



January 7, 2008

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Dr. Sophia Lee  
Program Coordinator  
Curriculum Assessment Office  
Colleges of the Arts and Sciences  
The Ohio State University

Dear Dr. Lee:

Thank you for the information that our revised Minor has been approved. I am sending you the newly approved Minor program, which incorporates the contingencies and suggestions contained in your e-mail of 11/20/07.

We submitted Dr. Jennifer Siegel's syllabus for History 398 as the model syllabus. Some member of the ASC Committee asked that a grading scale be added to that syllabus and that the assignments be listed in chronological order. As it turns out, Dr. Siegel is now on a fellowship in Europe (I think). I did not want to eat into her precious research time. Consequently I have substituted as the model syllabus for History 398 that of Dr. Richard Uglund which responds to the suggestions about a grading scale and an assignment list.

Dean Adelson expressed two concerns. Let me address them here.

- 1) For the last two years approximately 40-45 students have graduated per year with a Minor in History. We hope that the flexibility of the new Minor will attract more students from other disciplines, but we shall have to wait for the actual results
- 2) We do not think that any large group from other disciplines will be impacted significantly by the changes in the Minor.

Sincerely,

A handwritten signature in black ink that reads "Joe Lynch".

Joseph Lynch  
Chair, Undergraduate Teaching Committee  
Department of History  
Ohio State University

*This is the newly approved minor (11/2017)*

### THE UNDERGRADUATE MINOR IN HISTORY

The Minor in History is designed to provide a student with substantial understanding of the human past. The Minor consists of 25 credit hours taken at the 200-level and above.

Of the 25 credit hours required for the History Minor:

1. History courses taken at the 100-level do NOT count toward the minor requirements.
2. 5 credit hours may be counted from GEC Historical Studies courses taken at the 200-level and above.
3. A grade of C- is permitted in courses comprising the Minor, except for History 398 which students must pass with a minimum grade of a C to complete a Minor in History. Students should take History 398 as soon as possible after completing the GEC Historical Studies requirement.
4. Students may organize their Minor how they wish. But they are encouraged to take courses that focus on a particular theme, time period, or geographical region.

All proposals for an Undergraduate Minor Program in History must be submitted in writing to the Undergraduate History Office and approved by that office.

#### General Information on Minors in the Arts & Sciences

1. •Minor programs are not required for graduation.
2. •A student may not take a major and a minor in the same subject.
3. •Courses used for the minor may not be used for a major unless prior approval has been given by the Arts and Sciences Curriculum Committee.
4. •Students need not file their minor programs until they file their graduation applications; that is, two quarters before they plan to graduate.
5. •Once a minor is on file with Arts and Sciences, any changes must be discussed with the faculty advisor and/or the ASC counselor.
6. •No more than ten hours of transfer credit may be applied to the minor.
7. •Although a grade of C- will be permitted in courses comprising the minor (**except for History 398, which requires a grade of C**), the minimum overall cumulative grade point average of the Minor shall be 2.0.
8. •Courses taken Pass/Non-pass may not be applied to the minor.

*these are the old minor (before 11/2007)*

## THE UNDERGRADUATE MINOR IN HISTORY

The History Minor is designed to provide a student with substantial understanding of the human past. The Minor consists of 20 credit hours at the 200-level and above. The 100-level history sequence does not count toward the Minor. The Minor must be organized to assure some depth of study in one particular field of history, but it must also provide breadth of study in other fields.

### Geographical Groups and Areas

**Group A:** (1) Africa (2) East Asia (3) Latin America (4) Near East, Middle East and South Asia

**Group B:** (5) Europe (6) North America

Of the 20 credit hours required for the History Minor:

1. **A minimum of 10 hours** must be chosen from one of the 6 Geographical Areas. This area comprises the student's Primary Geographical Field.
2. **A minimum of 5 hours** must be chosen from one of the Geographical Areas in Group A, if the student's primary Geographical Area is in Group B; or from one of the Geographical Areas in Group B, if the student's Primary Geographical Area is in Group A.
3. A student may organize a Minor around a thematic field, such as Military, World, Women's, or Business History, within the broad categories of Group A or Group B
4. Courses counted as part of the student's College GEC requirements may not be used to fulfill the History Minor.

All proposals for a History Minor must be submitted in writing to the Undergraduate History Office and approved by that office.

