HIST 3300 Historical Methods

Spring 2026 Online

Dr. Mandy Link

Virtual (Zoom) Office Hours: Mondays & Wednesdays noon-2pm, or by appointment: link in Canvas Modules.

I will also be on my email during this time and thus can respond to any questions quickly if you would prefer to ask questions via email instead of over Zoom. If, for some reason, I will not be available during these designated times I will post an Announcement in Canvas.

Of course, I will respond to emails throughout the day, these times/days are specifically devoted hours for our class.

Email: mlink@uttyler.edu or through Canvas

Course Structure:
One to two lectures will be posted to Canvas each week as well as required readings from the assigned books as well as uploaded readings. Occasionally there will be additional videos in the form of documentaries and films. All posted lectures, videos, and readings (listed on the class schedule below) are required.

Course Description:

This course will instruct students on what it means to be a historian through semester long research. Being a historian is so much more than memorizing names and dates. It involves the rigorous application of synthesis and analysis to primary and secondary sources. This course is intended to educate history students on how to better synthesize and analyze information. This will be accomplished through a thorough study of historiography (how previous historians have approached the study of history), original research, and writing. History is not a static field of study, and this course will show students not only how to be historians but also how dynamic the field is. This course will also provide students with information on careers in the field: education, public history, graduate school, archival work, among many others.
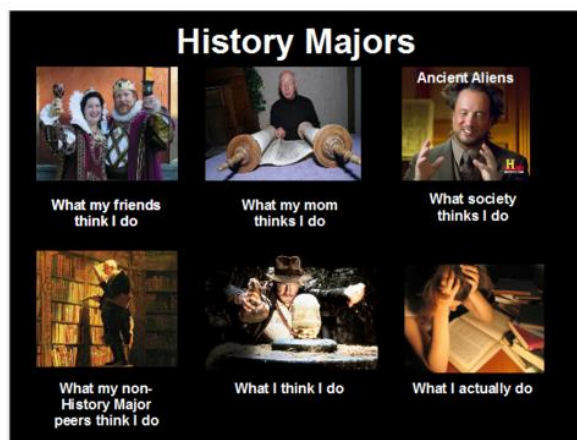
Course Objectives:

By the end of the course, students should be able to do the following:

- demonstrate knowledge that history is not simply the recitation of names and dates, but instead is a fluid subject where interpretations are constantly changing as a result of different methodologies and patterns of analysis
- analyze and synthesize sources in order to put forward a well-supported argument of their own
- make a clearly written and clearly presented argument, including a thesis and sufficient and well-used supporting detail
- write a well-researched and written original research paper

Required Readings:

Jeremy D. Popkin, *From Herodotus to H-Net: The Story of Historiography,* 2nd edition (Oxford: Oxford University Press, 2016)

Jenny L. Presnell, *The Information-Literate Historian: A Guide to Research for History Students,* 4th edition (Oxford: Oxford University Press, 2007)

Both books can be rented through Oxford University Press for a reduced price: See Canvas module for links

Additional readings uploaded to Canvas modules

*Make sure to buy the correct editions of the books! *

Explanation of Assignments:

The overarching assignment for this course is an original research paper. Throughout the semester you will have smaller assignments to help keep you on course for writing the research paper. Because this course in online, active online participation is *required*.

Weekly Responses: You are required to write weekly posts in response to the week's material. These responses should be two *full* double-spaced pages in length and should address the week's lectures, any documentaries viewed in class, and the week's readings (see Class Schedule below). The purpose of these responses is for students to show their understanding of how lectures, documentaries, and readings come together and what they demonstrate about the historical discipline.

- **These are due Sundays by 11:59pm and must be uploaded to Canvas.**
- **No late submissions accepted. No makeup responses accepted.**

Research paper assignments:

While the internet has revolutionized the way we learn and research, it is certainly not the only resource at our disposal. As historians we must make use of all reliable sources in order to provide the most well-rounded picture of the past. To that end, many of your assignments are geared toward acquainting you with a variety of sources. Through these assignments you will not only gain an understanding of how and where to find sources but also how to determine their reliability. These will all help you in researching and writing your research paper.

