

HIST 201

Professor Austin Jersild

Fall 2010

Department of History

BAL 2058, Tuesday, 4:20-7:00

Office: BAL 8047, T/R: 3:00-4:15

CRN 16326

ajersild@odu.edu; 683-3953

Historiography

Course description:

History 201 is designed to provide history department majors and other students with useful information, resources, and material that will facilitate their future studies in the humanities generally and especially in history. We will consider and discuss basic questions about how to read, absorb and use the fruits of specialized research in history, analyze the methods employed by historians, expose ourselves to new resources and materials that will enhance our future studies, and think about practical matters pertaining to research and paper writing.

Course Assignments:

The course requirements consist of a series of short written assignments and oral presentations outlined below. Late papers and assignments will be accepted but penalized. Pay careful attention to the due dates for the many assignments below.

Course materials:

The books below are available at the University Village Bookstore. Some articles can be found on the web, either directly through the journal or via Project Muse or J-Stor at the ODU library site. Other materials are located on blackboard.

Norbert Troller, Theresienstadt: Hitler's Gift to the Jews, trans. Susan E. Cernyak-Spatz (Chapel Hill: University of North Carolina Press, 1991)

Michael Shermer and Alex Grobman, Denying History: Who Says the Holocaust Never Happened and Why Do They Say It? (Berkeley, California: University of California Press, 2000)

Sebastian Haffner, Defying Hitler: A Memoir, trans. Oliver Pretzel (New York: Picador, 2002)

Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, 7th ed. (Chicago: University of Chicago Press, 2007)

Grading

-7 papers and presentations (60%)

-final paper (30%)

-class participation (10%)

Course Schedule

Aug 31) Introductions

Sept 7) **Assignment #1:** History web site: Find and explore a web site that in your view is useful to the study of history. For example, it might be a history map data base such as the one compiled by the University of Texas Library (lib.utexas.edu/maps/europe.html), a collection of primary source documents, or a collection of historic newspapers. If you are interested in international relations and foreign policy, for example, you might try the web sites prepared by the National Security Archive, the Cold War International History Project, or the Journal of Cold War Studies. On a different topic, the web site of Jamestown.org offers numerous materials and ideas that bring to life the early history of colonial America. In a **two page** paper, describe and discuss the dimensions of the web site and its potential uses for research, learning, and teaching. Share your findings and the web site with the class in a short presentation.

Sept 14) **Assignment #2:** Scholarly article: Be prepared to discuss in class the scholarly article listed below.

-Catherine J. Kudlick, "Disability History: Why We Need Another 'Other'," American Historical Review, vol. 108, no. 3 (June 2003) (**library website**)

Find and analyze an article from a scholarly history journal (**two pages**). How does the author situate his or her research in relation to broader fields? Can you identify and get a sense of those broader fields from the article, even if you are unfamiliar with them? How do the footnotes and references to the literature help the reader understand the contribution at hand and the character of the broader field? Is there a format to the scholarly article that is increasingly familiar to you?

Sept 21) **Assignment #3:** Photographs: Find and explore a web site of photographs or images that in your view is useful to the study of history. Do the photographs provide a perspective on the problem at hand, as you define it, which adds to what we learn from scholarship? How might the photographs be used as a pedagogic device? Can you identify a particular photograph that in your view communicates a broader historical problem? If possible, find and use a scholarly article that refers to your photograph or collection of photographs. Share your photograph with the class, and turn in a **two page** paper addressing these issues.

Sept 28) **Assignment #4:** Newspapers: Read the New York Times on microform in the library (AI21.N44) on your birthday for three different years. If your last name begins with the letter A-J, choose the years 1877, 1933, and 2001. If your last name begins with K-R, go to 1868, 1945, and 1989. If your last name begins with S-Z, go to 1890, 1953, and 2006. Prepare a **three page** paper describing and comparing the flavor of discussion and presentation concerning a) global events and the broader world; b) advertisements; and c) local events.

Oct 5) Field trip: 10:00-12:00, Chrysler Museum of Art, 245 W. Olney Road (at Mowbray Arch), Norfolk, VA 23510. The museum offers sections on Ancient and Non-European Art, European Art, American Art through the 19th Century, and American Art in the 20th Century. **Assignment #5:** Explore the museum generally, and then choose a particular work of art or series of works to serve as the foundation for your **two page** paper. How does the work illustrate the culture, experience, and attitudes of a particular historical era? What do we learn about the audience for the work at that time? Find a scholarly article or a portion of a monograph that helps you understand and think about the relationship of the work to its historical context. The ODU Art Library is located in the Diehn Fine and Performing Arts Building.

Oct 12) Fall break (no class)

Oct 19) Paper writing, citation, style

-For discussion, read Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, 5-23, 36-81, 102-121, 129-130. For your assignment, use the subsequent portions of the book to determine the proper citation format for diverse sources.

Assignment #6: Prepare a **bibliography** according to the rules suggested by Turabian. In your bibliography, include five history books, five scholarly articles, two newspaper articles, two films or television broadcasts, and two scholarly articles accessed through Project Muse or J-Stor.

Oct 26) Film. In class we will view and discuss portions of the Frank Capra “Why We Fight” series produced by the War Department during World War II that includes attention to “The Negro Soldier.” What can we learn about African-American history, integration, the military, and the subsequent civil rights movement from this film?

-Reading: Nikhil Pat Sing, Black is a Country: Race and the Unfinished Struggle for Democracy (Cambridge, Massachusetts: Harvard University Press, 2004), 1-14, 101-133, **(blackboard)**

Nov 2) **Assignment #7:** Find, describe, and show a short history video to the class. Describe the historical context to the video, and the problem or set of issues that the video illustrates. Introduce and show the video in class. For your written assignment, prepare a **2-3 page** paper describing the significance of your film, with reference to scholarship you used to prepare this assignment.

Nov 9) Germany in Europe, 1914-1945

Assignment #8: Our last assignment pertains to German and Central European history through the difficult first half of the twentieth-century. Consider the question of memory and the memoir as you read our remaining works for the course. Haffner and Troller obviously have very different memories of the Nazi era. What lessons do they learn and what challenges do they identify as they struggled to survive? Are there any similarities between their works? What is the purpose of their memoirs? What are contemporary holocaust-deniers determined to forget, and why? Your **6-7 page** paper is due December 14.

Nov 16) Memoirs

-Sebastian Haffner, Defying Hitler

Nov 23) Memoirs

-Norbert Troller, Theresienstadt: Hitler's Gift to the Jews

Nov 30) Memory and Politics

-Michael Sherman and Alex Grobman, Denying History, 1-97

Dec 7) Memory and Politics

- Michael Sherman and Alex Grobman, Denying History, 99-259

Dec 14) **Final exam** session, **3:45 (last essay due)**