### GENERAL INFORMATION ON MINORS IN THE ARTS & SCIENCES

1. Minor programs are not required for graduation.
2. A student may not take a major and a minor in the same subject.
3. Courses used for the minor may not be used for a major unless prior approval has been given by the Arts and Sciences Curriculum Committee. Overlap between the GEC and a minor is permissible unless specifically disallowed for an individual minor.
4. Students need not file their minor programs until they file their graduation applications (normally, two quarters before they plan to graduate).
5. Once a minor is on file with Arts and Sciences, any changes must be discussed with the faculty advisor and/or the ASC counselor.
6. No more than ten hours of transfer credit may be applied to the minor.
7. Although grades of C- are permitted in courses comprising the minor, the minimum overall cumulative grade point average of the minor shall be 2.0.
8. Courses taken Pass/Non-pass may not be applied to the minor.

**History 398 (11016-1): Introduction to Historical Thought and Methods**

**Autumn Quarter 2005**

**Instructor:** Richard M. Ugland

**Office:** 132 Dulles Hall (enter via 106); 247-6037; Ugland.1@osu.edu

**Office Hours:** Tuesdays, 9-10:30 a.m.; Thursdays, 2-3:30 p.m.; *and by appointment.*

**Website:** <http://people.cohums.ohio-state.edu/ugland1/HI398/>

“We live in reference to past experience, and not future events, however, inevitable.”

---H. G. Wells

“The past . . . . It isn’t even past.”

---William Faulkner

“The past is the present, isn’t it? It’s the future too.”

---Eugene O’Neill

“To remember the past is to commit oneself to the future.”

---Pope John Paul II

“Of our conceptions of the past, we make a future.”

---Thomas Hobbes

“That men do not learn very much from the lessons of history is the most important of all the lessons that history has to teach.”

---Aldous Huxley

**Description and Objectives:** This course is designed to introduce the field of historical study to students who are planning to major in history. Unlike other history courses, this one does not focus on a specific geographic area or period in history, but rather examines the processes and methods involved in thinking historically. We will explore the ways in which historians go about their work and the problems they encounter in bringing meaning from the past. Students will learn about the evaluation of historical evidence, the interpretation of historical facts, and the role historiographic tradition plays in our understanding of the past. Because the work of historians is still done largely through reading and writing, this course will provide special opportunities to develop reading and writing skills. Students also will practice their oral presentation skills through reporting in class on their written assignments. After this course, students should:

1. be able to evaluate better the strengths and weaknesses of historical works.
2. read and write more concisely and precisely about history.
3. understand issues of evidence and interpretation that historians must deal with constantly.
4. appreciate basic landmarks in the western historiographic tradition.

**Required Books:** (available at SBX)

Crisp, *Sleuthing the Alamo*

Davidson and Lytle, *After The Fact: The Art of Historical Detection*, 5th edition (Note: this is the complete book, not simply volume 1 or volume 2)

Furay and Salevouris, *The Methods and Skills of History: A Practical Guide*, Second Edition (Must be second edition, and must be a NEW book because this is a workbook in which you will write.)

### **Class Structure:**

We will meet on Mondays and Wednesdays, 1:30 a.m. to 3:18 a.m., in Dulles Hall 012. Class sessions will consist primarily of discussion of the readings and the homework assignments, dialogue between instructor and students, and reports on the assignments. All students must be officially enrolled in the course by the end of the second full week of the quarter. *No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.* Students with disabilities that have been certified by the Office for Disability Services should inform the instructor as soon as possible of their needs.

### **Grading:**

Your grade in the course will be determined as follows: Mid-Terms and Final Exam -- 35%; Class Participation (including homework assignments and in-class written assignments) -- 25%; Papers -- 40%. A minimum grade of 'C' is required in this course for students to major in history. Grading Scale: >92=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 60-66=D; <60=E

### **Mid-Term Exams: [on October 10, October 31, and November 14]**

There will be three (3) mid-term exams on the assigned daily readings and on the material presented in class. They will be short answer in format. *No make-up mid-term exams will be given.*

### **Class Participation:**

The participation grade will be based on attendance, regular informed contributions to class discussion, performance on homework assignments, and the completion of in-class written assignments. Written homework assignments will be due according to the schedule below. Students will give oral presentations of their paper assignments.

### **Papers: [Detailed instructions will be given in class]**

1. Précis of a chapter in *After the Fact*. [Due: October 19]
2. Essay on a primary source. [Due: November 9]
3. Historiographic essay, with annotated bibliography, and critical book evaluation. [Due: Nov. 28]

### **Final Examination: [Wednesday, December 7, 11:30 a.m. to 1:18 a.m. (note time change), same room]**

The final exam will be comprehensive and similar in format to the mid-term exams.

