

HIST 3300: Historical Methods and Research

Tuesday & Thursday, 11:00-12:20 in HPR 247
Fall 2022

Instructor: Prof. Matt Stith
Email: mstith@uttyler.edu
Office: CAS 127
Office Hours: T/R: 12:30-2:00; Or by appointment.

Ms. [Livia Garza](mailto:lgarza@uttyler.edu), MLIS
lgarza@uttyler.edu
Muntz Library, LIB 215
By appointment

Course Description:

Historical Methods is a required course for History majors at the University of Texas at Tyler. It is designed to familiarize students with how historians research, interpret, and write history—how, that is, to be an historian. Although the most important part of the class will center on researching, writing, and presenting an original primary-source based research paper, we will also explore many themes regarding the state of the field and possible futures in history: including graduate school, public history, archival work, history in the classroom, and history applications in a variety of other fields.

Important Note:

I encourage you to meet with me regularly to discuss or clarify lecture, discussion, or reading—or to talk about history in general. My job (and satisfaction) is as much to work with students on an individual basis as it is to lecture and facilitate discussion. Please keep this in mind throughout the semester.

Paper Topics:

You are free to choose a paper topic without limitation to time or space (up to the early 2000s, anyway) so long as your central focus is **alcohol**.



Meyer Brothers Café, Cincinnati, OH, late 19th century

Content Objectives:

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

1. Demonstrate a strong understanding of historical research and methods through verbal and written exercises.
2. Develop analytical skills through thinking deeply, reading actively, researching thoroughly, and writing carefully about the past.
3. Gain a strong sense of scholarly skepticism by balancing everything with hefty amounts of context and perspective.
4. Appreciate and understand that accurate interpretations (see above) can only rest on ample and sturdy evidence.

Reading:

Required

- Sam Wineburg, *Why Learn History (When It's Already on Your Phone)* (University of Chicago Press, 2018)
- Other readings linked in course schedule.

Recommended

- Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th edition (Chicago: University of Chicago Press, 2013) [Copy on two-hour reserve in the library.]

Library Work:

Each student will hold at least one mandatory research conference with Ms. Livia Garza—the professional librarian who oversees all history-related research at the Muntz Library. You will need to set aside *at least* 45 minutes to meet with Ms. Garza. Go to the meeting well-prepared with as much material and ideas concerning your topic as possible. These research conferences are designed to give you an opportunity to take full advantage of the library's resources and to familiarize you with working in a library environment alongside research professionals. Your meetings **MUST** take place before Friday, September 30.

Assignments:

All assignments in this class are geared toward the final research paper by means of research, writing, and revising.

- Preliminary Research Exercise (20 points)
 - o Students will answer a series of ten brief research questions—two points each.
- Topic Proposal (20 points):
 - o The paper topic must adhere to the topic guidelines above. Please write a 600+ word essay in which you carefully and thoroughly explain what you hope to write about and why. Consider the following: 1) Are there enough accessible primary sources to form the core of the paper? 2) Is the topic sufficiently narrow so that you can potentially say something new or approach it from a unique angle? 3) Are you truly interested in the topic? In other words, is it something you will be comfortable with working on for an entire semester? I reserve the right to veto or edit any proposed topic. **NOTE: This is one of the most important assignments for the entire semester. Think very carefully about what you hope to write about and how you plan to do it successfully.**
- Bibliography Quiz (10 points)
 - o You will be given an in-class citation quiz that will require you to correctly cite books, articles, MA theses, and PhD dissertations.
- Wineburg Review (50 points)
 - o Write a 600+ word review essay in which you carefully and clearly identify, consider, and evaluate the general arguments and conclusions made by Sam Wineburg in *Why Learn History*
- Annotated Bibliography (50 points): [Hard Copy—STAPLED]
 - o Construct a professional bibliography of primary and secondary sources. The bibliography must contain a minimum of **seven** primary sources, **seven** professional journal articles, and **ten** secondary books—all of which must be relevant to your topic. ****Ten** percentage points will be deducted for

each missing source in each category.** It MUST reflect a rigid adherence to the Turabian bibliography format.

