

HISTORY 500

Introduction to Historical Thinking

The American Founding: Good, Bad, or Somewhere In Between?

"Every image of the past that is not recognized by the present as one of its own concerns threatens to disappear irretrievably."

~Walter Benjamin, "Theses on the Philosophy of History"

General Info

Is this course writing intensive? YES!

Does this course fulfill the Inquiry requirement in Discovery? YES!

Class Meeting

Wednesday 11:10 - 2pm
Horton 422

Contact Info

Professor Eliga Gould
ehg@unh.com
Office: Horton 419
Office Hours: Mon. 11 am – 1 pm; Wed. 2 – 3:30 pm, and by appt.



Course Objectives

Welcome to History 500. This course introduces you to the craft of history. It teaches you how historians think and pose questions as well as how they choose, weigh, and interpret evidence in their efforts to understand and write about the past. In this course, you are the critic. You will read, discuss, and write on five historical monographs, in each case analyzing how historians constructed their

arguments and assessing whether or not you think they successfully made their cases. By the end of this class, you will have developed a set of analytical skills that are essential to historians but can be applied beyond the walls of the university in a range of occupations that require critical thinking, writing, and speaking.



Required Books to Purchase

Available at the Durham Book Exchange and the MUB

1. William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (2003 REVISED edition). Please only buy this edition. Students need the content in the revised edition: 978-0809016341
2. Pauline Maier, *American Scripture: Making the Declaration of Independence* (1998): 978-0679779087
3. Erica Armstrong Dunbar, *Never Caught: The Washington's Relentless Pursuit of Their Runaway Slave, Ona Judge* (2017): 978-1501126390
4. Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (1999): 978-0807054055

Other readings can be found on MyCourses/Canvas (marked [C] in Course Schedule below).

Assignments, Grading and Important Dates

Written Assignment	Due	% of Grade
SHORT ESSAYS, 1-5 PP.		20%
Analyzing Introduction and Conclusion: Cronon I	9/7	check
Analyzing Chapters: Cronon II	9/14	5
Analyzing Maier I	9/21	5
Declaration: A Complicated Legacy	10/5	5
Making Historical Documents “Talk”	10/20	5
Controversy over Right to Bear Arms	11/16	5
Lowest Short Essay grade will be dropped; students must write all six to pass class.		
REVIEW ESSAYS, 6-8 PP.		60%
Maier Review Essay	9/27	15
Dunbar Review Essay	10/11	15
Dunbar Review Essay Revision	10/25	[15*]
Young Review Essay	11/1	15
Young Review Essay Revision	11/8	[15*]
Review Essay on Student-Chosen Monograph	12/6	15
Optional Revision of Review Essay on Student Monograph	12/10	[15*]
Regular attendance, preparation, and active participation	~	20%
For assignments with essay revisions [*], the first and second drafts will both be graded; students will receive whichever grade is higher.		

Course Policies

Course requirements & procedures: Complete reading for the class meeting for which it was assigned. Bring ALL reading for discussion to class either in hard copy or electronic form. All written assignments must be your own work and handed in on time. All assignments should be submitted as Word or .pdf files via the Assignments or Modules portals on myCourses/Canvas. Be aware that certain writing assignments require you to bring hard copies to class. Extensions are only granted in cases of medical or family emergencies. In fairness to your peers, late assignments are penalized a third of a grade for every day they're late, i.e., after one day an A becomes an A-, after two days, an A- a B+, after three days a B+ a B, after four days a B a B-, etc.

Email Policy: I will try to respond to email in a timely manner, within 24 hours during the week, and 72 hours on weekends. Please do not email the night before an assignment is due with the expectation that we will email you back. Please also be courteous in emails. It's always a good idea to err on the side of formality!

Electronic device policy: All electronic devices MUST be turned off during class, including cell phones, laptops, tablets, Ereaders, ipods, mp3 players, etc. Exceptions to this rule are if you're reading assigned material off of such devices.

Special Accommodation: The University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Students (DSS). Contact DSS at (603) 862-2607 or visit them in MUB 118. If you have received Accommodation Letters for this course from DSS, please provide us with that information privately in the first two weeks of term so that we can review those accommodations.

Academic Honesty: University policy states that "academic honesty is a core value at the University of New Hampshire. The members of its academic community both require and expect one another to conduct themselves with integrity. This means that each member will adhere to the principles and rules of the University and pursue academic work in a straightforward and truthful manner, free from deception or fraud." The full citation of the policy on academic honesty can be found in the annual publication, *Student Rights, Rules, and Responsibilities*, p. 21 or online: <http://www.unh.edu/vpsas/handbook/academic-honesty>.