### **Assignment and Examination Policy:**

*No make-up mid-term exams shall be given. No "extra credit" assignments shall be given or accepted.* No paper or homework assignment will be accepted after the due date unless Prof. Uglund has granted prior approval. Such approval will be granted only if documented circumstances beyond

your control prevent you from handing in an assignment by the due date. It is assumed that students will begin assignments early, and that they will set for themselves a completion date prior to the due date. The final exam must be taken in class at the time assigned by the University. No final exam shall be given prior to the scheduled time for the final. Consideration for a make-up final will be granted only in the case of documented illness or documented family emergency.

**Other Policies:**

Regular attendance is simply expected; unexcused absences will adversely affect the class participation grade. Students who miss a class are responsible for all changes to the syllabus announced in the class, including change in exam dates, all handouts given in the class, and any other matters occurring in the class. If an illness or a family emergency requires you to miss a class, upon your return contact Prof. Uglund for assistance in making up missed material.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

No kind of academic misconduct will be tolerated. Evidence of any case of suspected misconduct will be forwarded to the University’s Committee on Academic Misconduct. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)).

**Reading and Assignment Schedule:**

Students must complete the readings and written assignments by the time of class on the date shown on the schedule. Come to each class prepared to ask and answer questions and to discuss material from the readings and the homework assignments. **All assigned exercises from *The Methods and Skills of History* (M) are from Set “A”.**

On this schedule: **A**=*After the Fact*; **M**=*The Methods and Skills of History*; **S**=*Sleuthing the Alamo*

<b>CL</b>	<b>DATE</b>	<b><u>TOPICS</u></b>	<b><u>READINGS ASSIGNMENTS</u></b>	<b><u>WRITTEN EXERCISES</u></b>
1	9/21	Introduction to the Course and to the Study of History		
2	9/26	The Useable Past	<i>M</i> 1, 2	M1: 1, 2; M2: 1, 2
3	9/28	Historical Mindedness: Continuity and Change	<i>M</i> 3; <i>A</i> , Intro., Prologue	M2: 3; M3: 1
4	10/3	Historical Mindedness: Multiple Causality	<i>M</i> 4; <i>A</i> 2	M3: 2; M4: 1, 2

5	10/5	Historical Mindedness: Context	<i>M</i> 5; <i>A</i> 17, 11	M5: 1, 2
6	10/10	Reading History <b>EXAM 1</b>	<i>M</i> 7	M7: 1, 2
7	10/12	Historical Research and Writing	<i>M</i> 6, 12	M12: 1-6
8	10/17	Historical Evidence	<i>M</i> 9; <i>A</i> 1, 3, 4	M9: 1-4
9	10/19	The History Major/Review <b>Paper I due</b>	<i>Department Handbook</i>	sample major plan
10	10/24	Historical Interpretation	<i>M</i> 11; <i>A</i> 5	M11: 2, 4
11	10/26	<i>Visit to the Arts and Sciences, Office of Career Services, 05 Brown Hall</i>		
12	10/31	History on Film Films: <i>Goodbye Billy; The Sixties</i> <b>EXAM 2</b>	<i>M</i> 8; <i>A</i> 9, 14, 16	Oral Reports
13	11/2	Oral and Quantitative History	<i>M</i> 10; <i>A</i> 8, 15, 12	M10: 1, 2 Oral Reports
14	11/7	Approaches and Fields of History	<i>M</i> 14; <i>A</i> 10, 13	M14: 1, 2, 3 Oral Reports
15	11/9	Approaches and Fields of History <b>Paper II due</b>	<i>A</i> 6, 7	Oral Reports
16	11/14	Social Memory v. Historical Awareness <b>EXAM 3</b>	<i>S</i> Personal Prologue, 1	Oral Reports
17	11/16	Historiography—through The Enlightenment	<i>M</i> 13, pp. 229-31; <i>S</i> 2	Oral Reports
18	11/21	Historiography—19 <sup>th</sup> and 20 <sup>th</sup> centuries	<i>M</i> 13, pp. 231-39; <i>S</i> 3	M13: Crossword puzzle Oral Reports
	11/23	<b>NO CLASS</b>		

19 11/28 Doing History S 4, Afterward Oral Reports  
**Paper III due**

20 11/30 Summary/Review/Evaluation Oral Reports

**FINAL EXAMINATION:** Wednesday, December 7, 11:30-1:18 a.m. (same room)



History 398  
Autumn Quarter 2005  
Prof. Uglund

**PAPER ASSIGNMENT I -- Précis**  
**[Due: no later than October 19]**

2-3 pages, double-spaced with standard margins, font, and 12 pt. type.