- Each source must have a *minimum* of three sentences explaining its value to your project—or it will not count.
- First Draft: Research Paper (100 points): [TWO HARD COPIES—STAPLED]
 - A 6,000+ word paper (exclusive of footnotes/bibliography) based on original research. This is not a “rough” draft. It should be the very best draft you can deliver.
- Peer Review (20 points)
 - Please write a 600-word professional, fair, and balanced critique of your colleague’s first draft. Consider the following: 1) What is the argument? 2) Is it adequately proven with sufficient use of primary sources? 3) What is the most intriguing/important thing that you gained from the paper? 4) What should the author consider doing to improve the paper? 5) What is good/promising about the paper?
- Final Research Paper (100 points):
 - A polished and edited 6,000+ word paper (exclusive of footnotes/bibliography) based on **original research** with a corrected (and non-annotated) bibliography.
- Poster Presentation (100 points):
 - You will create a history poster which you’ll then use as a basis for sharing your research to colleagues, professors, and the university community at the end of the semester. As you put together your poster and talking points, be sure to address all of the following: 1) Your argument; 2) How it squares with relevant historiography; 3) If and how that argument evolved as you researched; 4) At least three main points you made to back up your argument; 5) The research process—surprises, difficulties, discoveries, etc.

Attendance and Participation:

Attendance is mandatory. Two or more un-excused absences will result in the drop of a letter grade. Every subsequent absent will result in another letter grade drop. *Active class participation is critically important.*

Point Breakdown:

- Prelim. Research Exercise	20 pts
- Topic Proposal	20 pts
- Bib. Quiz	10 pts
- Wineburg Review	50 pts
- Annotated Bibliography:	50 pts
- First Draft:	100 pts
- Peer Review:	20 pts
- Presentation:	100 pts
- <u>Final Draft:</u>	<u>100 pts</u>
Total:	470 pts

Grade Scale:

470-423 = A
422-376 = B
375-329 = C
328-282 = D
281-000 = F

Important Dates:

Sept. 8:	No Class Meeting
Sept. 22:	No Class Meeting
Nov. 3:	First Drafts Due
Dec. 1:	Final Drafts Due

Make-up Policy:

If you miss an assignment due to an **emergency**, talk with me as soon as you return.

Academic Honesty:

Cheating of any kind, including plagiarism, will result in immediate failure of the class and possibly further sanctions from the University of Texas at Tyler. Plagiarism, put simply, is using another's work as your own without proper citation or usage. This includes everything from copying and pasting from the Internet to failing to cite an idea from another source that you put in your own words. I strongly recommend reviewing the university policy for cheating and academic dishonesty at the following website: <http://www.uttyler.edu/judicialaffairs/>

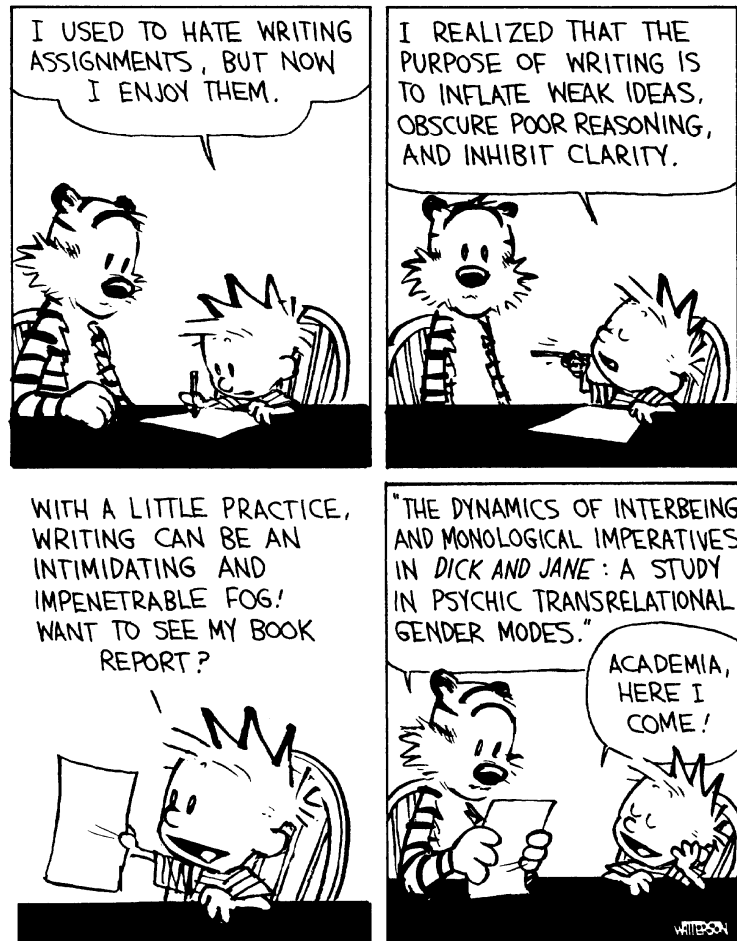
Class Schedule (subject to change):

