

Course Title	: HISTORIAN'S CRAFT
Course Code	: HST1001
Recommended Study Year	: 1
No. of Credits/Term	: 3
Mode of Tuition	: Sectional
Class Contact Hours	: 3 hours per week
Category in Major Prog.	: Required
Prerequisite(s)	: None

Brief Course Description

This course enables students to acquire skills in critical historical thinking, reading, and writing, thereby providing foundational the training needed for all advanced coursework in the field of History.

Aims

- 1) To introduce students to the fundamentals of historical thinking, reading, and writing;
- 2) To prepare students for advanced coursework in History.

Learning Outcomes

Upon completion of this course, students will be able to:

- 1) Recognize and formulate historical questions, and determine their historical significance;
- 2) Articulate historical arguments that reflect an understanding of historical logic and context;
- 3) Identify, interpret, and critically evaluate different sources of historical information;
- 4) Speak and write effectively about historical topics in a manner that reflects sound historical logic.

Indicative Content

- I. Historical Thinking
 - A. Thinking Through Time
 - B. Analyzing Historical Context, Causation, and Consequence
 - C. Formulating Historical Questions
 - D. Identifying Historical Theses
 - E. Interpreting Historical Significance
- II. Historical Reading
 - A. A Historian's Use of the Library
 - B. Historical Sources on the Internet
 - C. Current News and Historical Analysis
 - D. Using Primary Sources
 - E. Historical Usage of Visual and Literary Sources
- III. Historical Writing
 - A. Formulating Historical Theses
 - B. Presenting Historical Evidence
 - C. Representing Historical Logic Through Writing
 - D. Organization for Historical Argumentation
 - E. Explaining Historical Methodology

Teaching Method

This course is taught in a sectional approach, with a maximum class size of 20 students. As the first and foundational required course for the History programme, it is taught in a small-class setting in order to provide the in-depth training students need to succeed in future coursework. The course will make extensive use of (a) interactive in-class exercises with historical sources to train historical reading and thinking, and (b) discussion and debate techniques to sharpen skills in historical query and argumentation. Lectures will provide students with the necessary knowledge to practice and improve these skills. Assignments provide students an opportunity to apply the skills and knowledge acquired in class, while thorough teacher feedback enables students to improve their skills.

Measurement of Learning Outcomes

	PILO1	PILO2	PILO3	PILO4
Writing exercises	X	X	X	X
Essays	X	X	X	X
Presentations	X	X	X	X
Participation	X	X	X	X

Assessment

Continuous Assessment: 100%

Written: 70%

1. Writing exercises (30%): Frequent short writing exercises will train reading and interpretation of sources, and articulation of historical questions and arguments.
2. Essays (40%): Long essays will train the ability to represent historical logic through writing.

Oral: 30%

1. Presentations and discussion leadership (20%): In-class presentations of sources and historical arguments, as well as leadership of discussion groups, will train the ability to speak and argue effectively about historical questions and sources.
2. General participation (10%): Interactive in-class exercises will train source analysis and historical inquiry.

Required Readings

Readings will mainly consist of historical pieces about which students will write reviews or conduct debate. Some general readings of research methods and historical theory will be given, including selections from the following:

Barzun, Jacques and Graff, Henry F., *The Modern Researcher*, 6th ed. New York: Harcourt, Brace, Jovanovich, 2002.

Benjamin, Jules R., *A Student's Guide to History*, Boston & New York: Bedford/St.Martin, 2010 (11th edition). Check also the book's webpage: <http://bcs.bedfordstmartins.com/benjamin11e/>

Burke, Peter, *History and Social Theory*. Cambridge: Polity Press, 1991.

Fischer, David Hackett, *Historians' Fallacies: Toward a Logic of Historical Thought*,

- London: Harper, 1970.
- Lee, Thomas, ed., *The New and Multiple: Sung Senses of the Past*, Hong Kong: Chinese University Press, 2004.
- Marius, Richard and Melvin E. Page, *A Short Guide to Writing About History*, New York: Pearson/Longman, 2010 (7th edition).

Supplementary Readings

- Berkin, Carol & Betty Anderson, *The History Handbook*, Boston, New York: Houghton Mifflin, 2003.
- Brundage, Anthony, *Going to the Sources: A Guide to Historical Research and Writing*. Arlington Heights, IL: Harlan Davidson, 1989.
- Carr, Edward Hallett, *What Is History?* New York: Vintage, 1961.
- Hellstern, Mark, Gregory M. Scott and Stephen M. Davison, *The History Student Writer's Manual*, Upper Saddle River, NJ: Prentice Hall 1998.
- Jenkins, Keith & Alan Munslow, *The Nature of History Reader*, London: Routledge, 2004.
- Williams, Robert C., *The Historian's Toolbox: A Student's Guide to the Theory and Craft of History*, Armonk, N.Y.: M.E. Sharpe, 2003.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.