You will write a précis of one of the chapters in *After the Fact: The Art of Historical Detection*. Which particular chapter will be decided early in our class. The purpose of a précis is to summarize the author's argument and main points *in your own words*. Quotations of more than a word or two, or a short phrase, are not acceptable. *Paraphrases are not what is wanted!* Attempt instead to reproduce in your own words the author's principal argument (thesis) and main supporting points. You should *not* include your own interpretation or opinions of the material. Note the section on précis writing in "Writing Capsule 4" in *The Methods and Skills of History*, pp. 116-117.

In your précis of an *After the Fact* chapter, emphasize the authors' discussion of historiographical issues. Give a summary of the main ideas and include the key details of the chapter.

It is surprisingly difficult to write a good précis. You should plan on at least two complete careful readings of your chapter before you revise your final draft. So begin your work soon to allow a good deal of time for revision.

Think of your audience as the other students in the class. Your précis should give them a thorough understanding of the historiographical issues discussed in the chapter. You also will be the leader of the discussion of your chapter of *After the Fact* when we get to it in class.

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## **PAPER ASSIGNMENT II -- Analysis of a Primary Source of History**

**[Due: no later than November 14]**

2-3 pages, typed, double-spaced, with standard margins, fonts, and 12 pt. type.

In this paper you will analyze and discuss the historical value of a primary source. The source can be one of your choosing (with instructor's approval), and you are to find it on the internet. (If you wish, try this site to get you started: <http://library.osu.edu/sites/history/hismore.html>.) Contact the instructor for assistance if you are unsure what source to examine.

Your essay could be structured along the following lines and should address the following issues:

### *1. Introduction.*

- Identify the source, and explain why you consider your source to be a *primary* source.
- Discuss some potential historical topics for which your primary source would be good evidence for historians.

### *2. Main body of paper.*

- Select a topic for historical research from among those mentioned in the point above; then, . . .
- Analyze your primary source for the kind of information it contains that could contribute to a history of this topic, including your level of confidence in the information:
  - what information that you derive from the source are you quite certain about, such that you would consider it "knowledge" of your topic?
  - what information are you less certain about? Why are you less certain? How would you handle this information in which you have less confidence if you were researching and writing a history term paper on this topic?

### *3. Conclusion.*

- Evaluate the strengths and weaknesses of your primary source as a source of information for your topic.
- What other kinds of primary sources might you want to investigate to learn more about your topic?

NOTE: At the end of your paper, skip several spaces and write down an internet citation for your primary source. Indicate the internet address, and note as best you can determine the institution or place that has the original document.

**Example:** The National Security Archive, George Washington University

<http://www2.gwu.edu/%7Eensarchiv/NSAE/NSAE162/index.htm>

**Diary Entries, May 14 and 15, 1945**

Source: Henry Stimson Diary, Manuscripts and Archives, Yale University Library, Henry Lewis Stimson Papers (microfilm at Library of Congress)

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**PAPER ASSIGNMENT III -- Historiographic Essay, with Annotated Bibliography,  
and Critical Book Evaluation**

**[Due: no later than Tuesday, November 28]**

This assignment comes in three parts: a historiographic essay concerning three books of your choice on a historical topic of your choice--*with instructor's approval*; an annotated bibliography appended to the essay; *and* a critical evaluation of one of the three approved books--of your choice.

This assignment should make use of the skills and concepts covered in the earlier part of the course. Therefore, you will want to refer to pertinent sections in *The Methods and Skills of History*, and also to *After the Fact* and to your notes on material presented in class.

**Part 1 -- Historiographic Essay**

You will write a 4-5 page essay, double-spaced, standard margins and font, 12 pt. type, analyzing three *academic* books of historical literature on a topic of your choice. ***Your topic and the three books must be approved by the instructor.*** The topic of the books must pertain to historical events or issues that occurred *before 1974*. One of the three books you will read in its entirety, the other two you should skim systematically for essential points. Suggestions on how to do that will be discussed in class.

Steps:

\*\*\* *Define* a topic and find three books that deal *specifically* with that topic. For example, if your topic is the Reformation, find three books that deal generally with the reformation; if your topic is Martin Luther, find three biographies; if it is "wars of the Reformation," find three books dealing specifically with that aspect of the Reformation. A further example: if your topic is "World War II," then find three books that deal generally with the whole war. You would not, for example, choose a book dealing, say, only with the attack on Pearl Harbor, or the war in the Soviet Union. If Pearl Harbor or the war in the Soviet Union is your main interest, then find three books on one of those topics.

