

HISTB9 : Historical Methods: Critical Thinking & Writing in History

General Information

Author (s):	<ul style="list-style-type: none">Matthew Garrett
Attachments:	Histb9_AssessmentMappingForm.docx Content Review.PDF Content review HIST B9.pdf
Course Code:	HISTB9
Course Title:	Historical Methods: Critical Thinking & Writing in History
Department:	History
Proposal Start:	Fall 2020
System Taxonomy:	(2205.00) History
National Taxonomy:	(54.0101) History, General
SAM Priority Code:	Non-Occupational
Distance Education Approved:	Yes
Course Control Number:	CCC000598456
Curriculum Committee Approval Date:	10/04/2018
Board of Trustees Approval Date:	11/08/2018
External Review Approval Date:	07/01/2019
Course Description:	<p>This course presents an overview of historians' methods of research, critical analysis, and written argumentation and introduces historiography and historical theory. Students will apply these methods through a variety of written assignments, including a properly-documented academic research paper. This course's research component will further students' information competency skills.</p>
Submission Rationale:	<p>New Course Materials</p> <p>Submitting to seek CSU and UC/IGETC GE requirements for Critical Thinking and Advanced Composition. A variety of disciplines may offer critical thinking and advanced composition, and a variety of disciplines do offer such classes statewide. History discipline is particularly well equipped to instruct students in both critical thinking and advanced composition. The CSU and UC systems have already accepted eight such courses within the California Community College system. Taft College has just granted approval to a ninth such a course (pending CSU and UC approval).</p>

Faculty Requirements

Master Discipline Preferred:	<ul style="list-style-type: none">History
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline:	No value

Course Development Options

Course Basic Skill Status

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Special Class Status

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Non-repeatable credit

Grade Options

- Letter Grade methods

Course Prior to College Level

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program

Associated Program

No value

Award Type

No value

Transferability & Gen. Ed. Options

Transferability

Transferable to both UC and CSU

Transferability Status

Pending

Bakersfield College General Education Pattern

Area D.2 Soc. Sci

Categories

Foundations in the Social Sciences

Transferability Status

Approved

Comparable Course

No Comparable Course defined.

CSU General Education Breadth

D.6 History

Categories

History

Transferability Status

Approved on Aug 1, 2019 12:00:00 AM

Comparable Course

No Comparable Course defined.

CSU Transfer

Other:CSU Transfer

Categories

CSU Transfer

Transferability Status

Pending

Comparable Course

HIST 5 (Critical Thinking in History) at Chabot College
 HIST 5 (Intro to History and Philosophy of Science) at College of Columbia
 HISTORY 35 (Historical Reasoning) Sierra College
 HIST 47 (Critical Thinking in History) at

Berkeley City College
 HIST 47 (The Practice of History) at Santa Monica College
 HIST 122 (Critical Reasoning in History) at Diablo Valley College
 HIST 125 (Research Methods and Term Papers in History) Marin College [and same in POLS]
 HIST 400 (Critical Thinking in History) [formerly HIST 32] Sacramento City College

Intersegmental General Education Transfer Curriculum (IGETC)

Area 1.B ENGL B2, B3 PHIL B9
 Area 4 Soc. and Beh. Sci

Categories

English B2, English B3, Philosophy B9
 Social and Behavioral Sciences

Transferability Status

Pending
 Pending

Comparable Course

HIST B5 (Intro to History and Philosophy of Science) at Columbia College
 HIST 47 (Critical Thinking in History) at Berkeley City College
 HIST 47 (The Practice of History) at Santa Monica College
 HIST 122 (Critical Reasoning in History) at Diablo Valley College
 HIST 400 (Critical Thinking in History) [formerly HIST 32] at Sacramento City College.

UC Transfer

Other:UC Transfer

Categories

UC Transfer

Transferability Status

Pending

Comparable Course

No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units	3	Total Course In-Class (Contact) Hours	54	Total Student Learning Hours	162
Maximum Credit Units	3	Total Course Out-of-Class Hours	108	Faculty Load	-

Credit / Non-Credit Options

Course Credit Status

Credit - Degree Applicable

Course Non-Credit Category

Credit Course.

Non-Credit Characteristics

No value

Course Classification Code

Credit Course.

Variable Credit Course

Funding Agency Category

Not Applicable.

Cooperative Work Experience Education Status

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54

Lab Hours - -
 Activity Hours - -

Course In-Class (Contact) Hours

Lecture 54
 Lab -
 Activity -
Total 54

Course Out-Of-Class Hours

Lecture 108
 Lab -
 Activity -
Total 108

Time Commitment Notes for Students

California State Ed Code states that there shall be 2 hours of academic work [minimum] outside of class for every hour inside a class, per week. A 3 unit class is [roughly] a 3 hour per week class inside the classroom, with a corresponding 6 hours per week of work outside the classroom. That is why there is an California State Ed Code expectation of students spending 162 hours per term to master the material.