Statement on Plagiarism: The University of New Hampshire defines plagiarism as "the unattributed use of ideas, evidence, or words of another person, or the conveying of the false impression that the argument and writing in a paper are the student's own. Plagiarism includes, but is not limited to the following:

1. The acquisition by purchase or otherwise of a part or the whole of a piece of work which is represented as the student's own;
2. The representation of the ideas, data, or writing of another person as the student's own work, even though some wording, methods of citation, or arrangements of evidence, ideas, or arguments have been altered;
3. Concealment of the true sources of information, ideas, or argument in any piece of work."

Other examples of academic dishonesty can be found in *Student Rights, Rules, and Responsibilities*, p. 21. In this course, any act of plagiarism is grounds for the immediate failure of an individual project and the potential failure of the student for the course as a whole.

If you have any further questions or feel unsure about grey areas please take the **Plagiarism tutorial:** <http://cola.unh.edu/plagiarism-tutorial-o>

Schedule of Readings and Written Assignments

Week 1	<i>What is History and How Do Historians Do It?</i>
Wednesday 9/1	Read and discuss text handed out in class, considering “What is History?” and “How Do Historians Do History?

Week 2	<i>The Anatomy of a Historical Monograph I: Heads and Toes</i>
Wednesday 9/8	<p>Assignment (due 9/7 at noon); bring reading and writing assignments to class</p> <ol style="list-style-type: none"> 1. <u>Read</u>: Cronon, <i>Changes in the Land</i>, Preface, Introduction and Conclusion 2. <u>Short Essay</u>: Write 1 to 2 sentence answer for the following questions: <ol style="list-style-type: none"> 1) What is the book about? 2) What question(s) does it set out to answer 3) What historical problems or debates does it address? 4) What does the author argue?

Week 3	<i>The Anatomy of a Historical Monograph II: Main Body</i>
Wednesday 9/15	<p>Assignment (due 9/14 at noon); bring reading and writing assignments to class</p> <ol style="list-style-type: none"> 1. <u>Read</u>: Cronon, <i>Changes in the Land</i>, chapters 2, 3, 4, 5, 6, 7 2. <u>Short Essay</u>: Choose three chapters and write a paragraph about each. Address (a) what the chapter is about, (b) what it argues, and (c) how it contributes to the overall argument of the book.

Week 4	<i>Building the First Full Review I</i>
Wednesday 9/22	<p>Assignment (due 9/21 at noon); bring reading and writing assignments to class</p> <ol style="list-style-type: none"> 1. <u>Read</u>: Maier, <i>American Scripture</i>, Introduction, Chapters. 1, 2, 3, 4, and Epilogue: pp. ix-216 2. <u>Short Essay</u>: 1 paragraph stating in whatever order you choose: what the book is about; what question(s) it sets out to answer; what historical problems or debates it addresses; what the author argues AND 1 to 2 sentences each for Chapters 1, 2, 3, 4 and Epilogue outlining what each is about, what it argues, and how it contributes to the overall argument of the book

Week 5	<i>Building the First Full Review II</i>
Wednesday 9/29	<p>Assignment (due 9/27 at noon); bring reading and writing assignments to class</p> <ol style="list-style-type: none"> 1. <u>Read</u>: Maier, <i>American Scripture</i>, Appendices A, B and C: pp. 217-242. 2. <u>Review Essay</u>: Write draft of Review Essay. Keep in mind four questions from last week.

Week 6	<i>The Declaration: A Complicated Legacy</i>
Wednesday 10/6	<p>Assignment (due 10/5 at noon); bring reading and writing assignments to class</p> <ol style="list-style-type: none"> 1. <u>Read</u>: William Appleman Williams, “Empire as a Way of Life,” <i>The Nation</i> (Aug. 2-9, 1980): 104-119. 2. <u>Read</u>: David Armitage “The Declaration of Independence in World Context,” <i>OAH Magazine of History</i> 18: 3 (2004): 61-66. 3. <u>Read</u>: Danielle Allen, <i>Our Declaration</i> (2014), chs 1-4: pp. 31-46. 4. <u>Read</u>: Eliga Gould, <i>Among the Powers of the Earth: The American Revolution and the Making of a New World Empire</i> (2012), “Introduction: A Nation among Nations”: pp. 1-13. 5. <u>Short Essay</u>: Summarize what you’ve read by answering the following questions: (a) What are the authors’ different understandings of what declaring independence accomplished? (b) How do they approach the Declaration’s history? (c) Of Williams, Armitage, and Allen, whom do you agree with, and why? Assess the strengths and weaknesses of each argument. (Prof. Gould is excluded from this last question!)

