Research Criticism & Analysis

This seminar is open to graduate students and serves as an introduction to the fundamental methods and tools of research and analysis in the discipline - a 'how to' guide to becoming an historian. We will look at how other historians have attempted their task as well as at the work of those who have explicitly theorized about the relationship between the present and the past.

Assessment:

*Participation and comprehension: 40%*

- Students will be required to introduce the reading materials for classes in turn. This should take the form of an oral presentation, you will be encourage to use the board and provide a one page hand-out.
- Students should engage in discussion to demonstrate their comprehension of the reading and its historigrapical significance.

*Written work: 60%*

Students will be required to submit 3 pieces of written work this semester: One at the end of week 5, one at the end of week 9, and one at the end of week 16. Each will be approximately 2000 words and demonstrate a thoughtful reflection on the works we have read up to that point in the class.
CLASS SCHEDULE

Please Note: All readings should be completed before the relevant class period.

Week One:
Thursday 25th August: Class and student introductions.
Reading:
No set reading for today’s class.

Week Two:
Thursday 1st September: “What is History”
Reading:

Week Three:
Thursday 8th September: “A Spectre is haunting Europe...”
Reading:

Week Four:
Thursday 16th September: “Poststructuralism and the linguistic turn”
Reading:

Week Five:
Thursday 22nd September: “Gender as a category for analysis”
Reading:

Week Six:
Thursday 29th September: “Women, science, and nature”
Reading:

Week Seven:
Thursday 6th October: “Primate Visions”
Reading:
**Week Eight:**
Thursday 13th October: “Sexing the mind”
Reading:

**Week Nine:**
Thursday 20th October: “In defence of history”
Reading:

**Week Ten:**
Thursday 27th October
Reading:

**Week Eleven:**
Thursday 3rd November:
Reading:

**Week Twelve:**
Thursday 10th November:
Reading:

**Week Thirteen:**
Thursday 17th November:
Reading:

**Week Fourteen:**
Thursday 24th November: THANKSGIVING BREAK

**Week Fifteen:**
Thursday 1st December:
Reading:
Week Sixteen:
Thursday 8th December:
Reading:
Steven Shapin, Never Pure. Historical Studies of Science as if It was Produced by People with Bodies, Situated in Time, Space, Culture, and Society, and Struggling for Credibility, and Authority, (Baltimore: Johns Hopkins University Press, 2010), chapter one, pp.1-14.

Class Expectations:
All assigned readings should be read before the class period, you should take notes, as appropriate. Written work will be due by 3:30 on the Friday of the week it is due. Late work will not be accepted.

Attendance: If you miss more than three class sessions without a documented medical excuse it will effect your grade.

OU policies on reasonable accommodation, and codes of behaviour:

Reasonable Accommodation Policy
Any student in this course who has a documented disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.

Codes and Policies of Behaviour
Each student should acquaint his or her self with the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment, and discrimination based on physical handicap.

Academic Integrity and Plagiarism:
Plagiarism is the unacknowledged appropriation of someone else’s words, ideas, or work, which is then represented as your own. Plagiarism will not be tolerated and carries significant and serious penalties. At a minimum you will receive 0% for the assignment, and your name put on record. It is possible that you might receive 0% for the course, and in extreme cases may be suspended or even expelled from the University. You are therefore strongly recommended to educate yourself regarding what plagiarism is and how to avoid it. Your instructor and/or teaching assistants will be happy to advise you on this matter if you are in any doubt.

Note: Ignorance of what constitutes plagiarism will not be accepted as an excuse for it.
GRADING PRACTICES AND STANDARDS

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<thead>
<tr>
<th>Percent</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A exceptional</td>
</tr>
<tr>
<td>87-89</td>
<td>B+ competent</td>
</tr>
<tr>
<td>84-86</td>
<td>B competent</td>
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<tr>
<td>80-83</td>
<td>B- competent</td>
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<tr>
<td>77-79</td>
<td>C+ adequate</td>
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<td>74-76</td>
<td>C adequate</td>
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<tr>
<td>70-73</td>
<td>C- borderline</td>
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<tr>
<td>67-69</td>
<td>D+ inadequate</td>
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<tr>
<td>64-66</td>
<td>D inadequate</td>
</tr>
<tr>
<td>60-63</td>
<td>D- inadequate</td>
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<tr>
<td>00-59</td>
<td>F unacceptable</td>
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90% to 100% (A)
“A” grade work is exceptional, showing strong evidence of original thinking and good organisation. The student will have shown a capacity to analyse and synthesize information, as well as a superior grasp of the subject matter in hand and an ability to make sound critical evaluations based upon an extensive knowledge base. Work of this standard should be well argued, well documented, and well written.

80% to 89% (B- to B+)
Work of this grade is competent, showing evidence of a reasonable-to-solid grasp of the subject matter. It should also show evidence of critical and analytical thinking. The work should also indicate a familiarity with the literature. It should be clearly written, accurate and coherent, including major points from the course material and an appreciation of their importance.

70% to 79% (C- to C+)
Work of this grade is of adequate performance, showing a fair understanding of the subject matter and an ability to develop solutions to simple problems in the material. It may include some errors and slight misconceptions, but should be indicative of a reasonable engagement with the course material. An acceptable although uninspired piece of work, it should not contain serious errors, but may lack style and vigour in its articulation.

60% to 69% (D- to D+)
Work of this grade is adequate, but poor. Poorly articulated and lacking in a coherent argument it may also lack sufficient documentation. Although it may provide some relevant information, it omits many important points and contains a number of substantial errors or misconceptions.

00% to 59% (F) Inadequate.
Work of this standard is inadequate, showing little or no understanding of the subject matter. Exhibiting little evidence of critical and analytic skills, this work contains only a limited or irrelevant use of the literature. Poorly articulated it is likely to lack coherence and be difficult to comprehend. Work of this grade is not of degree standard.