

New Mexico State University
Department of History

Spring 2015

**History 110G: Making History
(Who are Historians and What do They do Anyway?)**

Tu-Th 10:20-11:35

Jett Hall #209

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COURSE OBJECTIVES:

This course is designed to introduce students to the discipline of history. It will help students understand historical thinking which include chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues-analysis and decision-making. The core philosophy underlying the course is that the study of history is essential for the educated citizen. Students will consider the difference between history and memory, how history has been used in the past to manipulate public memory, and how the study of history has been at the center of recent culture wars. Through readings and class discussion students will explore the nature of the study of history and consider the place of history in their everyday lives.

LEARNING GOALS:

Through readings, lectures, discussions, examinations, as well as writing assignments, students, upon completion of this course, will be able to:

- * understand and articulate the differences and similarities between history and memory;
- * analyze and critically interpret primary sources and understand how others might interpret and use the same material in different ways;
- * recognize and appreciate the diversity of historical experiences and the uses of historical memory in various societies;
- * understand how historical experiences that include political, geographical, social, cultural, religious and intellectual experiences have been expressed across historical periods;
- * understand how historical experiences and memories have shaped contemporary societies;

- * identify and understand the degree to which history has been used and misused in the past;
- * demonstrate improvement in their ability to read critically, think logically, and express themselves clearly in writing.

NOTE #1: All written assignments are expected to be word-processed or typed and conform to a standard style manual. Attention to grammar is expected as is proper spelling, punctuation, and sentence structure. Citations must conform to a standard format. Typographical errors, inattention to spelling, punctuation, etc., will result in a lower grade.

NOTE #2: Plagiarism, intentional or unintentional is not allowed. Plagiarism is defined as failing to acknowledge others' work thereby making it seem to be your own. You must do your own work. If you borrowed the words, ideas, pictures, or other original material, you must give credit in a citation to the source. This includes material drawn from the Internet, other students' work, and published or unpublished materials. The penalties for plagiarism can be severe, from failure on the assignment, failure in the course, or expulsion from the university. Even if you do not know what plagiarism is, ignorance is no excuse. Please visit the NMSU web page for a further discussion of this important topic.

<http://lib.nmsu.edu/instruction/plagiarismforstudents.htm>

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

STUDENTS WITH DISABILITIES: If you have (or believe you have) a disability and would benefit from classroom accommodation(s), you may wish to self identify by contacting the Services for Students with Disabilities (SSD) Office located in the Corbett Center, Room 244 (505-646-6840; TTY: 646-1918). If you have already registered, please make sure that your instructor receives a copy of the accommodation memorandum from SSD within the first two weeks of classes. It is your responsibility to inform either your instructor or an SSD representative in a timely manner if services/accommodations provided are not meeting your needs.

If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss any concerns with the instructor and/or Mr. Michael Armendariz, SSD Coordinator. Feel free to call Michael Armendariz, Coordinator of Services for Students with Disabilities, at 505-646-6840 with any questions you may have on student issues related to the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act of 1973. All medical information will be treated confidentially. Feel free to call Jerry Nevarez, Director of Institutional Equity, at 505-646-3635 with any questions you may have about NMSU's Non-Discrimination Policy and complaints of discrimination, including sexual harassment.

COURSE REQUIREMENTS

REQUIRED READINGS:

Books

Eric Foner, *Who Owns History?: Rethinking the Past in a Changing World* (2002)

Carol Kammen, *On Doing Local History*, Third Edition (2014)

CLASS PARTICIPATION: Students are expected to attend each class session, read the reading assignments, and come to class prepared to discuss assigned material. **Informed** class participation results from timely preparation and thoughtful consideration of the readings. Come prepared and you will do fine. If you are not prepared to read, engage, and discuss the required material, **DO NOT TAKE THIS CLASS. Class participation will account for 10% of your grade.**

