

# Historical Methods

HIST 3300-060

3 Credit Hours (Online)

A practical study of the historical method, research, and writing. Required of all history majors and students seeking a secondary teaching field in history.

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Office Hours:  
Mondays, 9:00-10:00 AM (Zoom)  
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Or by appointment

## Course Description

This course familiarizes and trains 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 embraces both the intellectual/analytical and the methodological/technical components of “doing history,” introducing students to various historiographical frameworks and conceptual approaches and tools, even as it centers on researching, writing, and presenting an original, primary-source based research paper. Additionally, this course uncovers the different types of history and schools of thought throughout history. Finally, this course exposes students to the many paths available to historians, be it in education, public history, graduate school, archival work, or other arenas. Focusing on the topic of “human rights in history,” this course will help students learn the techniques of researching and writing about the past and engaging in the work, activities, and rewards of being a historian.

## Objectives

This class is designed to train students in two areas essential to historical thought: the conceptual approaches to thinking about, analyzing, and writing history; and the technique and method of researching and writing history. 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.

On the one hand, there is a wide range of ways to think about history and to frame historical inquiry. Likewise, there is a variety of mutually inclusive types of history students can embrace, from social history to political history, from cultural history to economic history, from ethnohistory to diplomatic history, from gender history to transnational history, from intellectual history to environmental history, and much more. Understanding these approaches, schools of thought, conceptual frameworks, and historiographical traditions is essential to a student’s ability to analyze, think about, and write history. Given the role of conceptual approaches to history, in the first half of this course students will draw on secondary readings to illuminate the trajectory of historical inquiry across time and to consider various methodological and conceptual frameworks available to them.

On the other hand, reading about and understanding approaches to the past is only a part of what historians do. Without historians’ ability to research, analyze, write, and communicate their ideas, the importance of history in understanding the human condition and to understanding the past and its relation to the present would be impossible. Indeed, as important as thinking about the past is,

analyzing and discussing the past is even more important, as it allows us to help a broader audience understand diverse historical moments and peoples and the constantly-shifting relationship between the past and present. As a result, constructing an original research project—finding a topic, asking a question, researching and analyzing primary sources, reading secondary sources for more information, writing a paper, and communicating your ideas in written, visual, and oral formats—is vital to this course. Thus, even as students learn about ways to think about and analyze the past, students will also use their own research into primary sources to facilitate and refine their abilities in historical inquiry, analysis, and writing.

Based on these two components—learning the historiography and conceptual approaches to history on the one hand, and the methods, techniques, and practice of conducting original research and writing a paper on the other hand—the learning outcomes expected of students for this class are as follows:

- Students will develop their ability to follow the steps in creating and completing a research project
- Students will develop their ability to read and analyze primary sources and understand the social, cultural, political, economic, and other contexts they contain.
- Students will analyze language and apply interpretation of language in historical materials to understand the relations and operations of power, emotion, and bias in historical documentation and in the analysis of historical documents.
- Students will develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Students will develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Students will identify the development of history as both an intellectual endeavor and a profession across millennia.
- Students will be able to identify the various types of history scholars write and the various conceptual frameworks available to historians.
- Students will develop a research project and locate archival materials to conduct research.
- Students will design a research project and formulate an original argument, supporting it with a thorough and critical analysis of primary sources and with aid and contextualization through secondary sources.
- Students will produce materials that 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 human rights-related topic they select for their research project (see “Research Project” below). That said, to guide students along the methodological and conceptual paths upon which they will embark with this project, and to aid students in learning the formatting style historians use, the following texts are required for this course:

Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. Third Edition. New York: Oxford University Press, 2018.

Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography*. Second Edition. New York: Oxford University Press, 2020.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Ninth Edition. Chicago: University of Chicago Press, 2018.

### **Assignments**

There are two major components to this course: active online participation, and a portfolio that centers on the steps and processes of historical research, building toward the final research paper by means of research, writing, revising, and other activities.

#### *Active Online Participation and Reflection (20% of final grade)*

Because this is an online class, students will engage with the readings, conceptual frameworks, historiography, and formatting issues through online activities such as discussion boards, short written reflections, and footnote quizzes.