Faculty Load

Extra Duty: -

Faculty Load: -

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No value	No value	No value	No value

Requisites

Prerequisite

ENGLB1A - Expository Composition

Successful completion of ENGL B1A or equivalent with a grade of C or better, or placement using the current college process.

Entrance Skills

Skill	Content Review
No value	No value

Limitations on Enrollment

Limitation	Provide Rationale
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No value	No value
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Specifications

Methods of Instruction	Methods of Instruction Rationale
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Lecture / Discussion	No value
Collaborative Group Work	No value
Internet Research	No value
Field Experience	No value
Skills Demonstrations	No value
Class Activities	No value
Guest Speakers	No value
In-class Writing	No value
Instruction through exams or quizzing	No value
Library Assignment	No value
Required Reading	No value
Peer Analysis, Critique, and Feedback	No value
Student Presentation	No value
Problem Solving Activity	No value
Project Based Learning	No value
Written Work	No value
Term/Research Paper	No value

Assignments

Assignments will draw from explicit instruction on research skills, historical contextualization and methods, and instruction in composition to produce substantial sequential essays that culminate in a final work of original research and writing. These steps of production may vary by instructor but generally center on the following stages:

- Write a 1000-word essay that summarizes and analyzes two or more primary sources, identifying their authors' arguments, perspectives, purposes, the contexts in which they were produced, and their historical significance. Once you have analyzed each document, evaluate the logical presuppositions that underpin the document and discuss how the different sources relate to one another. For example, do they reveal different perspectives or a change of perspective over change over time? Articulate an argument regarding what said observed change signifies and support it.
- Prepare an annotated bibliography of six primary and three secondary sources (500 words).
- Working with a body of factual information, present it once as a chronological narrative attentive to contingency and a second time in an analytical format that thematically addresses the variety of factors and/or perspectives involved. (1500 words total)
- Write a review essay that analyzes, evaluates, and compares two or more secondary sources in terms of their intended audience, author's assumptions, theses and argument, logical reasoning and use of sources, and relationship to the topic's historiography. (1500 words)
- Frame a historical question and research proposal, demonstrating understanding of diverse types of evidence and historians' constraints in using them to draw sound inferences. (500 words)
- Write an analytical synthetic research paper that identifies and discusses a significant trend or event, in terms of causation, diverse perspectives, and significance. Your essay should draw on a minimum of three secondary and six primary sources. (3000 words)

Hybrid and/or Online offerings will have commensurate levels of writing and critical inquiry, but may also utilize additional assignments, like a discussion forum centered on critiquing each other's posts, as a means of 'emulating' the face-to-face interaction and critical dialog that will be occurring.

Methods of Evaluation

Methods of Evaluation Rationale

Homework	No value
Written Exams (Quizzes, Midterm, and/or Final Examination)	both content and skill based
Skills Demonstration (in class)	application of critical thinking skills
Written assignments	Application of critical thinking skills. Expansion of collegiate communications skills. Evaluations of primary arguments.
Non-computational Problem-Solving Demonstrations	No value
Clinical Critical Thinking Exercises	No value
Case Studies	No value
Presentation	No value
Short Essay Assignments	No value
Other	Writing assignment (Chicago format)

Equipment

On-campus courses will be like all others: the ability to print their own written work- as in all other courses.

Hybrid/online courses offerings will require access to computer technology and the internet at out of class locations.

No unique technology purchases required.

Textbooks

Author	Title	Publisher	Date	ISBN
Pojmann, Wendy, et. al.	Doing History: An Introduction to the Historian's Craft, with Workbook activities.	Oxford University Press	2016	9780199939817
Gilderhus, Mark T.	History and Historians, 7th ed.	Prentice Hall	2010	9780205687534
Popkin, Jeremy D.	From Herodotus to H-Net: The Story of Historiography	Oxford University Press	2015	9780199923007
Spaulding, Roger, et. al.	Historiography: An Introduction	Manchester University Press	2008	0719072840
Schneider, Axtel and Woolf, Daniel, eds.	The Oxford History of Historical Writing, vol 5	Oxford University Press	2015	9780198737971

Storey, William Kelleher	Writing History: A Guide for Students	Oxford University Press	2012	0199830045
Turabian, Kate et al	A Manual for Writers of Research Papers, Theses, and Dissertations,	University Chicago Press	2007	0226823377
Anthony Weston	A Rulebook for Arguments	Hacket Publishing Company, Inc.	2017	9781624666544
Sylvan Barnet, Hugo Bedau and John O'Hara	From Critical Thinking to Argument: A Portable Guide	Bedford/St. Martin's	2017	978-1-319-03544-0
David Hackett Fischer	Historians' Fallacies: Toward a Logic of Historical Thought	Harper & Row, Publishers	1970	978-0061315459
Anthony Brundage	Going to eh Sources: A Guide to Historical Research and Writing	Wiley Blackwell	2018	9781119262749
Other Instructional Materials				
Description	Author	Citation		
Additional scholarly articles and chapters, as necessary.				
<p>Examples may include: Peter N. Stearns, "Why Study History," American Historical Association, 1998. Kyvig and Marty, "Unpublished Documents," in <u>Nearby History</u>, Rowman & Littlefield, 2016. Chapters from Holzer, <u>The Civil War in 50 Objects</u>, 2015. Chapters from Robert Bent Toplin, <u>Ken Burns' The Civil War: Historians Respond</u>. Oxford University Press, 1997. David Thelen, "The Movie Maker as Historian: Conversations with Ken Burns," <u>The Journal of American History</u>, Vol 81:3 (Dec., 1994), 1031-1050. Thomas Sowell, "Disparities and Prerequisites," in <u>Discrimination and Disparities</u>. New York: Basic Books, 2018.</p>				
Materials Fee				
No value				