REFLECTION ESSAYS: Each week you will write a **1-2 page reflective essay that will be due each Monday.** These reflective, or reactive, essays (double-spaced in 12-point font, please) should be used to capture your reaction to material presented throughout the course in readings, lectures, or class discussion. You should feel free to offer personal reactions to new ideas particularly if they challenge previously held ideas. I expect your essays to improve in quality as the semester progresses especially in the areas of clarity, writing proficiency, and intellectual insight. These essays are intended to chronicle your growth throughout the semester as we explore the discipline of history. There will be a total of thirteen essays; the first due on Tuesday, January 27, the last on Tuesday, April 30. Points (1.66 per essay) will be awarded for essays completed; points will be subtracted for non-completion of essays. E-mail submission of essays will **not** be accepted. **Completed essays will account for 20% of your grade.**

REVIEW ASSIGNMENTS: Over the course of the semester, you will prepare two papers. The first will be a review of two chapters (your choice) in Robin Winks, *The Historian as Detective: Essays on Evidence* which is on hold at Zuhl Library. The second will be a review of two chapters (your choice) in *Becoming Historians* (University of Chicago, 2009) also on hold at Zuhl. Papers must be 5-7 pages in length, typed, clearly written and demonstrate proficient writing skills; they should identify the thesis and supporting arguments of the material, compare and contrast the information as appropriate, and provide an analysis of the ideas and evidence presented. These papers should be double-spaced and will be due Thursday February 19 and Thursday, March 19. **Papers will account for 20% of your grade.**

FAMILY HISTORY ASSIGNMENT:

Your family history assignment will be in three parts: 1) a short history of your family through interviews with parents, grandparents, uncles and aunts; 2) a one-page family tree based on the sample family tree provided; and 3) two family additions on www.findagrave.com. The family history paper will be 5-7 double-spaced pages in length, typed, clearly written and demonstrate proficient writing skills. The family history, family tree, and Find-a-Grave documentation will

be due Thursday, April 23. **Paper (10 points), family history (5 points), and Find a Grave assignment (5 points) will account for 20% of your grade.**

QUIZZES

There will be at least five short quizzes scattered throughout the semester based on your assigned readings. Each quiz will be worth ten points. Your three highest grades will be counted.

Quizzes will be worth 30% of your grade.

EXTRA CREDIT:

For extra credit you may write a 3-5 page book review of any one of the following novels which involve a historian as the protagonist. Your review should focus on the ways in which the author reveals the craft of history to the reader. **Reviews are worth up to 10 percentage points.**

David Bradley, *The Chaneyville Incident: A Novel* (1981)

Geraldine Brooks, *People of the Book* (2008)

Ian Caldwell & Dustin Thomason, *The Rule of Four* (2004)

Willa Cather, *The Professor's House* (1925)

Elizabeth Kostova, *The Historian* (2005)

Jim Lehrer, *The Franklin Affair* (2005)

Penelope Lively, *The Photograph* (2003)

Wallace Stegner, *Angle of Repose* (1971)

Virginia Swift, *Brown-Eyed Girl* (2000)

Josephine Tey, *The Daughter of Time* (1951)

John Updike, *Memories of the Ford Administration: A Novel* (1992)

WEEKLY CALENDAR

January 15 - Introduction to Making History 110G

WEEK 1 - INTRODUCTION

January 20 –

Reading: Foner: Preface – pp. ix-xix;

Kammen: Chapter 2 – Thinking about History, pp. 31-43

January 22 –

Readings: “Introduction” by Robin Winks, *The Historian as Detective*, xiii-xxiv (1968);

“Significance of History for the Educated Citizen/Historical Thinking Standards” UCLA National Standards for History (1994).

WEEK 2 - PERSONAL STORIES - 1st Reflection Paper Due

January 27 –

Reading: John Lewis Gaddis, *The Landscape of History: How Historians Map the Past*,

(2002) pp. ix-16; Barbara W. Tuchman, "In Search of History," pp. 13-24.

January 29 –

Reading: Dwight T. Pitcaithley, *Becoming Historians*, pp. 54-75;

William Cronon, "'Only Connect...': The Goals of a Liberal Education," pp. 1-6 (1998).

Week 3 - WHAT IS EVIDENCE? - 2nd Reflection Paper Due

February 3 –

Reading: Carl Becker, "Everyman His Own Historian," pp. 221-236 (1932).

