

HIST 1400

Controversies in History

Spring 2021

Instructor:

Class Meetings/Location:

Email:

Office Location:

Office Hours:

Catalog Title: HIST 1400: Controversies in History

Course Description:

This course examines how historians use the raw material of the past to interpret the “who, what, when, where, why” of historical events and processes. Students will explore a variety of cases where historians have significant disagreement or diverse interpretations regarding “what happened” and “why” to come to an understanding of what historians do and how they do it.

Core Course Notice: This course is part of the Humanities Core program. See your advisor for additional information about Core Curriculum requirements.

Content Overview:

Controversies abound in history. Can we use the methods of historians to make sense of controversies for ourselves? We may not reach any definitive conclusions, but we will practice the art of formulating an argument that presents our positions on controversial topics.

Student Learning Outcomes:

The goal of this course is to familiarize students with historical methodologies and to master the building blocks of historical analysis. To achieve these goals, students must be able to do the following upon completion of this course:

1. Describe and apply the historical process.
2. Demonstrate an awareness of how the course readings fit in historical contexts.
3. Demonstrate the ability to create historical arguments from primary sources.
4. Explain and analyze how past peoples understood their world and how those understandings shaped the way they acted.
5. Identify different types of texts and other sources of historical evidence, distinguishing between primary sources (letters, diaries, speeches, time-period newspaper reports, etc.) and secondary sources (works produced by historians such as books, journal articles, etc.).
4. Demonstrate the ability to interpret, analyze, critique, and compose arguments utilizing primary and secondary sources to support claims.
5. Identify the cultural, historical, political, economic, and intellectual influences on all texts used throughout the course and critically consider how these influences may be used to shape popular opinion on a particular subject.
6. Evaluate authors’ arguments and evidence, demonstrate sensitivity to sources’ potential biases and limitations, explain the challenges of constructing historical narratives using

incomplete and sometimes contradictory evidence, be able to work constructively with multifaceted or ambiguous interpretations, and formulate coherent arguments by sifting through competing explanations and interpretations.

7. Critically consider the ways historical narratives (historiography) and memories are used.

Course Requirements:

Primary Source Analyses: Four times throughout the semester, students will be tasked with analyzing a primary source collected during research on the topic of their choice. **These primary sources analyses are worth 10% of the students' final grade.**

Historiographic Essay: Students will complete an historiographic essay 6 to 10 pages in length exploring the historiographic debate surrounding a topic of their choosing. While students can incorporate primary sources, they should focus primarily on the historiography of the topic. **The historiographic essay is worth 15% of the students' final grade.**

Book Club Reading Guides: The instructor will provide reading guides for *A Midwife's Tale*. They will be in the form of book club questions and will be used to guide classroom discussion. There will be a culminating question assignment to understand the way in which this story demonstrates the use of history. **The book club is worth 10% of the students' final grade.**

Midterm DBQ: Students will take one midterm DBQ. This DBQ will ask students to examine and evaluate the arguments in a number of provided primary and secondary sources. **The DBQ is worth 15% of the students' final grade.**

Final Cumulative Essay: Students will incorporate the elements of both their historiographic and the primary source research they have done on their topic throughout the semester to compose an argumentative essay of 10-15 pages. **The final essay is worth 20% of the students' final grade.**

Attendance/Participation: This course will involve a great deal of discussion and requires students' attendance and participation. This could include daily assignments or expected student written contributions to the class in various forms. **Attendance/participation is worth 30% of the students' final grade.**

Suggested Readings:

- James West Davidson and Mark Lytle, *After the Fact: The Art of Historical Detection*. Be sure to get an edition that covers BOTH Volumes I and II (early AND later US history)
- Samuel Wineburg, *Why Learn History (When It's Already on Your Phone)*, University of Chicago Press (2018; ISBN-13: 978-0-226-35721-8)
- Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812*
- Assorted readings and exercises as determined by the instructor.

Course & University Policies

- **Coursework Workload:** Students should expect to spend anywhere from 4-8 hours per week on course readings, writing papers, preparing for exams, etc. Students who cannot commit the time required to be successful in the class should NOT take the course. Please note that some weeks will have a greater workload than others.
- **Cheating/Plagiarism:** Academic dishonesty will be dealt with severely. Please see the “CLAS Academic Dishonesty Policy & CLAS Academic Ethics Policy.”
- **Final Course Grades:** Final course grades will be calculated based on the grading scale provided on p. 1-2 of the course syllabus and will appear in your records as a letter grade corresponding to the scale below:
 - 94-100% A
 - 90-93% A-
 - 87-89% B+
 - 84-86% B
 - 80-83% B-
 - 77-79% C+
 - 74-76% C
 - 70-73% C-
 - 67-69% D+
 - 64-66% D
 - 60-63% D-
 - 0-59% F
- **Changes to Syllabus:** The instructor reserves the right to change or modify any syllabus content during the semester.

