

# HIST 3300 Historical Methods

Fall 2021 Online

**Dr. Mandy Link**

**Virtual Office Hours:** Wednesdays 1-2:30 pm, Thursdays 3:30-5 pm or by appointment via Zoom

**Email:** [mlink@uttyler.edu](mailto:mlink@uttyler.edu) or through Canvas

I will be on my email and thus can respond to any questions quickly. If, for some reason, I will not be available during these designated times I will let you know. If you'd like to meet via Zoom, please email me and we can set up a Zoom link.

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

## **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:**

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.

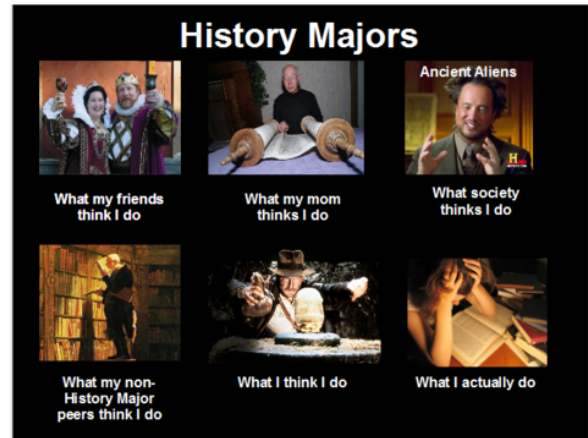
“Educating yourself does not mean that you were stupid in the first place; it means that you are intelligent enough to know that there is plenty left to **learn.**”

Melanie Joy  
Monday - Nov 5, 2012:52 pm

## 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*, 2<sup>nd</sup> edition (Oxford: Oxford University Press, 2016)

Jenny L. Presnell, *The Information-Literate Historian: A Guide to Research for History Students*, 3<sup>rd</sup> edition (Oxford: Oxford University Press, 2007)

**\*Make sure to buy the correct editions! \***

## 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 is 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 lecture, 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:

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: the topic must be modern history (1700 CE-20<sup>th</sup> century). It can be a world or European history topic. Those wishing to write on American history \*may only do so\* as it relates to either Europe or world history. This does not preclude writing on a local topic if that is your interest. In fact, many local histories have fascinating ties to other countries and larger events.

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.

- **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.***

- 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.)
- Is the topic sufficiently narrow so that you can say something new or approach it from a different/new angle?
- Are you interested in the topic and is it something you're willing to work on for an entire semester?
- What kinds of research questions might you ask about the topic?

**\*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.\***

### **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.

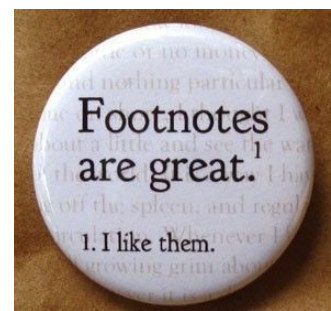
You **MUST** have at least **7** primary sources, **7** professional journal articles, and **10** secondary sources. All of these must be relevant to your topic. Significant points will be deducted for each missing source and/or if a source is irrelevant. Further discussion of how to find relevant sources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

### **Historical source evaluation**

You will be given primary sources to evaluate. The documents along with questions to answer will be uploaded to Canvas.

### **Book reviews**

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



### Library assignment:

For this assignment you will meet (either in person or via Zoom) with librarian Sarah Meisch-Lacombe (Muntz Library 215) 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 the librarian sooner rather than later using proper email etiquette (Use a salutation like "Dear Ms. Meisch-Lacombe", 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 and what you learned.

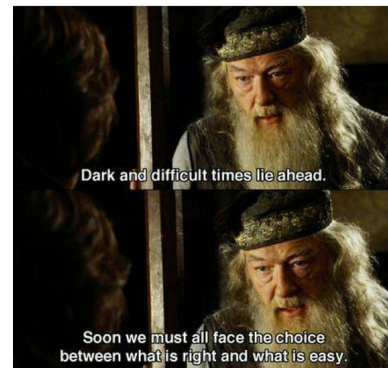
### First Draft of Research Paper

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 necessarily edits laid out by Dr. Link on the rough draft will result in an automatic F (59%).**

### **When you begin editing your first draft**



## Research presentation

Historians must convey their research to colleagues and practicing this skill is important. You will give a 10-minute presentation on your research. These will be timed and presentations that are under or over the limit will lose points. All presentations must be accompanied by a power point. 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?

More detailed instructions will be provided later in the semester. Keep in mind that an “A” presentation *is not* a reading of your paper! Make sure to practice your presentation and certainly do not “wing” it.

These presentations should be made using a slideshow software like Power Point or Google Slides. You will make the slideshow, along with recording audio, that you will submit to 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 would you like to do with the remainder of your education and with history after college?

## Notes for all assignments:

- 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 (excepting 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 (13 @ 15 points each)	195 points
First Exploratory Essay	25 points
Topic proposal	50 points
Bibliography	50 points
Historical Source Evaluations (25 points)	25 points
Book review (2 x 75 points each)	150 points
Library assignment	50 points
Rough draft	100 points
Final essay	200 points
Research presentation	75 points
Second Exploratory Essay	25 points
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	<b>945 points</b>

**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.
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. Be courteous: Remain patient, ask/wait for clarification, avoid assumptions and rushed judgement. Forgive mistakes and apologize for errors.
  - b. Be a good colleague: 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. Be professional: 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.