\*\*\*You will find it useful to choose books that were published in different time periods (why, do you think?), but do not select any more than one book, if any, published before 1960 and none before 1920. You may want to purchase the book you use for the review, but that is up to you.

\*\*\* Explain how each of the three books would help (or hinder!) understanding of the topic you have selected. Follow the guidelines below as you think about and organize your paper.

**A. Introduction** (no more than 1 page)

---Briefly describe the topic of your three books in its historical context, and explain why you think the topic is important historically, i.e., why it worth learning about.

**B. Main body of the essay** (3-4 pages) -- what do your three historians say about the topic based on the books you are consulting? Emphasis here should be on their interpretations, not the “facts” about the topic (which you already have briefly provided in the introduction), and how the authors selected a particular interpretation. Consider the following kinds of issues:

1. What are their interpretations (theses)? Which interpretation do you find more persuasive? Why?

2. What kind of sources and data do they use?

3. How are the books organized? In examining the topic, do they focus on a certain feature, do they emphasize certain parts of the topic? If so, can you say why?

4. Do the authors betray any particular ideological/political points of view? What is their frame of reference, and what climate of opinion may have influenced them? (Note the date of publication!)

5. Do the authors make moral judgments?

6. Do the authors use principally a descriptive/narrative or analytic (topical, thematic)/argument structure?

**C. Conclusion** (one, perhaps two, paragraphs) -- Are there questions or issues raised by these books that you think merit further study?

**Part 2 -- Annotated Bibliography** (1 page)

A. List the three books used for your topic in alphabetical order, by author:

---style: Doe, Mary. *History of the World*. New York: Oxford University Press, 1989.

B. Annotation. After you have listed a book, skip a space and in no more than several sentences write a summary of the book highlighting its main features. If the book includes such material as maps, photographs, charts, tables of data, bibliography, etc., that you found especially valuable, make note of that in the annotation.

--Example of an annotation: “Takes a comparative approach to world civilizations and aims to be comprehensive, although about 75% of the text focuses on western civilization. Maps are plentiful but are lacking in detail and not particularly well reproduced. Bibliography is not extensive and is simply a listing of books examined. Notes are used principally to cite quotations. Strength of book is its lively writing style that makes it a pleasure to read.”

### **Part 3 -- Critical Book Evaluation** (2-3 pages)

\*\*\*Chose any book from among the three you are using for the bibliographic essay.

\*\*\*The review must be a critical one; that is, it must discuss and analyze both the positive and negative aspects of the book, its strengths and its weaknesses. Under no circumstances should it be merely a summary of the contents—you are *not* writing a book report.

\*\*\*Assume ignorance on the part of your readers. Therefore, address such basic points as: who is the author? What are her qualifications for writing on this topic? How significant is the date of publication? What are the author's explicit and implicit values and/or biases.

\*\*\*The review should not merely state your opinions ("bad book," "good book"), but rather your considered analysis of its strengths and weaknesses, and the reasons for your critique.

\*\*\*Have the following issues in mind, and others of your choice, BEFORE you begin reading the book.

1. Find the author's thesis, the main point, the principal argument, what the author wants the reader to accept.
2. What are the main points or sub-topics that the author addresses to develop and support the thesis. What is the author's emphasis, e.g., if this is a book on World War II, what aspects of the war does she emphasize?
3. Ask how the author might have written the kind of book she wrote: What is the author's frame of reference, the climate of opinion that was of influence? Does the author hold certain assumptions about human nature, about free will and determinism? Does the author appear to write from a certain ideological position?
4. What kind of evidence does the author rely on and from what sources?
5. Evaluate how well the author did. Is the thesis clear and convincing? Does the evidence presented make the thesis persuasive? Is the book well written? Is it interesting? Would you recommend it? If so, to what kind of people?
6. Did the book challenge your preconceived notions about the topic? Did it change your thinking? Reinforce it? Explain. This might be a good way to conclude your essay.

**NOTE:** You must not work with any other student on this project. The work submitted by a student must be the work of that student and that student alone. The topic you select must be different from the topics that other students have selected.

**FINALLY:** NEVER HESITATE TO CONTACT THE INSTRUCTOR IF YOU HAVE ANY QUESTIONS ABOUT HOW YOU SHOULD DO THIS ASSIGNMENT.