Gender historiography essays |
| 12 | Nov 2 | All Souls’ Day -- no class | |
| 13 | Nov 9 | <ul style="list-style-type: none"> ● Ethnographic/Cultural Historiography Discussion <ul style="list-style-type: none"> ● Ethnography: Inga Clendinnen, “Yucatec Maya Women and the Spanish Conquest” ● Cultural: Tom Standage, “Tea and the British Empire” ● Brainstorm for Ethnographic/Cultural Theory essay assignment ● Lecture 8: Postcolonial / Post-Colonial Historiography | Theoretical Ethno/Cultural historiographies (Clendinnen <u>OR</u> Standage) |
| 14 | Nov 16 | <ul style="list-style-type: none"> ● Present Ethnographic/Cultural Historiographical Application Essays ● Lecture 9: Post-Modern historiography: The Linguistic Turn ● Brainstorm for PoCo/PoMo essay assignment | Applied essays: Ethno/Cultural Historiography |
| 15 | Nov 23 | <ul style="list-style-type: none"> ● PoCo/PoMo Theories Discussion <ul style="list-style-type: none"> ● PoCo – Vicente M. Diaz, “Simply Chamorro: Telling Tales of Demise and Survival in Guam” ● PoMo -Teresia Teaiwa, “bikinis and other s/pacific n/oceans” ● Present PoCo/PoMo applied essays | Theoretical PoCo (Diaz) & PoMo essays due (Teaiwa) <hr/> Applied PoCo & PoMo essays due |
| 16 | Nov 30 | Thanksgiving Break | |