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History (HIST) 2000 Critical Thinking and the Historian's Craft (3 Units) CSU; UC

Prerequisite: Successful completion of English 1500 with a 'C' or better.

Prerequisite knowledge and skills: Before entering the course, the student should be able to:

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose,
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support,
3. Develop varied and flexible strategies for generating, drafting, and revising essays,
4. Analyze stylistic choices in their own writing and the writing of others,
5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence,
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism,
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format, and
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Hours and Unit Calculations:

48 hours lecture. 96 Outside-of-class Hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This course presents an overview of historians' methods of research, critical analysis, and written argumentation and examines historiography, historical theory, critical thinking, inductive and deductive knowledge, fallacies, reasoning, and forms of logic.

Type of Class/Course: Credit

Texts:

Wendy Pojmann, et al. *Doing History: An Introduction to the Historian's Craft, with Workbook Activities*. Oxford UP, 2015.

Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. U of Chicago P, 2018.

Additional Required Materials: none

Course Objectives:

By the end of the course, a successful student will be able to:

1. Evaluate primary and secondary sources including the author's thesis, argumentation, methodology, and use of sources recognizing the relationship of language to logic.
2. Create an historical argument using primary and secondary sources that distinguishes fact from judgement, and belief from knowledge.
3. Distinguish forms of logical reasoning, including inductive and deductive reasoning, and demonstrate their use in historical research.
4. Identify and address fallacies in historical analysis, as well as more general fallacies of language and thought.
5. Identify and effectively address common problems in the use of evidence, including contradictory and/or incomplete evidence, and identifying the assumptions upon which particular conclusions depend, and
6. Compose an argument that analyzes, critiques, and advocates ideas through well-supported research.

#### Course Scope and Content:

- Unit I            What is the Discipline of History?  
A. Why study History?  
B. How to study History?  
C. Different types of History
- Unit II            The Development of the Discipline  
A. Historical Research in Ancient History  
B. Historical Research through the 18<sup>th</sup> Century  
C. Historical Research from the 18<sup>th</sup> Century
- Unit III            Historiography  
A. Schools of Historical Thought  
B. Facts, Judgements, Beliefs, and Knowledge  
C. Historical Context, Bias, and Logical Fallacies
- Unit IV            Primary Sources  
A. Understanding Historical Context  
B. Evaluating Historical Evidence  
C. Understanding Historical Language
- Unit V            Research  
A. Gathering Evidence  
B. Creating an Argument  
C. Using Inductive and Deductive Thinking in an Argument  
D. Supporting Conclusions
- Unit VI            Writing  
A. Separating Fact from Judgement  
B. Distinguishing Belief from Knowledge  
C. Supporting Conclusions



#### Learning Activities Required Outside of Class:

The students in the class will spend a minimum of 3 hours per week outside of the regular class time doing the following:

1. Reading
2. Writing Discussions
3. Conducting research
4. Writing a 6000-word research paper

#### Methods of Instruction

1. Lecture
2. Discussion
3. In-class Activities
4. Writing

#### Methods of Evaluation

1. 6000 word Research Paper
2. Historiographical Analysis
3. Essays

#### Supplemental Data:

T.O.P. Code:	2205.00 History
Sam Priority Code:	E: Non Occupational
Funding Agency:	Y: Not Applicable
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class.
Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable

Cooperative Work Experience:	N: Course is not part of a cooperative education program
Eligible for Credit by Exam:	Yes
Eligible for Pass/No Pass:	Yes
Discipline:	History