

Historical Methods

HIST 3300-001

Mondays and Wednesdays, 2:30-3:50 PM

BUS 259

3 Credit Hours

Dr. Colin Snider

BUS 267

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903-565-5758

Office Hours:

Mondays, 11:15AM-2:15PM

Or by Appointment

Course Description

This course is designed to familiarize and train students in the methods and approaches historians deploy to research, interpret, analyze, and narrate history – in other words, how to conduct work as an historian. This course will embrace both the intellectual/analytical and the methodological/technical components of “doing history,” introducing students to historiography and different conceptual frameworks and tools, even as it centers on researching, writing, and presenting an original, primary-source based research paper. Additionally, this course will uncover the different types of history and schools of thought throughout history. Finally, this course will expose students to the many paths available to historians, be it in education, public history, graduate school, archival work, or other arenas.

Objectives

This class is designed to train students in how to research, think, and write like historians while fostering the students’ ability to analyze and think about history and history-making processes more generally. Given its emphasis on method, students will rely on secondary readings to illuminate the trajectory of historical inquiry across time and to consider various methodological and conceptual frameworks available to them, while students will use their own research into primary sources to facilitate and refine their abilities in historical inquiry, analysis, and writing. Finally, this class will help students apply an understanding of history to current events at the local, national, and global levels.

Thus, in accordance with the Student Learning Outcomes for this course, by the end of the semester, students will acquire the following skills:

- Broaden students’ understanding of how to pursue historical investigation.
- Develop students’ ability to read primary sources and understand the hidden social,

cultural, political, economic, and other contexts they contain.

- Develop students' ability to interpret language and understand language as a window into relations of power, emotion, and bias.
- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, this course will teach students to:

- Identify the development of history as both an intellectual endeavor and a profession across millennia.
- Be familiar with the various types of history scholars study, and the multifarious conceptual frameworks available to historians.
- Develop a research project and find archival materials to conduct research.
- Formulate an original argument and support it with a thorough and critical analysis of primary sources.
- Articulate one's research and analysis in both written and oral forms.

Texts and Readings

Because the major component of this course is a large research project, students will do much of their reading on the particular topic they are writing on. That said, to guide students along the methodological and conceptual paths upon which they will embark with this project, the following texts are required for this course:

Tosh, John. *The Pursuit of History: Aims, Methods, and New Directions in the Study of History*. Sixth Edition. New York: Routledge, 2015.

Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography*. New York: Oxford University Press, 2015.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. Eighth Edition. Boston: Bedford/St Martin's, 2015.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Eighth Edition. Chicago: University of Chicago Press, 2013.

Assignments

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

Attendance *and participation* are mandatory. We will regularly work in a collaborative

atmosphere as students discuss the readings of the semester and work toward their final project. 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. Again, *active class participation is critical.* Attendance & Participation will make up 15% of students' grade.

While some people may view citations as tangential to research, being able to accurately cite your resources is of tantamount importance to the historian. Unfortunately, the best way to learn to properly cite is through repetition. As a result, throughout the semester, there will be quizzes on a near-weekly basis (and sometimes more than once a week) on how to cite in Chicago style for both footnotes and bibliographies. These quizzes will always be "open-book," and will be individual or/and group efforts. These quizzes are geared to help students easily and seamlessly use Chicago-style formatting in their final paper, and the quizzes will count as 10% of students' final grade.

Additionally, each student will hold at least one mandatory research conference with Ms. Vicki Betts—the professional librarian who oversees all history-related research at the Muntz Library. You will need to set aside *at least* 30 minutes to meet with Ms. Betts. 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 should take place before Friday, September 23.

