

Practicum in History: Health & Medicine in Africa (&/or Florida)

Room FLI 0117

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Office Hours, 1-2 on Thursdays, or by appointment (do NOT hesitate!!)

Teaching Grader : Robert Lierse

- Tuesday | Period 8 - 9 (3:00 PM - 4:55 PM) | Thursday | Period 9 (4:05 PM - 4:55 PM)

Welcome to this Practicum in History!!

This is your syllabus. Like all syllabi and all human activities, it is subject to revision, in keeping with necessities, student learning needs, and other permutations.

This course is designed to help you learn to appreciate, practice, and write history. Your professor is a historian of health and medicine in Africa, so this course will make sure you depart with a familiarization on this place and theme.

Through an introduction to African history and a set of primary source analysis exercises, all students will learn about sources for doing African histories of health and medicine.

African history IS *subaltern* history; it is one of the sites with complex histories of colonialism, slavery, and racialized violence that has inspired some of the most innovative new ways of problematizing and doing history. Thus, the Donnelly and Norton *Doing History* text will provide a deep historiographical introduction about relevant debates and ways of writing across all fields.

All of these ways are applicable to Florida's pasts. In addition to learning about African health and medicine primary sources available at the Smathers Library and its special collections, students will also receive an introduction to its health in Florida holdings.

Finally, a very practical text will keep all of on our toes. You will learn and refine writing techniques and use a **small set** of primary sources to write an elegant, serious, short paper in history that addresses matters of health – broadly conceived and/or its opposites – or medicine somewhere in Africa, the Deep South, or Florida.

Papers that take on a tight comparison of sources from different parts of the world may also be approved.

Below is a list of items by which grades will be assessed. All due dates will be clearly indicated on our e-learning site.

ASSESSMENT:

- Nothing is important as ATTENDANCE (and grades drop after one excused absence. 20 percent
- Engaged participation during class time. Coming prepared. Finding ways to engage the readings or exercises, without dominating. 15 percent
- Paper Proposal, with Hypothesis, Annotated Bibliography, and Critical Discussion of primary sources. 15 points
- Peer Editor work and Paper Draft. 10 points
- Four of Five Small Exercises, TBA, 5 points each = 20 points
- Final Paper, 20 points

BOOKS

1. Mark Donnelly and Claire Norton, *Doing History*

History as an academic discipline has dramatically changed over the last few decades. It has become more exciting and varied as a result of ideas from other disciplines, the influence of postmodernism, and historians' incorporation of theoretical reflections into their work. The way history is studied at the university level can vary greatly from history at school or as represented in the media, and *Doing History* bridges that gap. It is an ideal introduction to studying history as an academic subject at university.

Doing History presents the ideas and debates that shape how we do history today, covering arguments about the nature of historical knowledge and the function of historical writing, whether we can really ever know what happened in the past, what sources historians depend on, and whether historians' versions of history have more value than popular histories.

This practical, accessible introduction to the discipline introduces students to key discussions, familiarizes them with important terms and issues, equips them with necessary vocabulary, and encourages them to think about and engage with these questions. Clearly structured and accessibly written, it is an essential volume for all students embarking on the study of history.

2. William Storey, *Writing History: A Guide for Students*, 5th Edition. Oxford U Press, 160 pp.

Bringing together practical methods from history and composition, *Writing History* provides a wealth of tips and advice to help students research and write essays for history classes. It all aspects of writing about history, including finding and researching topics, interpreting source materials, drawing inferences from sources, and constructing arguments. It concludes with three chapters that discuss writing effective sentences, using precise wording, and revising. Using numerous examples from the works of cultural, political, and social historians, *Writing History* serves as an ideal text for any history course that asks students to conduct research.