First Exploratory Essay

In a 1000 word double spaced essay you will explore the following questions:

- How and why did you get interested in history?
- Why did you choose to be a history major?
- What events, time period, people, etc. of history interest you the most and why?
- What potential research paper topics are you considering? What are the potential pitfalls or benefits of each?

Topic Proposal & Research Questions:

This is one of the most important assignments for this course. You need to think hard about what interests you about history. Writing a research paper is a labor of love and to keep at it all semester you will want something you're very interested in.

Given that human history is a vast subject, we will need to narrow the field a bit.

- **The parameters for your topic are as follows: Food & Drink History**
    - This can be from any time in history or any place.
    - This can pertain to political, military, social, and cultural history. Potential topics will be discussed in lecture videos.

Your proposal must be at least 1000 words, and you will write, in essay format, what you wish to write on and why. Be thoughtful! Don't just say that you find the topic interesting. Think about why you find it interesting and what you hope to find through your research.

In the Canvas modules you will find a list of potential topics to help you brainstorm

- **Questions to address in your proposal:**
    - What is your topic and why have you chosen it?
        - *Make sure that your topic fits the class parameters AND is not too broad.*

- o Are there enough accessible primary sources to form the core of your paper?
  - ▪ Are these sources in a language you can read?
  - ▪ What sources, primary and secondary, have you located so far?
    - • Are they ones you can access? (Consider issues like pay walls, in undigitized archival collections, in libraries elsewhere, etc.)
- o Is the topic sufficiently narrow so that you can say something new or approach if from a different/new angle?
- o Are you interested in the topic and is it something you're willing to work on for an entire semester?
- **Research Questions:**
  - o Along with your proposal, you will list research questions. These do not count toward the proposal's word count
  - o How to write good research questions is discussed in class videos

*Dr. Link reserves the right to veto or edit topics. Students who do not change their topic as advised by Dr. Link will lose significant points or receive a 0. *

Bibliography

Citing sources is an important skill for the historian. To hone this skill, you will create a professional bibliography of primary and secondary sources for your paper. This must be formatted following Chicago Manual of Style guidelines.

You **MUST** have at least **7** primary sources, **7** professional journal articles, and **10** secondary sources. All of these must be relevant to your topic. Significant points will be deducted for each missing source and/or if a source is irrelevant. Further discussion of how to find relevant sources will occur in lectures.

Library assignment

For this assignment you will meet (either in person or via Zoom) with librarian Haley Gallagher (Muntz Library 213B, hgallagher@uttyler.edu) for *at least 20 minutes* to discuss potential sources in Muntz library. This is a fantastic opportunity for you to pick the brain of a professional librarian! Even if you're not doing a local topic there can still be a wealth of resources here for you. And if not, often a librarian knows how to get what you need. Go into this meeting prepared! That means preliminary research: what kind of sources are you looking for? Can you get newspapers on microfilm?
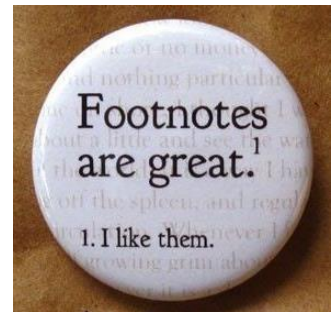
Please contact Nicholas sooner rather than later using proper email etiquette (Use a salutation like "Dear Nicholas", proper spelling/grammar/punctuation, and a closing signature like "Sincerely, Leslie Knope"). One essential lesson of this course is how to be a *professional*

historian and part of that involves being respectful of other people's time. **DO NOT** email the day before you want to meet. That is unacceptable behavior.

To receive credit for this meeting, you will turn in (on Canvas) a 2-page double spaced write up of your meeting including the details of what you discussed, what questions you prepared/asked, and what you learned.