- In the **online discussions**, students will reflect upon and address the weekly themes for the first half of the class as they pertain to the online videos and the readings from Presnell and from Popkin. These online discussion activities will be worth 10% of students' final grade. **Please note:** due to setup options on Canvas, these assignments will appear under the modules but will not appear on your weekly calendar on Canvas. Please check the modules for online discussions and make sure to complete them in weeks 1-7.
- Historians use Chicago format (also known as Turabian), which relies on footnotes and a bibliography rather than parenthetical or in-text citations. Chicago is the clearest, most informative, and least intrusive of the citation formats, but the best way to become familiar with Chicago formatting and to learn to properly cite with it is through repetition. Thus, students will complete **five footnote quizzes** in the first part of the semester on both footnote and bibliographic format. These quizzes will always be "open-book," and will be conducted online. These quizzes are geared to help students easily and seamlessly use Chicago-style formatting in their final paper, and the quizzes will make up 5% of students' final grade.
- For the final component of the online participation (20%) grade, students will complete **two self-reflective essays** – one at the beginning of the semester, and one at the end – on who they are as historians. Students will write a 350-500 word essays reflecting on who they are as historians, how they became interested in history, what it is about history that they do (and do not) like, and what they would like to do with the remainder of their education and with history after college. Each of these essays will be worth 2.5% of your final grade, for a total of 5% of the final grade. The first self-reflective essay is due in week 1; the second self-reflective essay is due at the end of finals week and will draw on your experience across the semester to build on your reflection from week 1.

Collectively, then, students' online participation grade will be made up of three elements: online discussion activities (10%), footnote quizzes (5%), and two self-reflection essays (5%), for a total of 20% of students' final grade. So long as students complete all these elements, they should expect to receive a passing grade for online participation.

#### *Research Project (80% of final grade)*

If 20% of the student's final grade is made up of active online participation, the remaining 80% is made up of the course's main focus: an original research paper of 6500-7500 words. For this semester, **students are required to do a research paper that in some way involves questions of human rights.** This topic can take any number of forms: historical case(s) of human rights

violations; historical definitions and debates over what constitute human rights; historical cases of human rights mobilization or activism; a study of a topic that intersects with human rights (e.g., warfare; labor; voting rights; etc.) and that articulates how they fit within the topic; or other possibilities. All students are encouraged to meet virtually with Dr. Snider by Zoom or by phone to discuss paper topic ideas.

The research project is made up of multiple elements essential to the research process; the final paper is just the culmination of broader project whose components are as follows:

**Paper Proposal** (5% of final grade) – Due Friday, January 22 (Week 2)

- For your Topic Proposal, you will write a 600+ word essay in which you carefully and thoroughly explain your topic, its historical importance, and why you chose it. As mentioned above, this semester **the paper topic must focus on some component of history involving human rights in its subject matter.** This can cover a wide range of topics, from past warfare to social movements, from political philosophy and ideas on rights to economic systems, from dictatorships to democracies. In selecting a topic, be sure to consider the following: 1) Are there enough accessible primary sources to form the core of the paper? 2) Is the topic one 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? 4) What kinds of questions might you ask about the topic? What areas do you hope to address? What type(s) of history – political, economic, cultural, social, transnational, etc. – do you think could be relevant? These are the types of questions you should consider and address as you compose your proposal. **NOTE:** This is one of the most important assignments for the entire semester, because it sets the stage for all subsequent assignments, from your bibliography through the final paper and infographic. Think *very* carefully about what you hope to write about and how you plan to do it successfully.
- Meeting with librarian Sarah Meisch-Lacombe (weeks 3-6)
  - Students will have the chance to meet with the library's history liaison, Sarah Meisch-Lacombe, to consult her on resources available to them in finding primary sources. Students should go into their meeting with Ms. Meisch-Lacombe with some ideas and resources or primary sources already. Those who meet with her will receive 10 extra credit points added to their final grade.
- **Bibliography** (5% of final grade) – Due Friday, February 12 (Week 5)
  - 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. You do not yet have to have access to these works – they simply must be included in your list as potential resources for your final bibliography. **Please note:** Ten percentage points will be deducted for every missing source in each category. Your Bibliography **MUST** follow the bibliography format shown in Chapter 17 of Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Your use of correct formatting in the Author-Title style **will** be

considered in the grade on this assignment. [Your footnote quizzes and ability to refer to Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* should help facilitate your ability to do this smoothly.]

- **Annotated Bibliography** (5% of final grade) – Due Friday, February 19 (Week 6)
  - Choose three of most influential or/and important secondary books regarding your topic and write a 100-150 word annotation for each book (total word count: 300-450 words, **not** counting the bibliographic entry itself – i.e., you can't use the author, title, and publishing information in your word count). Your annotations should address what is(are) the author's primary argument(s); the types of primary sources and historical approaches (political, social, cultural, economic, etc.) does the book rely upon; the book's contributions and/or its limitations; and what it contributes to the overall scholarship. Students will be provided with examples of what an annotated bibliography looks like in advance of this assignment's due date.
- **Book Review** (5% of final grade) – Due Friday, Friday, February 26 (Week 7)
  - Choose the most influential or/and important secondary book regarding your topic and write a 600-word professional analytical book review of the work. [Once again, the author name, title, and publishing information do *not* count towards this word count.] Students will be given a guide on how to write a book review and a sample book review in advance of this assignment's due date.
- **First Draft** of Research Paper (15% of final grade) – Due Monday, March 29 (Week 12)
  - 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** (5% of final grade) – Due Monday, April 5 (Week 13)
  - Early in the semester, you will be paired with another colleague whose topic best matches with yours. For the peer review, you will read your colleague's first draft and write a 600-word professional, fair, and balanced critique of your colleague's first draft. In providing this review, you may want to consider the following: 1) What is the argument? 2) Is it adequately supported 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?
- **Presentation** (10% of final grade)