3. John Parker and Richard Rathbone, *African History: A Very Short Introduction*

This Very Short Introduction looks at Africa's past and reflects on the changing ways it has been imagined and represented, both in Africa and beyond. The authors illustrate important aspects of Africa's history with a range of fascinating historical examples, drawn from over 5 millennia across this vast continent. The multitude of topics in this succinct work include the unity and diversity of African cultures, slavery, religion, colonial conquest, the diaspora, and the importance of history in understanding contemporary Africa. The book examines questions such as: Who invented the idea of "Africa"? How is African history pieced together, given such a lack of documentary evidence? How did Africa interact with the world 1,000 years ago? Africa has been known as 'the cradle of mankind', and its recoverable history stretches back to the Pharaohs. But the idea of studying African history is itself relatively new, and the authors show why it is still contested and controversial. This book is essential reading for anyone interested in the African continent and the diversity of human history.

SCHEDULE:

Abbreviations:

- DH = Doing History (Donnelly & Norton)
- WH = Writing History (Storey)
- AH = African History

<p>TU, 8-9 periods, 3-4.55</p> <p>22.Aug, Introductions</p>	<p>TH, period 9, 4.05-4.55</p> <p>24.Aug What is history? & Introduction DH, 1-19</p>
<p>29.Aug</p> <p>The idea of Africa, AH, 1-24 AND African PS 1</p>	<p>31.Aug</p> <p>Changing approaches, in DH, 19-50</p>
<p>26.Sept, Smathers Library Workshop 3</p> <p>Colonialism, 91-113</p> <p>3. WRITING HISTORY FAITHFULLY, 25</p> <p>3.A. Collect and Report Your Sources Carefully</p> <p>3.B. Incorporate the Ideas of Others with Care and Respect</p> <p>3.C. Know the Difference between Summaries and Paraphrases</p> <p>3.D. Learn How and When to Quote</p> <p>3.E. Use Ellipses and Brackets, but Do Justice to Your Sources</p> <p>3.F. Learn How to Use Quotation Marks</p> <p>3.G. Don't Plagiarize</p> <p>3.H. Be Honest, but Don't Give Unnecessary Citations</p> <p>3.I. Choose a Citation System That Suits Your Audience</p> <p>Exercise: How to Cite</p>	<p>28.Sept</p> <p>Histories from another perspective, in DH 137-70</p> <p>Craft a Proposal</p>
<p>3.Oct</p> <p>PS no. 3</p> <p>Imagining the future, 114-134</p>	<p>5.Oct</p> <p>History today + the future of history + conclusion, in DH, 171-90</p> <p>Write an Annotated Bibliography</p>

<p>10.Oct (rel?)</p> <p>PS no. 4</p> <p>4. USE SOURCES TO MAKE INFERENCES, 43</p> <p>4.A. Be True to Recognized Facts</p> <p>4.B. Transform Facts into Evidence</p> <p>4.C. Check Your Facts</p> <p>4.D. Check the Internal Consistency of Primary Sources</p> <p>4.E. Check Primary Sources Against Each Other</p> <p>4.F. Compare Primary Sources with Secondary Works</p> <p>4.G. Conduct Interviews Systematically</p> <p>4.H. Compare Sources to Make Inferences</p> <p>4.I. Make Inferences from Visual and Material Sources</p> <p>4.J. Move from Inferences to Arguments</p> <p>4.K. Make Reasonable Inferences from Your Sources</p> <p>4.L. Make Inferences That Are Warranted</p> <p>4.M. Avoid Unwarranted Comparisons</p> <p>4.N. Avoid Anachronistic Inferences</p> <p>Flowchart Chapter 4: Understanding Sources</p>	<p>12.Oct (rel?)</p> <p>Memory and Forgetting in AF, 135-50</p>
<p>17.Oct</p> <p>5. GET WRITING! GET ORGANIZED, 59</p> <p>5.A. Craft a Thesis Statement</p> <p>5.B. Create a Draft Outline of an Analytical Essay</p> <p>5.C. Create a Draft Outline of a Narrative Essay</p> <p>5.D. Complete Your Outline</p> <p>5.E. Start to Write a First Draft</p> <p>5.F. Grab Your Reader's Attention, but Do It Gently</p> <p>5.G. State Your Intellectual Interests Early</p> <p>5.H. Review the Historical Literature</p> <p>5.I. Build Your Essay with Good Paragraphs</p> <p>5.J. Define Your Key Terms Early</p> <p>5.K. Set an Appropriate Tone</p> <p>5.L. Treat Other Writers with Consideration</p> <p>5.M. Account for Counterarguments</p> <p>5.N. Lead Your Readers to an Interesting Conclusion</p> <p>Flowchart Chapter 5: Writing Your First Draft</p>	<p>19.Oct GET WRITING!</p> <p>Craft a Thesis Statement</p> <p>Grab Your Reader's Attention, but Do It Gently</p> <p>State Your Intellectual Interests Early</p> <p>Define Your Key Terms Early</p> <p>Lead Your Readers to an Interesting Conclusion</p>
<p>24.Oct</p> <p>6. NARRATIVE TECHNIQUES FOR</p>	<p>26.Oct</p> <p>First Drafts DUE, by midnight 25 Oct to your Peer Editor & instructors' in-boxes!!</p>