You will be graded on your preparation for the meeting, how well you relay the information you learned and your professional behavior.
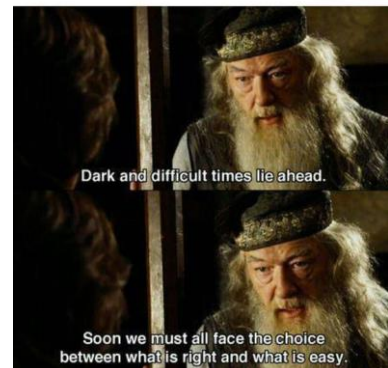
Book review One of the most important things that historians do is write reviews of each other's work. To that end, you will write **one book review** in this course. Choose one of the secondary books that has been the most influential in your research. You will write a 600-word professional analytical book review on the book. An example will be posted on Canvas and further discussion of how to accomplish this will be covered in class.

Primary Source Evaluation As we will discuss in lectures, evaluating sources is one of the most important skills a historian must have. This assignment will allow you to hone that skill as you will evaluate a primary source that you have found for your research project. Further instructions will be posted on Canvas.

First Draft of Research Paper This should be *at least* 4500 words, double spaced, 12-point font. This is your original research and while this is your first draft it should be polished. Make sure to proofread! Essays strewn with grammatical errors will lose points. It must include a title page as well as a bibliography (neither of which counts toward the page requirement).

Final Research Paper

This will be your final submission of your research essay. It should be *at least* 6500 words (not including the bibliography), double spaced. Going over this word count is fine. Going under will lose significant points. It should be polished and edited based on the critiques from your first draft. It must include a title page as well as a bibliography (neither of which counts toward the word count requirement). Essays must demonstrate that the author has carefully read the revision advice from Dr. Link on the first draft. **Those that do not make the necessary edits laid out by Dr. Link on the rough draft will result in an automatic F (59%).**

Because this assignment is due finals week, no late submissions are accepted

Research presentation

Historians must convey their research to colleagues and practicing this skill is important. You will submit a 10-slide presentation video including voiceover or video of yourself presenting your research. Here are elements that must be included:

- Why did you choose your topic?
- What is your argument?
- 3 main points you made to support your argument
- What kinds of sources did you use (primary and secondary?)?
- What challenges did you encounter when looking for primary and/or secondary sources?
  - Surprises? Difficulties?
- If you were to tackle this topic again, what would you do differently?
- If you had more time, what would you explore more?

These presentations should be make using a slideshow software like Power Point or Google Slides. Further instructions on how to make a strong presentation video will be uploaded in Canvas.

Second Exploratory Essay

This is your second exploratory essay of 500 words where you will reflect on your work over the semester and address the following questions:

- Who are you as a historian?
- What it is about history that you do (and do not) like?
- What do you wish you would have done differently in this course/for this research project?
- What would you like to do with the remainder of your education and with history after college?

Notes for all assignments:

- All due dates are listed on Canvas.
- For each of the assignments listed above, failure to cite your sources – primary or secondary – wherever you use them will result in **an automatic F for the assignment**. Remember: you **must always cite your sources**.
- Failure to use Chicago/Turabian citation formatting on the final paper will result in **an automatic F (59%) for the final paper.**

- All assignments (except the research presentation) **must be submitted as Word documents**.
- **THERE WILL BE NO INCOMPLETES** for failure to complete an assignment. Assignments not turned in will result in a 0 for that assignment.

Requirements and Grades:

Weekly Responses (11 @ 20 points each)	220 points
First Exploratory Essay	25 points
Topic proposal	50 points
Bibliography	50 points
Book review	75 points
Primary source evaluation	75 points
Library assignment	50 points
Rough draft	100 points
Final essay	200 points
Research presentation	80 points
Second Exploratory Essay	25 points
	950 points

Grading scale by points:
950-855 = A
854-760 = B
759-665 = C
664-570 = D
569 and below = F

Grading scale by percentage:
100%-90% = A
89%-80% = B
79%-70% = C
69%-60% = D
59% and below = F

Course Structure:

1. Late papers lose **10 points** from their grade for each day the paper is late. All assignments are due by the assigned due date on Canvas. Assignments turned in after that will lose points. **Late weekly responses are not accepted.**
2. Make sure to have your Canvas notifications sent to your email. You are responsible for staying up to date on deadlines, announcements, etc.
   a. You are responsible for all class lectures, readings, and any other videos assigned.
3. **No** emailed assignments are accepted. Assignments *must* be submitted on Canvas as directed on the assignment.
4. The classroom space is for intellectual growth and to achieve that we must all be respectful and courteous to each other. Respect is a must! We will not always all agree (that is the heart of academics!) but it is crucial that we express our ideas in a respectful way. If a student does not adhere to these guidelines, they will receive a 0 on the weekly

responses and, upon further infractions, they will be reported to the university and receive a 0 in the course.

    a. <u>Be courteous:</u> Remain patient, ask/wait for clarification, avoid assumptions and rushed judgement. Forgive mistakes and apologize for errors.

    b. <u>Be a good colleague:</u> Remember your role as a student in the course. Make sure you're following directions. Be authentic and collaborative with colleagues. Be aware of your behavior and how others interpret your communication.

    c. <u>Be professional:</u> Proofread your own writing for spelling, grammar, and punctuation to prevent miscommunication. Avoid slang, sarcasm, or emotionally charged writing. Profanity and offensive language will not be tolerated.

<u>Email Policies</u>

As this is an online course, I check emails regularly each day. You may expect a reply within 24 hours during the weekdays (Monday-Friday), and within 36 hours on the weekend (Saturday and Sunday). If you have a procedural question – about due dates, what the assignment requirements are, etc. – I strenuously encourage you to check the syllabus and the materials on Canvas, as your answer may be there, and you can know immediately, rather than awaiting an email reply.

Finally, even in an online setting, university education occurs in a formal setting. When emailing your professors – me or any other faculty on campus – please greet them properly (e.g., "Dear Dr. Link," "Hi Professor Stadelmann," "Good evening, professor," etc.); avoid "Hey," "I have a question," "Can you tell me…?", "Yo holmes," etc. – and yes, I have seen all of these in emails before.] I will always address you directly and respectfully in my individual emails to each of you; I ask the same courtesy in return. If students continue to refuse to address the faculty by name, I reserve the right to not reply to the email. If you are still uncertain about proper email etiquette, you may find useful hints for both your college and professional careers at https://wordcounter.io/blog/15-essential-email-etiquette-tips-for-every-college-student/.

<u>Student Accessibility and Resources (SAR):</u>

University of Texas at Tyler is committed to creating a learning environment that meets the needs of its student body. Reasonable accommodations are available for students who have a documented disability. If you should need accommodations, please let me know and contact Student Accessibility and Resources to discuss a range of options. They are located in UC 3150 and can be reached at (903) 566-7079 or saroffice@uttyler.edu. Once you have made arrangements with SAR, they will contact your professors, and we can work with you from there.

<u>Student Standards of Academic Integrity:</u>

As adults and college students I expect the work you turn in to be your work and your work alone. I do not tolerate plagiarism, cheating, or collusion (see definitions below) and if you do any of these you will receive a 0 on that assignment with no option of resubmitting. You may

also receive a 0 in the class, depending on the egregiousness of the scholastic dishonesty. You will also be reported to Judicial Affairs. Dr. Link reserves the right to adjudicate punishment for each individual case.

UT Tyler Statement on AI:

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

AI Statement for this course: AI/Chat GPT is not permitted in this course. To best support your learning, you must complete all graded assignments by yourself to assist in your learning. This exclusion of other resources to help complete assignments includes artificial intelligence (AI). Refrain from using AI tools to generate any course context (e.g., text, video, audio, images, code, etc.) for an assignment or classroom assignment. This includes but is not limited to Grammarly & ChatGPT. Assignments using AI in ***ANY AMOUNT*** will receive a zero with no chance of resubmission.

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.

i. "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 instructors 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; and

· 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.

ii. "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.

iii. "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.

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

Further university policies are available in the Canvas modules.