Guaranteed Transfer (GT) Pathways:

“The Colorado Commission on Higher Education has approved HIST 1400 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-HI1 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to:

<http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

Additional GT Pathways Student Learning Outcomes:

GT Pathways Competency in Critical Thinking: Competency in critical thinking addresses a student’s ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

Students should be able to:

1. Formulate an Argument (required for GT – HI1)
 - a. Ask a question relevant to the discipline
 - b. Synthesize perspectives that answer it
 - c. Take a specific position
2. Incorporate Evidence (required for GT – HI1)
 - a. Interpret/evaluate sources to develop an analysis or synthesis
3. Understand Implications and Make Conclusions (required for GT – HI1)
 - a. Establish a conclusion that is tied to the range of information presented

- b. Reflect on implications and consequences of stated conclusion

GT Pathways Competency in Information Literacy: Information literacy refers to the set of skills needed to find, retrieve, analyze, and use information. Competency in information literacy represents a student's ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use that information for the task or problem at hand.

Students should be able to:

1. Evaluate Information Critically (required for GT – HI1)
 - a. Utilize a variety of information sources appropriate to the scope and discipline of the research question
 - b. Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source
2. Use Information Effectively to Accomplish a Specific Purpose (required for GT – HI1)
 - a. Synthesize information from sources to fully achieve a specific purpose
3. Use Information Ethically and Legally (required for GT – HI1)
 - a. Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices

Student Code of Conduct

All students in this course are required to know, understand, and comply with the Student Code of Conduct. A copy of the code can be found here:

<http://www.ucdenver.edu/life/services/standards/Documents/CUDenver-CodeofConduct.pdf>

CLAS Academic Dishonesty Policy & CLAS Academic Ethics Policy:

Students are required to know, understand, and comply with the CU Denver Academic Dishonesty Policy as detailed in the Catalog and on the CLAS website. Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in academic dishonesty. If you are not familiar with the definitions of these offenses, go to

<http://www.ucdenver.edu/academics/colleges/CLAS/facultystaff/policies/Pages/DefinitionofAcademicDishonesty.aspx>. This course assumes your knowledge of these policies and definitions.

Failure to adhere to them can result in possible penalties ranging from failure of this course to dismissal from the University. Likewise, students who fail to comply with the UC Denver CLAS Academic Ethics Policy are subject to disciplinary action as set forth by the College policy. For more information regarding the Academic Ethics Committee policies and procedures, please refer to

<http://ucdenver.edu/academics/colleges/CLAS/facultystaff/policies/Pages/HandlingAcademicDishonesty.aspx>. Please be informed of these policies and be careful. If any of these policies are unclear to you, please ask your instructor. Remember: do your own work, give credit to any individuals whose statements, opinions, and ideas you cite in your papers, essays, etc., and when in doubt, consult your instructor.

Incomplete Policy:

Incomplete grades are **NOT** granted for low academic performance. To be eligible for an Incomplete grade, students **MUST**:

1. Successfully complete a minimum of 75% of the course
2. Have special circumstances beyond their control that preclude them from attending class and completing graded assignments
3. Make arrangements to complete missing assignments with the original instructor. Verification of special circumstances is required.

***Please note that all students who wish to receive an Incomplete grade will be required by the instructor to sign a Course Completion Agreement: https://clas.ucdenver.edu/faculty-staff/sites/default/files/attached-files/incomplete_form_rev_5.17.pdf

Incompletes **CANNOT**:

1. Require a student to repeat the entire course
2. Repeat or replace existing grades
3. Allow the student an indeterminate period of time to complete a course
4. Allow the student to repeat the course with a different instructor

Disability Accommodations:

To be eligible for accommodations, students must be registered with the Office of Disability Resources and Services (DRS). Any student given accommodations by DRS will receive these accommodations in our class. If a student chooses not to accept the accommodations set forth by the DRS, they **MUST** complete all assignments and do all course work in the same manner as all other students. You instructor cannot make any exceptions or provide alternative forms of evaluation, except those mandated by the DRS.