<p>HISTORIANS, 77</p> <p>6.A. Combine Chronology with Causation 6.B. Get a Sense of Change and Continuity 6.C. Select the Key Participants in Your Story 6.D. Find Your Own Voice as a Narrator 6.E. Choose Your Own Beginning and End 6.F. Write a Narrative with Well-Chosen Details 6.G. Write a Narrative to Support an Argument</p> <p>Flowchart Chapter 6: Representing the Past</p>	<p>Work with a Peer Editor</p>
<p>31.Oct</p> <p>7. WRITING SENTENCES IN HISTORY, 83</p> <p>7.A. Choose Verbs That Are Precise 7.B. Make Passive Sentences Active 7.C. Write in the Past Tense 7.D. Avoid Split Infinitives If You Can 7.E. Put Verbs in Your Sentences 7.F. Put Your Ideas in an Intelligible Order 7.G. Begin a Sentence on Common Ground and Gradually Build a New Point 7.H. Place the Emphasis at the End 7.I. Construct Parallel Forms for Emphasis 7.J. Form the Possessive Correctly 7.K. Break the Rules If You Must</p>	<p>2.Nov (rel?), A Game with Precise Words</p> <p>8. CHOOSE PRECISE WORDS 91</p> <p>8.A. Be Concise 8.B. Write in Language That Your Audience Can Understand 8.C. Avoid Pretentious Language 8.D. Avoid Colloquial Language 8.E. Be Sensitive to the Politics of Diction 8.F. Be Sensitive to Gender-Specific Language 8.G. Avoid Euphemisms 8.H. Choose Figurative Language Carefully 8.I. Use Metaphors and Similes Judiciously 8.J. Use Color, but Avoid Clichés 8.K. Use Foreign Words That Are Familiar to Your Audience 8.L. Check for These Common Diction Problems</p>
<p>7.Nov (rel)</p> <p>Writing, Revising and Editing 1</p> <p>9. REVISING AND EDITING 103-08</p> <p>9.A. Get Some Perspective on Your Draft 9.B. Work with a Peer Editor 9.C. Revise Your Draft 9.D. Evaluate Your Own Arguments and Narratives 9.E. Evaluate Your Sentences and Word Choices 9.F. Proofread the Final Draft 9.G. Keep the Rules in Mind, but Enjoy Your Writing</p> <p>Flowchart Chapter 9: Writing Your Final Draft</p>	<p>9.Nov (rel)</p> <p>Writing, Revising and Editing 2</p> <p>Work with a Peer Editor</p>