Learning Outcomes and Objectives

Course Objectives

1. Identify forms of logical reasoning and fallacies common in historical analysis to distinguish facts from judgement, including: • inductive and deductive reasoning, and demonstrate their use; • issues of causation; • over-simplification of complex occurrences; • disentangling judgment and interpretation; • other general fallacies of reasoning and errors of logical thought; • evidentiary limits and resolution of conflicting evidence; • shifting use and meaning of language, including the denotative and connotative meaning of terms and labels; • chronological reasoning (sequence, cause and effect, periodization).
2. Describe, discuss, and apply orally and/or in writing, an understanding of history as a discipline characterized by the application of critical analysis to factual evidence (including its genres, explanatory theories and assumptions, and historiography).
3. Frame a question for historical research and design and implement a research proposal, producing a research paper whose thesis is clearly stated and effectively supported with logically organized, soundly interpreted, and properly documented factual evidence.
4. Select, critically examine and evaluate secondary sources, attentive to their structural and analytical components including the author's identity and intended audience, thesis, argumentation, methodology and use of sources, and date and context of publication.
5. Locate, critically examine and evaluate the use of primary sources, attentive to concepts of historical agency, context, perspective, and multi-causation.
6. Critically evaluate, revise, and strengthen their own argument with attention to organization, clarity of voice, style, grammar and content accuracy.

CSLOs

1. Upon successful completion of the course, students will evaluate forms of logical reasoning and fallacies common in historical analysis.
Expected SLO Performance: 70.0
2. Upon successful completion of the course, students will orally and/or in writing describe, discuss, and apply an understanding of history as a discipline characterized by the application of critical analysis to factual evidence.
Expected SLO Performance: 70.0
3. Upon successful completion of the course, students will frame a historical question, identify and interpret sources (both primary and secondary), and produce a self-revised research paper.
Expected SLO Performance: 70.0

Outline

Outline

20% - Logical reasoning and fallacies, including those common to historical argumentation and more generally; handling contradictory and incomplete factual evidence; attention to language and terminology.

20% - Historiography: overview and case study through analysis of two to three secondary sources, as to author, audience, methodology and

assumptions, selection and use of evidence; thesis and argument; date and context of publication.

30% - Use of primary and secondary sources: location, analyzing, and determining utility of sources, emphasizing diverse authors' perspectives and audiences, context, and evidentiary significance.

30% - Research project/application of historical methodology: frame a historical question and devise an implement a research strategy, through preparation of a properly documented and logically coherent research paper.

Distance Education Criteria and Standards

Please choose all of the delivery methods applicable to this course. Only choose ONE option for Hybrid.

- Face to face
- Online (purely online no face-to-face contact)
- Hybrid (requires face-to-face meetings;0-50% online)

Rigor statement: The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses in regard to the course quality judgments made pursuant to the requirements of Section 55002. The same expectations applies to any local course quality determination or review process.

- Methods of evaluation and out of class assignments are the same as for a face to face course.

If the methods of evaluation differ from a face to face courses, please indicate what the differences are and why they are being used.

No Value

If the face to face course has a lab, field trip, or site visit explain how these components will be performed in the online course. Be sure to identify how the lab component will differ from a homework assignment.

No Value

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective INSTRUCTOR/STUDENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email
- Groups
- Library workshop
- Message board
- Review sessions
- Other activities

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective STUDENT/STUDENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email
- Groups
- Library workshop

- Message board
- Review sessions
- Other activities

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective STUDENT/CONTENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email
- Groups
- Instant messaging/text
- Library workshop
- Message board
- Review sessions

Purely because of the delivery mode, will you require additional software or hardware beyond basic computer and web browser capabilities?

- No

Federal and state regulations require that all online course materials be made available in accessible electronic format. By checking both boxes below, the instructor is ensuring compliance with Section 508 of the Rehabilitation Act.

- Instructor will ensure the course is 508 compliant using the Course Management System and other tools as needed.
- Instructor will ensure textbook and any other courses materials are 508 compliant.

A good practice is that section size should be no greater in distance education modes than in regular face to face versions of the course. Will the online section for this course differ from face to face sections?

- No

If the online section of the course will differ in size from face to face sections, please provide a rationale for the size difference.

No Value

Provide supplemental information for any OTHER choices in the sections above.

No Value