Religious Holiday Accommodations:

At the beginning of the semester, please privately consult your instructor regarding any religious holiday accommodations you may need, including possible conflicts that would necessitate establishing alternative due dates for any papers or exams. I am happy to work with you regarding such accommodations.

Academic Freedom:

Academic freedom is essential not only to examine controversial issues in an objective manner in the classroom, but also to insure access to information sources required for study of such issues. The intellectual search for transmission of knowledge should go forward in an atmosphere free from fear of reprisal, while providing opportunities for critical thinking and understanding of conflicting viewpoints. In order that special interests or conflicting public opinion not impede the educational process, instructors and students must be free to investigate, to form conclusions, and to express judgments and opinions.

Safe Learning Environment:

In history, we often wrestle with controversial topics, and, as a result, heated debates ensue. I welcome lively discussions, but I will not tolerate any inappropriate behavior including harassment, bullying, discrimination, ridicule of others' statements, ideas, opinions, etc. in my class. Students are expected to behave professionally and respectfully to each other and to the instructor at all times in both face-to-face interactions in the classroom, during office hours, etc. and via all electronic communication (e.g. emails, Canvas messages, etc.).

**Questions? Ask Lynx Center – ucdenver.edu/lynxcenter
Student Commons 1st floor - 303-315-5969 - lynxcenter@ucdenver.edu**

STUDENT SUPPORT

CARE Team is there for you
Call 303-352-3579 if you
or a classmate needs extra help
Submit a concern at
<http://www.ucdenver.edu/care>

Call 911 in case of emergency
Auraria Campus Police: 303-556-5000

CAREER COUNSELING at LYNXCONNECT
ucdenver.edu/careercenter - Tivoli 339
303-315-7315 - careercenter@ucdenver.edu

COUNSELING CENTER
ucdenver.edu/counselingcenter - Tivoli 454 (4th floor)
303-315-7270 (Emergency After-Hours: 303-615-9911)

DISABILITY RESOURCES & SERVICES
www.ucdenver.edu/disabilityresources - Student Commons 2116
303-315-3510 - disabilityresources@ucdenver.edu

OFFICE OF EQUITY
equity.ucdenver.edu - Lawrence Street Center 12th floor
303-315-2567 – equity@ucdenver.edu

PHOENIX CENTER AT AURARIA
24/7 Free and Confidential Helpline: 303-556-2255
Info on interpersonal violence, referrals, options, & next steps
www.thepca.org - Tivoli 227 - 303-315-7250 - info@thepca.org

FREE TUTORING

Contact these services for academic assistance throughout the semester

LEARNING RESOURCES CENTER
ucdenver.edu/lrc - Student Commons 2105
303-315-3531 - tutorialservices@ucdenver.edu

MATH EDUCATION RESOURCE CENTER
MERC Lab North Classroom 4015
math.ucdenver.edu/~mkawai/MERC - 303-315-1712

WRITING CENTER
North Classroom 4014 | Campus Village | Auraria Library
writingcenter.ucdenver.edu

UNDERGRADUATE ACADEMIC ADVISING

ucdenver.edu/undergradadvising

Graduate students: contact your graduate program directly for advising information

ARCHITECTURE AND PLANNING (CAP)
CU Building 2000
303-315-1000 - cap@ucdenver.edu

ARTS AND MEDIA (CAM)
Arts Building 177
303-315-7400 - camadvising@ucdenver.edu

BUSINESS SCHOOL
15th and Lawrence Street, 4th floor
303-315-8110 – undergrad.advising@ucdenver.edu

CENTER FOR UNDERGRADUATE EXPLORATION & ADVISING (CUE&A)
Student Commons 1113
303-315-1940 - cuea@ucdenver.edu

EDUCATION AND HUMAN DEVELOPMENT (SEHD)
Lawrence Street Center 701
303-315-6300 - education@ucdenver.edu

ENGINEERING, DESIGN AND COMPUTING (CEDC)
North Classroom 3034
303-315-7170 - engineering@ucdenver.edu

LIBERAL ARTS AND SCIENCES (CLAS)
North Classroom 1030
303-315-7100 – clas_advising@ucdenver.edu

PUBLIC AFFAIRS (SPA)
Lawrence Street Center 525
303-315-2228 - spa@ucdenver.edu

Plan Ahead! Review Important Dates & Deadlines at
ucdenver.edu/registrar >> CU Denver Registrar >> Academic Calendar

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