- Week 1 (8/23-25)
 - o Introduction; How to choose a good research topic; How to construct a paper proposal.
 - o **Reading:** ["Ethics for Historians" by Catherine Denial and Devin Harvie](#); ["Careers for Students of History" \(American Historical Association\)](#); ["Careers in Public History" \(AHA\)](#); ["Resources for History Graduate Students and Early Career Professionals" \(AHA\)](#);
- Week 2 (8/30-9/1)
 - o Doing History: Fields of the Craft; Effective Research Strategies
 - o **Reading:** [History \(General\) Research Guide--Ms. Livia Garza](#)
- Week 3 (9/6-8)
 - o Library Orientation with Livia Garza, MSIS, in **LIB 422**
 - o Doing History: Fields of the Craft; Effective Research Strategies, cont.
 - o Paper Proposal Due / Preliminary Research Exercise Due (9/11)
- Week 4 (9/13-15)
 - o Making Sense out of Chaos: Framing a Research Project
 - o How to construct a bibliography
 - o Theory and Philosophy of History
 - o Bib. Quiz (9/15)
- Week 5 (9/20-22)
 - o Effective Writing; Narrative and Analysis; Historiography
 - o ["Positioning Your Argument in a Wider Literature"](#)
 - o Wineburg Book Review Due (9/22); Class Discussion
- Week 6 (9/27-29)
 - o Proper Citations; Avoiding Plagiarism
 - o **Reading:** Turabian, Chap. 17 (again)
 - o Annotated Bibliography Due (MUST follow Turabian, Chap. 17)
- Week 7 (10/4-6)
 - o Mid-Semester Debriefing
 - o **Reading:** ["Drafting, Revising, and Editing"](#)
 - o Steinberg Essay Due (10/6)
- Weeks 8-10 (10/11-13, 10/18-20, & 10/25-27)
 - o Library Research and Writing; Individual Meetings (Schedule TBA)
- Week 11 (11/1-3)
 - o In-Class Meeting/Debriefing
 - o **First Drafts Due** in class, STAPLED (Thurs., Nov. 3)
 - o Read Introductions to Class
- Week 12 (11/8-10)
 - o Presentations TBA
 - o Peer Reviews Due (Nov. 10)
- Week 13 (11/15-17)
 - o Presentations TBA
- Week 14
 - o Thanksgiving

- Week 15 (11/29-12/1)
 - o Final Drafts Due 12/1
 - o Presentations TBA

“Not one of your pertinent ancestors was squashed, devoured, drowned, starved, stranded, stuck fast, untimely wounded, or otherwise deflected from its life's quest of delivering a tiny charge of genetic material to the right partner at the right moment in order to perpetuate the only possible sequence of hereditary combinations that could result -- eventually, astoundingly, and all too briefly -- in you.”

~ Bill Bryson, *A Short History of Nearly Everything* (New York: Broadway Books, 2003), 4.



Don't let this be you!

UNIVERSITY POLICIES AND ADDITIONAL INFORMATION THAT MUST APPEAR IN EACH COURSE SYLLABUS

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions. Disability/Accessibility Services In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079. Student Absence due to Religious Observance Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

“Cheating” includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- Taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct;
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](http://writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](http://tutoring@uttyler.edu) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

- [UT Tyler Counseling Center \(903.566.7254\)](tel:903.566.7254)

Covid Information:

It is important to take the necessary precautions to ensure a healthy and successful year. UT Tyler continues to urge you to protect yourselves against the flu, COVID and any new threats that may be developing. Be diligent about preventive measures such as washing hands, covering sneezes/coughs, social distancing and vaccinations, which have proven to be successful in slowing the spread of viruses. Encourage those who don't feel well to stay home, and if they show symptoms, ask them to get tested for the flu or COVID. Self-isolation is important to reduce exposure ([CDC quarantine/isolation guidelines](#)). Please work with your faculty members to maintain coursework and please consult [existing campus resources](#) for support.