Week 7	<i>Writing the Second Review Essay</i>
Wednesday 10/13	<p>Assignment (due 10/11 at noon); bring reading and writing assignments to class</p> <ol style="list-style-type: none"> 1. <u>Read</u>: Dunbar, <i>Never Caught</i>, Author’s Note, Foreword, Chapters. 1-13, Epilogue, pp. ix-198 2. <u>Review Essay</u>: Write draft of Review Essay. Keep in mind four questions from prior weeks.

Week 8	<i>Making Historical Documents “Talk”</i>
Wednesday 10/20	<p>Assignment (due 10/19 at noon); bring reading and writing assignments to class</p> <ol style="list-style-type: none"> 1. <u>Read</u>: Documents in Nash, <i>Race and Revolution</i>, [C]. 2. <u>Short Essay</u>: Summarize what you’ve read by answering the following questions: (a) What are the authors’ different understandings of the American Revolution’s legacy for slavery? (b) How do they approach that legacy? How do the authors’ personal histories and background affect what they say about the Revolution and slavery?

Week 9	<i>Workshop on Second Review Essay and Monograph for Final Review Essay</i>
Wednesday 10/27	<p>Assignment (due 10/25 at noon); no class — meet individually with Professor Gould on Zoom</p> <ol style="list-style-type: none"> 1. <u>Review Essay</u>: Rewrite Review Essay on Dunbar, incorporating Professor Gould's comments and suggestions on first draft. 2. <u>Bring</u> monograph that you plan to use for your Final Review Essay.

Week 10	<i>Writing Third Review Essay</i>
Wednesday 11/3	<p>Assignment (due 11/1 at noon); bring reading and writing assignments to class</p> <ol style="list-style-type: none"> 1. <u>Read</u>: Young, <i>The Shoemaker and the Tea Party</i>, Introduction, Parts 1 and 2, and Afterword: pp. vii-207. 2. <u>Review Essay</u>: Write draft of Review Essay. Keep in mind the four questions from prior weeks.

Week 11	<i>Faculty Panel on “Sources I Wish I Had”</i>
TBD	<p>Faculty Panel: TBD – three faculty members from the UNH History Department will talk about their writing and research.</p>
	<i>Workshop on Third Review Essay and Book and Articles for Final Review Essay</i>
Wednesday 11/10	<p>Assignment (due 11/8 at noon); no class — meet individually with Professor Gould on Zoom</p> <ol style="list-style-type: none"> 1. <u>Review Essay</u>: Rewrite Review Essay on Young, incorporating Professor Gould's comments and suggestions on first draft. 2. <u>Bring</u> monograph and 2 articles that you plan to use for your Final Review Essay

Week 12	<i>Controversy over the Right to Bear Arms</i>
Wednesday 11/17	<p>Assignment (due 11/16 at noon); bring reading and essays to class</p> <ol style="list-style-type: none"> 1. <u>Read</u>: Peter Charles Hoffer, <i>Past Imperfect</i>, Preface, Acknowledgements, Introduction and Chapter 5, pp. vii-xiv, 1-10, 141-171, [C]. 2. <u>Read</u>: Second Amendment to the US Constitution, Avalon Project, Yale Law School, [C]. 3. <u>Watch</u>: <i>PBS Frontline: NRA Under Fire</i> (2020), [C] 4. <u>Short Essay</u>: On questions TBD.

11/24 — NO WEDNESDAY CLASSES

Week 13	<i>Oral Presentations of Student-Chosen Monographs</i>
Wednesday 12/1	Assignment (due in class) 1. Each student makes oral presentation of the monograph that they have chosen for their final Review Essay.

Week 14	<i>Workshop on Final Review Essay</i>
Wednesday 12/8	Assignment (due 12/6 at noon); no class — meet individually with Professor Gould on Zoom <u>Review Essay:</u> Write final Review Essay on monograph of student's choosing. Students have the option of revising their Final Review Essays; Revised essays are due by noon on Friday, 12/8.