As important as writing is to communicating historians' research and findings to a broader audience, it is not the sole mechanism, and different audiences learn history through different means. While written research often works with trained historians, a more general audience learns history through different mechanisms. As a result, students will be required to select **one** of two options to present their work.

  - **Option 1: Oral Presentation** – Friday, April 16  
Students may give a 10-minute oral presentation that summarizes their main research and arguments at the annual UT-Tyler lyceum. This is a great opportunity to become familiar with presenting your work (something common not just to historians, but to people in many professions). The Lyceum will be held on Friday, April 16.

More information will be forthcoming on this option as the semester progresses.

▪ **Option 2: Infographic** – Due Monday, April 19 (Week 15)

An infographic is a means to communicate one's research and findings through a combination of written and graphic design, with the intention of presenting information quickly and clearly. In general, infographics are designed to be understandable to and informative for the general public. There are a variety of ways that one can create an infographic, including [Piktochart](#), [Canva](#), websites (such as Wordpress), and others. Students will be given guidelines on what the Infographic can/should do, resources for designing an infographic, and other elements as the semester progresses. Final Research Paper (30% of final grade) – Due Monday, April 26 (Finals Week)

- A **final draft** that is completed and 6,500-7,500 words in length (exclusive of footnotes/bibliography), based on original research with a corrected bibliography and citations. This final draft will build on your first draft, with edits, corrections, and other changes completed based on feedback students received from their peers and from the professor. **Please note: failure to make the recommended edits between the first draft and the final draft will result in an automatic F (59%) for the final paper.** Be sure to read the graded first draft and your peer review and improve your first draft accordingly before submitting the final paper.

**NOTES FOR ALL ASSIGNMENTS:**

- For each of the assignments listed above (excepting the Infographic), 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 infographic) **must be submitted as Word documents.**

**Grades**

Based upon the above, final grades will be based on the following percentages and will follow a standard grading system (A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, 0-59) on the individual assignments and on the final course grade for the semester.

Self-Reflective Essays (2 at 2.5% each)	5%
Online Participation	10%
Footnote Quizzes (5 total)	5%
Paper Proposal	5%
Bibliography	5%
Annotated Bibliography	5%
Book Review	5%
First Draft	15%
Peer Review	5%
Presentation (Oral Presentation or Infographic)	10%
<u>Final Draft</u>	<u>30%</u>
TOTAL	100%

## **Deadlines**

The above assignments are due on the following days (all deadlines are 9:00 AM):

- Self-Reflective Essay 1 – Friday, January 15 [Week 1]
- Paper Proposal – Friday, January 22 [Week 2]
- Meet with Librarian Sarah Meisch-Lacombe [Weeks 3-6]
- Bibliography – Friday, February 12 [Week 5]
- Annotated Bibliography – Friday, February 19 [Week 6]
- Book Review – Friday, February 26 [Week 7]
- First Draft – Monday, March 29 [Week 12]
- Peer Review – Monday, April 5 [Week 13]
- Presentation
  - Oral Presentation – Friday, April 16

### **OR**

- Infographic – Monday, April 19 [Week 15]
- Final Draft – Monday, April 26 [Finals Week]
- Self-Reflective Essay 2 – Friday, April 30 [Finals Week]

## **Email Policies**

As this is an online course, I will check email regularly each day. You may expect a reply within 18 hours during the weekdays (Monday-Friday), and within 24 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. Snider,” “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/>.

## **Online Etiquette**

As most of us know, one of the challenges of the internet is that anonymity and having an audience can lead to bad behavior, bad-faith arguments, and incivility online. As a result, this class insists that students practice “netiquette,” or online etiquette, that maintains courtesy, empathy, and willingness to listen respectfully to the arguments and ideas of your colleagues, even if you are not fully in agreement.

“But what do you mean by courtesy, empathy, or respectfully?” you might be asking yourself. Good question! In this online class, all comments—electronic or otherwise—must be classroom appropriate.

“OK, but what is ‘classroom appropriate?’” Another good question! First, let’s go over what it does *not* mean. It does not mean that students cannot express unpopular arguments and ideas. It does not

mean that there cannot be disagreement in the class. It does not mean that class must engage in groupthink. It does not mean that students should blindly parrot what they read or hear.