The remaining assignments will hinge on the paper itself, and are broken down into the following components:

- Topic Proposal (25 Points)
 - The paper topic must focus on some component of history involving the United States in the World. This does not mean it needs to be a macrolevel topic – local histories often tie into global processes as well. That said, the paper must consider some portion of this topic. For your Topic Proposal, you will 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 (25 Points)
 - 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 every missing source in each category. It **MUST** follow the bibliography format shown in Chapter 17 of Turabian. [Your quizzes should help facilitate your ability to do this smoothly.]
- Annotated Bibliography (25 Points)
 - Choose the five most influential/important secondary books regarding your topic and write a 150-word annotation for each book (total word count: 750). Specifically, consider the following questions: 1) What is the author's primary argument? 2) What does the book add to your work? 3) How will your paper contribute to the historiographical discussion compared to the book?
- Book Review (25 Points)
 - Choose the most influential secondary book regarding your topic and write a **600-word professional analytical review** of the work. (single-spaced, 1-inch margins, etc.).
- First Draft of Research Paper (50 Points)
 - A 6,000+ word paper (exclusive of footnotes/bibliography) based on original research. This is not a "rough" draft. It should be polished.
- Peer Review (25 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 bibliography.
- Presentation (25 points):
 - A 15-20 minute presentation of your research. As you put together your presentation, be sure to address all of the following: 1) Why you became interested in history; 2) Why you chose your topic; 3) Your argument; 4) If and how that argument evolved as you researched; 5) At least three main points you made to back up your argument; 6) The

research process—surprises, difficulties, discoveries, etc. These presentations **will** be timed, and a student’s ability to operate within those constraints will be considered as part of the presentation grade.

Grades

Based upon the above, final grades will be calculated:

Attendance & Collaboration	15%
Formatting Quizzes	10%
Research Portfolio	25%
(Proposal, Bibliography, Annotated Bibliography, & Book Review)	
First Draft	12.5%
Peer Review & Presentation	12.5% (6.25% each)
Final Draft	25%
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TOTAL	100%

Classroom Etiquette

While college can be a fun environment, it is also a learning environment, and a place where certain precepts of etiquette should be followed out of respect for your peers. In general, if you are in class, you are here to learn, not to focus on other matters; if you do not want to be there, then you should reconsider whether or not you should be enrolled in school. With that in mind, please:

- **Be on time:** Sometimes something happens that delays your arrival to class (scheduling, distance between buildings, etc.), but in general, habitual lateness is distracting to your colleagues.
- **Do not leave early:** Once you are in the classroom, you should plan on staying through the class – departing because you feel like it is both disrespectful and distracting to your colleagues. If you think you may have to leave early, please sit near the door and leave in a quiet fashion.
- **Put away your cell phones:** Yes, in this time, it is very easy to become compulsive about checking phones. However, you are here to learn; excepting in the case of an emergency, please do not take out your phones, answer your phones, send text messages in class, play games on your phone, or otherwise use your phone as a distraction, as it is both distracting to yourself and your colleagues and disrespectful to all in the classroom (including yourself). If you are expecting a really important call (i.e., a sick family member, etc.), please alert the professor before class.
- **Computer use:** Some students have become accustomed to using computers in the class. However, they are also an easy distraction for those in the classroom. This has included using social media, playing video games, and even watching movies in class. Unfortunately, as a result, based on the past

experiences and actions of students in class, **the use of laptops, tablets, and other devices is COMPLETELY PROHIBITED** without prior consultation with the professor.

Attendance and Makeup Policy

Students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and for every two unexcused absences, a student's **final** grade will drop by a full letter (10% of the total grade). In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused and an assignment possibly made up. The student should make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. Students must also provide documentation in order for an absence to be excused, and it remains the professor's prerogative to determine what is or is not an excusable absence. Students also must put forth every effort to submit their assignments on time. Each day an assignment is late will result in a reduction of one-letter grade from the assignment. Assignments more than one week late will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative.

Syllabus Notice

The instructor reserves the right to alter the syllabus; however, students will be given ample warning to any possible changes.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Definition of Academic Dishonesty

Scholastic dishonesty includes, but is not limited to, submitting work that is not one's own. In the classroom, this generally takes one of two forms: plagiarism or cheating. Cheating can include (but is not limited to) using unauthorized materials to aid in achieving a better grade, inventing information, including citations, on an assignment, and copying answers from a colleague or other source.

