Historical Thinking and Writing

This course introduces undergraduate history majors to the professional study of history. It has several purposes: to help you develop the research techniques and habits of mind you will need to be successful as a history major; to hone your critical, analytical, and synthetic skills; to introduce you to the discipline as a way of approaching the past and understanding the world; and to expose you to examples of historical writing in the main genres that scholars produce. On a practical level, the course provides an opportunity to practice the kinds of writing you will be expected to do in your history classes.

Required Texts
These texts are available at the CU Bookstore. Copies of all texts are also on reserve at Norlin.


Journal articles are available through Chinook, the university library catalog. Other items are available on CULearn where noted. There is also a site for HIST 3020 with research resources: http://ucblibraries.colorado.edu/research/subjectguides/history/instruction/recent/HIST3020-2.html.

Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Participation</td>
<td>20%</td>
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<tr>
<td>Other written assignments</td>
<td>50%</td>
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<tr>
<td>Final Paper</td>
<td>30%</td>
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* You MUST hand in assignments on time, otherwise I will not accept them. The only possible exception is in a documented case of illness or some other extraordinary circumstance. In this situation, you must inform me BEFORE the time that the assignment is due.*

If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services during the first week of class so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to
the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://honorcode.colorado.edu

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. You must speak with me during the first week of class if this affects you. See full details at http://www.colorado.edu/policies/fac_relig.html

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://hr.colorado.edu/dh/

Attendance: The nature of this course means that attendance is absolutely mandatory. Students with TWO absences will have their final grade reduced by one full letter (e.g. B+ to C+). Students with THREE absences will fail the course. Students arriving more than 5 minutes after the commencement of class will not receive credit for attendance.

Week 1
Tu Aug. 25 Introduction
Th Aug. 27 Mau Mau
Readings:
1) Elkins, Chapters 1-3 (1-90).
2) Kinyattti, 18-26.

Week 2
Tu Sep. 1 Primary source analysis (1): extracts from Kinyatti (18-20)
Th Sep. 3 Primary source analysis (2): extracts from Kinyatti (21-26)
Readings:
1) Elkins, Chapters 4-6 (91-191).
Assignment #1 due Wed Sep. 3: In no more than 750 words, provide an analysis of “Notes from Kimathi’s Diary,” in Kinyatti, *Kenya’s Freedom Struggle*, 111-116. What is revealed by a close reading of the diary?

**Week 3**
- Tu Sep. 8: Revision exercise and group discussion; Proper use of sources and citations

Readings:
3. Turabian, Chapters 12 & 15-17 (120-121, 133-215).

**Assignment #2 due Wed Sep. 17:** In no more than 1,000 words, summarize Peterson’s argument in his article from the *Journal of African History*.

**Week 4**

Readings:
1. Elkins, Chapters 7-10 (192-367).

**Assignment #3 due Wed Sep. 17:** In no more than 1,200 words, answer the following question: How do Blacker and Peterson critique Elkins’ *Imperial Reckoning*? Consider their viewpoints: do you agree or disagree with them? Why?

**Week 5**
- Tu Sep. 22: Library orientation with Dr. Thea Lindquist (Norlin E260A – bring laptops!).

Readings:

**Week 6**
- Tu Sep. 29: Bias, and how to deal with it: discussion of Baldwin, *Mau Mau Man-Hunt*.
- Th Oct. 1: Bias, and how to deal with it: discussion of Carothers, *Psychology*.

Readings:

**Assignment #4 due Wed Oct. 1:** In no more than 1,200 words, answer the following question: How do Blacker and Peterson critique Elkins’ *Imperial Reckoning*? Consider their viewpoints: do you agree or disagree with them? Why?

**Week 7**
- Tu Oct. 6: Discussion of Assignment #3

Readings:

**Week 8**
- Th Oct. 15: Individual meetings with Prof. Osborne to discuss paper progress: Hlms 242

Readings:
1) Turabian, Chapter 1 (5-11).
2) Ngugi and Mugo, *The Trial of Dedan Kimathi* (all). ACCESSIBLE AT

Assignment #4 due Wed Oct. 15: One paragraph description of the primary source you will use in your final paper, and a one page preliminary bibliography, formatted correctly. This paper is due in Hellems 242 during class time.

Week 9
Tu Oct. 20
Individual meetings with Prof. Osborne to discuss paper progress: Hlms 242
Th Oct. 22
Representing history in plays: discussion of Ngugi, *The Trial of Dedan Kimathi*

Week 10
Tu Oct. 27
Th Oct. 29

Readings:
1) Turabian, Chapters 2 & 3 (12-35).

Assignment #5 due Wed Oct. 29: 1,000 word prospectus about your final paper. The prospectus will describe the document on which you will focus your research, a statement of the argument you will make about this document, and an annotated bibliography of sources.

Week 11
Tu Nov. 3
In-class revision exercise in teams
Th Nov. 5
In-class revision exercise in teams

Week 12
Tu Nov. 10
5 minute student presentations on final paper topics
Th Nov. 12
5 minute student presentations on final paper topics

Readings:
1) Turabian, Chapters 5-7 (48-81).

Week 13
Tu Nov. 17
No class – work on final paper
Th Nov. 19
No class – work on final paper

Assignment #6 due Thu Nov. 19: draft of final paper due by 4.45pm in Hellems 242

Week 14
No class – Fall Break

Week 15
Tu Dec. 1
10 minute student presentations with feedback
Th Dec. 3
10 minute student presentations with feedback

Week 16
Tu Dec. 8
10 minute student presentations with feedback
Th Dec. 10
Discussion: scholarship as a community endeavor

Final Revised Paper due on D2L by 4.45pm on Thu Dec. 10