What it *does* mean is practicing reasoning and logical argumentation. It means being civil and listening with respect. Insults, snide comments, name-calling, cutting someone off, derogatory tones, sarcasm, ridicule, vulgarity, personal attacks, racial slurs, misogynistic remarks, etc. will not be allowed. If you are unsure about what counts as disrespectful, consult the instructor or simply recall the Golden Rule: treat others as you would want to be treated. The instructor will act as the final word on what is or is not classroom appropriate.

As historians, it is our duty to try to understand differing viewpoints from the past as we come to a broader understanding of human societies, cultures, institutions, and behaviors. But our task does not stop in the past – the same effort to understand and empathize must be applied to our colleagues and peers in the present as well. Failure to follow netiquette guidelines for the class will negatively effect students' attendance and participation grade, and violators may be ejected from the class and its online forums. You may also consult UT-Tyler's policies and guidelines for netiquette at <https://uttyler.instructure.com/courses/9399/pages/netiquette>.

### **Attendance and Makeup Policy**

Because this is an online course, students are expected to participate regularly. Failure to do so will be reflected in the Discussion & Participation grade, which makes up 10% of a student's final grade. In cases of **emergency** (i.e., serious illness, family emergencies, etc.), deadlines may be flexible, but such a decision will be at the prerogative of the professor. The student should make sure to consult with the professor as soon as possible in order to inform the professor of challenges and obstacles as soon as possible. Students also must put forth every effort to submit their papers on time. Each day a written assignment is late, the assignment's grade will be reduced by one letter grade. For example, a paper that was an A paper but was submitted three days late earns a D; a B-level paper one day late earns a C; and so on. If the assignment is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment; assignments will not be accepted later than one week late. In the event a student needs an assignment 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 in areas such as readings, due dates, and other matters. In the event such changes occur, deadlines and due dates will *never* be moved forward, and students will be given ample warning to any possible changes well in advance.

**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>

### **Academic Integrity**

**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.

*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.*

### **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)

### **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. (The Census Date in Spring 2021 is January 25.) 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 (January 25) 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. (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.

**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.

**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](http://www.uttyler.edu/tobacco-free)

**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>

### **Important Covid-19 Information for Classrooms and Laboratories**

Students are required to wear face masks covering their nose and mouth, and follow social distancing guidelines, at all times in public settings (including classrooms and laboratories), as specified by [Procedures for 2020-2021 Return to Normal Operations](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature will be excused from class and should stay at home and may join the class remotely. Students who have difficulty adhering to the Covid-19 safety policies for health reasons are also encouraged to join the class remotely. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

### **Recording of Class Sessions**

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

# Course 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**

*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 Draft Submission**

# Calendar for Historical Methods (HIST 3300)

	Readings	Assignments	Deadlines
<b>Week 1</b>	Presnell, Ch.1 Popkin, Ch. 1	Self-Reflective Essay #1	Friday, January 15
<b>Week 2</b>	Presnell, Ch. 2-4	Paper Proposal  Footnote Quiz #1	Friday, January 22  Sunday, January 24
<b>Week 3</b>	Popkin, Ch. 2-4	Footnote Quiz #2	Sunday, January 31
<b>Week 4</b>	Presnell, Ch. 5-7	Footnote Quiz #3	Sunday, February 7
<b>Week 5</b>	Presnell, Ch. 9-10 Popkin, Chs. 5-6	Bibliography  Footnote Quiz #4	Friday, February 12  Sunday, February 14
<b>Week 6</b>	Presnell, Ch. 11  Popkin, Ch. 7	Annotated Bibliography  Footnote Quiz #5	Friday, February 19  Sunday, February 21
<b>Week 7</b>	Popkin Ch. 8	Book Review	Friday, February 26
<b>Week 8</b>			
<b>Week 9</b>			
<b>Week 10</b>			
<b>Week 11</b>			
<b>Week 12</b>		First Draft (6000+ words)	Monday, March 29 (due at 8:00 AM)
<b>Week 13</b>		Peer Review	Monday, April 5 (due at 8:00 AM)
<b>Week 14</b>		Oral Presentation (for those who choose this over the Infographic)	Friday, April 16 (Time TBA)
<b>Week 15</b>		Infographic (for those who choose this over the Oral Presentation)	Monday, April 19 (due at 8:00 AM)
<b>Finals Week</b>		Final Paper  Self-Reflective Essay #2	Monday, April 26 (due at 8:00 AM)  Friday, April 30

**NOTE:**

- All writing assignments are due by 5:00 PM on their respective due dates unless otherwise noted
- All footnote quizzes are due by 11:59 PM on their due dates (typically on Sundays).
- Submit all assignments through Canvas.