Plagiarism is presenting the words **or** ideas of another person as if they were your own. As a result, Plagiarism can include, but is not limited to, submitting work as if it is your own when it is at least partly the work of others, submitting work that has been purchased or obtained from the internet or another source without authorization, and

incorporating the words and ideas of another writer or scholar without providing due credit to the original author.

Any and all cases of plagiarism or cheating will result in an automatic zero for the assignment. The professor also reserves the right to assign the students a zero for the semester, and to refer cases of plagiarism to the student's respective dean.

Please read the complete policy at

<http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

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>

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. 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 is the deadline for many forms and enrollment actions that students need to be aware of. 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 offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a disability diagnosis such as a chronic disease, learning disorder, head injury or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with an Accessibility Case Manager. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR webpage (<http://www.uttyler.edu/disabilityservices/>) or the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to saroffice@uttyler.edu.

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.

Course Schedule

Week 1 – Introduction

Readings: Tosh, Chapters 1-2

Monday, August 29 – Course Introduction (or, How I Learned to Stop Worrying and Love Conducting Historical Research)

Wednesday, August 31 – What History Is: Foundations and Methods

Week 2 – “Doing History”

Readings: Tosh, Chapters 3-5

Monday, September 5 – **LABOR DAY (NO CLASS)**

Wednesday, September 7 – “Doing” History: Effective Research Strategies

Week 3 – The Nature of Research and Archival Work

Readings: Tosh, Chapters 6-7

Monday, September 12 – Library Meeting

Wednesday, September 14 – Historical Methods: Analysis and Interpretation

Week 4 – Types of Historical Narrative

Readings: Popkin, Chapters 1-4

Monday, September 19 – Beginning Research

Paper Proposal due by 2:00 PM on Monday

Wednesday, September 21 – The History of History

Week 5 – Framing and Writing in History

Readings: Popkin, Chapter 5; Tosh, Chapter 8

Monday, September 26 – Finding Order in Chaos: Writing, Narrative, and Analysis

Wednesday, September 28 – Conceptual Frameworks & Historical Development

Week 6 – Avoiding Trouble and Refining Technique

Readings: Popkin, Chapter 6; Tosh, Chapters 9-10

Monday, October 3 – Staying Out of Trouble: Citations and Plagiarism

Bibliography due by 2:00 PM on Monday [MUST USE TURABIAN, CH. 17]

Wednesday, October 5 – (Post)Modernizing History: Innovations in the Late 20th Century

Week 7 – History Beyond the Academy

Readings: Popkin, Chapters 7-8; Tosh, Chapters 11-12

Monday, October 10 – Mid-Semester Debriefing

Annotated Bibliography due by 2:00 PM on Monday

Wednesday, October 12 – Inclusive History: New Voices & Perspectives

Week 8

Monday, October 17 – Library Research & Writing [No Class]

Book Review due by 8:00 AM on Monday

Wednesday, October 19 – Library Research & Writing [No Class]

Week 9

Monday, October 24 – Library Research & Writing [No Class]

Wednesday, October 26– Library Research & Writing [No Class]

Week 10

Monday, October 31 – Library Research & Writing [No Class]

Wednesday, November 2– Library Research & Writing [No Class]

Week 11

Monday, November 7– In-Class meeting/debriefing

Wednesday, November 9 – Library Research & Writing [No Class]

Week 12

Monday, November 14 – Library Research & Writing [No Class]

First Draft due by Midnight on Sunday Night/Monday

Wednesday, November 16 – Library Research & Writing [No Class]

Week 13 – THANKSGIVING BREAK (NO CLASS)

Week 14

Monday, November 28 – Presentations

Peer Review Due by 2:00 PM on Monday

Wednesday, November 30 – Presentations

Week 15

Monday, December 5 – Presentations

FINAL DRAFT DUE AT 2:00 PM ON MONDAY

Wednesday, December 7 – Presentations

FINALS WEEK – TBD