### **Email Policies**

As this is an online course, I will check email 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/>.

### **Student Accessibility and Resources (SAR):**

University of Texas at Tyler is committed to creating a learning environment that meets the needs of its diverse 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](mailto:saroffice@uttyler.edu). Once you have made arrangements with SAR, they will contact your professors and we can work with you from there.

### **Student Standards of Academic Integrity:**

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 and be reported to Judicial Affairs. Dr. Link reserves the right to adjudicate punishment for each individual case.

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 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; 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

\*The following class schedule is a rough guide and is subject to change.

### **Class Schedule:**

#### **Week 1 – Introduction**

**Readings:** *Presnell, Information-Literate Historian, Ch.1; Popkin, From Herodotus to H-Net, Ch. 1*

#### **Week 2 – “Doing History”**

**Readings:** *Presnell, Information-Literate Historian, Ch. 2-4*

#### **Week 3 – The History of History**

**Readings:** *Popkin, From Herodotus to H-Net, Ch. 2-4*

#### **Week 4 – The Nature of Research and Archival Work**

**Readings:** *Presnell, Information-Literate Historian, Ch. 5-7*

#### **Week 5 – Framing and Writing in History**

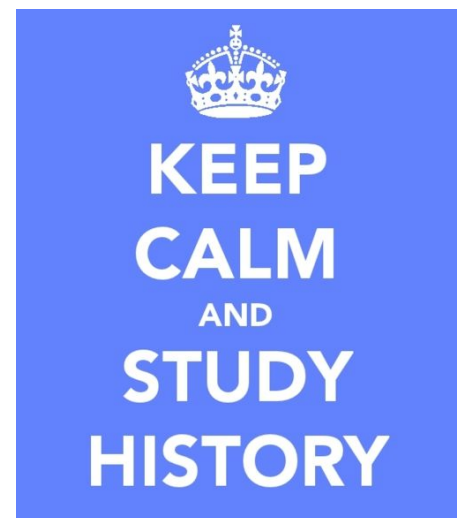
**Readings:** *Presnell, Information-Literate Historian, Ch. 9-10; Popkin, From Herodotus to H-Net, Ch. 5-6*

#### **Week 6 – Avoiding Trouble and Refining Technique**

**Readings:** *Presnell, Information-Literate Historian, Ch. 11; Popkin, From Herodotus to H-Net, Ch. 7*

#### **Week 7 – History Beyond the Academy & Careers**

**Readings:** *Popkin, From Herodotus to H-Net, Ch. 8*



**Weeks 8-12 – Research & Writing [No online class sessions – students should work on paper]**

Online meetings/debriefings (as needed)

**Weeks 13 - The Editing Process**

**Weeks 14-15 – Final Touches and Presenting Your Research**

**Finals Week**

Final research paper due during assigned final exam time

## Calendar for Historical Methods (HIST 3300)

	Readings	Assignments	Deadlines
<b>Week 1</b>	Presnell, Ch.1 Popkin, Ch. 1	Self-Reflective Essay #1 Weekly Response #1	Friday, August 27 Sunday August 29
<b>Week 2</b>	Presnell, Ch. 2-4	Paper Proposal  Weekly Response #2	Friday, Sept 3  Sunday, Sept 5
<b>Week 3</b>	Popkin, Ch. 2-4	Weekly Response #3	Sunday, Sept 12
<b>Week 4</b>	Presnell, Ch. 5-7	Weekly Response #4	Sunday, Sept 19
<b>Week 5</b>	Presnell, Ch. 9-10 Popkin, Chs. 5-6	Bibliography  Weekly Response #5	Friday, Sept 24  Sunday, Sept 26
<b>Week 6</b>	Presnell, Ch. 11  Popkin, Ch. 7	Historical Source Evaluation  Weekly Response #6	Friday, Oct 1  Sunday, Oct 3
<b>Week 7</b>	Popkin Ch. 8	Book Review #1 Weekly Response #7	Friday, Oct 8 Sunday, Oct 10
<b>Week 8</b>			
<b>Week 9</b>		Book Review #2	Friday Oct 29
<b>Week 10</b>			
<b>Week 11</b>			
<b>Week 12</b>		Rough Draft (6000+ words)	Friday Nov. 12
<b>Week 13</b>			
<b>Week 14</b>			
<b>Week 15</b>		Research Presentation	Monday, April 19 (due at 8:00 AM)

Finals Week	Final Paper	Monday, Nov 29
	Self-Reflective Essay #2	Friday, Dec 3 Noon

**University Policies**

**Student Absence due to Religious Reason:**

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. (Revised 05/17)

**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.

**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.utt Tyler.edu/tobacco-free](http://www.utt Tyler.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.utt Tyler.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.

### **UT Tyler Resources for Students:**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu) · UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto: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)

### **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.