February 5 –

Reading: Julie Roy Jeffrey and Peter J. Frederick, "Introduction and Overview" from *American History Firsthand: Working with Primary Sources*, iv-vii (2007);

James West Davidson and Mark Hamilton Lytle "The Strange Death of Silas Dean" pp. xvii-xxxii (2010).

Week 4 - UNCOMFORTABLE HISTORY EXHIBITS - 3rd Reflection Paper Due

February 10 - Film: *The Unknown Soldier* (2006)

February 12 – Film: *The Unknown Soldier* (cont.)

Reading: Edward T. Linenthal, *History Wars: The Enola Gay and Other Battles for the American Past*, pp. 1-62

WEEK 5 - MAKING MONUMENTS - 4th Reflection Paper Due

February 17 – Field Trip: Farm & Ranch Museum/Las Cruces Railroad Museum

February 19 – Film: *The Last Conquistador* - 1st Written Assignment Due

WEEK 6 - MONUMENTS/MEMORY/STORIES - 5th Reflection Paper Due

February 24 -Thinking About Places & Stories Connected to Them

Reading: Scott A. Sandage, "A Marble House Divided: The Lincoln Memorial, the Civil Rights Movement, and the Politics of Memory, 1939-1963," pp. 135-167.

February 26 - Civil War in New Mexico

WEEK 7 - HISTORY AS MEMORY/HISTORY AS HERITAGE - 6th Reflection Paper Due

March 3 – Family History

Reading: Richard White, *Remembering Ahanagan: A History of Stories*, pp. 3-21

<https://familysearch.org>

www.findagrave.com

March 5 – Historic Preservation

Reading: Jon Hunner, "Preserving Lifeways in New Mexico," pp. 29-40.

WEEK 8 - REMEMBERING AND FORGETTING - 7th Reflection Paper Due

March 10 –

Reading: Gary B. Nash, Charlotte Crabtree, and Ross E. Dunn, *History on Trial: Culture Wars and the Teaching of the Past*, pp. 3-24.

Reading: Foner: Chapter 9-Ken Burns and the Romance of Reunion, pp. 189-204

March 12 –

Film: *Traces of the Trade* (2008)

WEEK 9 - INTERNATIONAL FORGETTING - 8th Reflection Paper Due

March 17 –

Reading: Foner: Chapter 5-“We Must Forget the Past”: History in the New South Africa, pp.88-109; Reading: Michael Shermer & Alex Grobman, *Denying History: Who Says the Holocaust Never Happened And Why Do They Say It?*, (2000), pp. xv-xvi, 1-5, 231-248

March 19 – Field Trip: Las Cruces Railroad Museum/Farm & Ranch Museum

2nd Written Assignment Due

SPRING BREAK: March 23-27

WEEK 10 - SENSE OF PLACE/SOLVING MYSTERIES - 9th Reflection Paper Due

March 31 –

Reading: Kammen: Chapter 6-Researching Local History, 93-116

April 2 –

Introduction to “The Diary of a Public Man”

WEEK 11 - HISTORICAL DETECTION - 10th Reflection Paper Due

April 7 –

Reading: “The Diary of A Public Man” (1879)

April 9 –

Reading: Roy N. Lokken “Has the Mystery of ‘A Public Man’ Been Solved?” pp. 419-440 (1953)

WEEK 12 - HISTORICAL DISTINCTIVENESS - 11th Reflection Paper Due

April 14 – Field Trip: Branigan Cultural Center

April 16 –

Reading: Kammen: Chapter 3-The Subjects of Local History, pp. 45-69
Chapter 4 - Clio and Her Sisters, pp. 71-79

WEEK 13 - HISTORICAL RESEARCH - 12th Reflection Paper Due

April 21 – Film: *Possession* (2002)

April 23 – Film: *Possession* (cont.) **Family History Assignments Due**

WEEK 14 - NEARBY HISTORY - 13th Reflection Paper Due

April 28 – Field Trip: Masonic Cemetery

April 30 – Conclusion

Reading: Kammen: Chapter 8-The Local Historian, pp. 135-149

Reading: Kammen: Chapter 9-The Past That was Yesterday, pp. 151-168

FINALS WEEK – CONCLUDING EXAMINATION/MEETING

Thursday, May 7, 10:30-12:30