Work with a Peer Editor	
14.Nov= GENT/ASA (rel) How to Prepare & Deliver a Presentation?	16.Nov (rel) More on Writing, Revising, Editing, and Presenting
21.Nov Student Presentations??	23.Nov = Thanksgiving NO CLASS
28.Nov Student Presentations	30.Nov, OUR LAST REQUIRED CLASS Student Presentations
5.12 = OUR VERY LAST CLASS Workshop Revision Session (for those seeking more feedback), Proofreading, or More Student Presentations	

PER UNIVERSITY REGULATION, PLEASE TAKE NOTE OF THE FOLLOWING:

Policy and requirements for class attendance, make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> Accommodations for students with disabilities

<https://www.dso.ufl.edu/drc/>

Students requesting classroom accommodation must first register with the Dean of Students Office, Disability Resource Center. The DRC will provide documentation to the student and instructor. Upon receipt of documentation, the student must meet with the instructor to clarify the accommodation, after which it will be granted. Students with disabilities should follow these procedures as early as possible in the semester.

Online course evaluation process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester; students will be provided specific times when they are open. Summary results of these assessments are available to students and faculty at <https://evaluations.ufl.edu/results>

Religious Observances: Students seeking modification of due dates for assignments and exams for religious reasons (e.g., holiday observances) should contact the Professor and request this modification; it will then be granted.

Academic Honesty UF: Students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Furthermore, we should report any condition that facilitates academic misconduct to appropriate personnel. Instances of dishonesty include conducting unauthorized research on the internet and failing to cite sources of information on any work submitted, as well as unauthorized collaborating with students or others to determine the answers on assignments and exams (see the full list at url above). All suspected instances of violations of the Honor Code (plagiarism, copying, cheating) will be reported to the Dean of Students Office (DSO). Students who have not committed any prior violations according to the DSO will be sanctioned by the instructor; the usual penalty is a loss of all credit for the plagiarized assignment, or a grade of 0 on an exam.

Students with prior violations will be sanctioned according to the Honor Code Resolution Process (<http://regulations.ufl.edu/wp-content/uploads/2012/09/4042.pdf>).

If you are accused of academic dishonesty, you are not allowed to drop the course until the matter is resolved. If you have any questions about what constitutes cheating or plagiarism, or concerns about completing an assignment on time, please consult with the instructor.

Counseling and Emergency Services U Matter: We Care serves as UF's umbrella program for UF's caring culture and provides students in distress with support and coordination of the wide variety of appropriate resources. Contact umatter@ufl.edu seven days a week for assistance for students in distress. – the University Counseling and Wellness Center, 301 Peabody Hall, 392-1575 <http://www.counseling.ufl.edu/cwc/> – Student Health Care Center, 392-1171 – Career Resource Center, Reitz Union, 392-1601 – Center for Sexual Assault/Abuse Recovery and Education (CARE), Student Health Care Center, 392-1161 – University Police Department 392-1111 (non-emergency); call 9-1-1 for emergencies

Electronic Course Reserves: The electronic course reserve service is offered by the George A. Smathers Libraries. Under the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities have the right to equal access, use and benefit of the course materials that have been placed on reserve in the Libraries. Students who have registered with the University of Florida Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials. The Center will work with the Libraries Course Reserve Unit to provide accessible course materials. All information submitted by the student to the Libraries in fulfilling the request for accommodation will be kept confidential. For more information on services for students with disabilities, contact the Disability Resource Center at 352-392-8565 or at accessuf@dso.ufl.edu.

For general information on course reserves, please contact the Course Reserves Unit at 352-273-2520, or email at eres@uflib.ufl.edu. It is best to use the UF (Cisco) VPN client when accessing electronic materials course reserve materials as well as e-books, on-line journals, databases, etc. offered by the library. The VPN client is easily installed and configured, and provides easy access to electronic materials using off-campus computers. For more information on using the VPN client, go to <http://www.uflib.ufl.edu/login/vpn.html>

Software Regulations: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.