

HIST 3300 Historical Methods

Spring 2020

Dr. Mandy Link

Office: CAS 128

Office Hours: Tuesday/Thursday 1pm-2pm, Wednesdays 12pm-2 pm
or by appointment

Email: mlink@uttyler.edu or through Canvas

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.

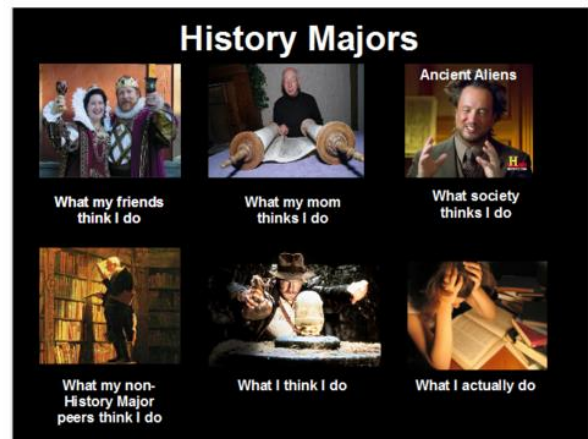
“Educating yourself does not mean that you were stupid in the first place; it means that you are intelligent enough to know that there is plenty left to **learn.**”

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:

Wendy Pojmann, Barbara Reeves-Ellington, and Karen Ward Mahar, *Doing History: An Introduction to the Historian's Craft* (Oxford: Oxford University Press, 2016)

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.

Discussion points: Throughout the semester we will have discussion of readings and lectures. The class will be divided into smaller groups. In your group you will choose 2-3 main points of each reading to be discussed with the class. Being an active member of these groups is how you will earn participation points. It is your responsibility to come prepared to discuss. Students who are not prepared and/or do not participate will not receive these points.

This course will not be a lecture-based course. Rather, a significant amount of our class time will be devoted to discussion. This means that attendance is **paramount** to succeeding in this course. Missing class and/or not participating will lead to a significant loss of points. Two or more unexcused absences will result in the drop of a full letter grade.

- Often discussion points will be earned through in class assignments either in the class text or through handouts.
- **There are no make ups for missing these points.**

Quizzes:

I reserve the right to give short quizzes over the assigned readings or other course material. Each quiz will be multiple choice and will be worth ten points. Quizzes will be given at the beginning of class and **there are no opportunities to make up missed quizzes**. Dr. Link reserves the right give pop quizzes.

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.

Exploratory Essay

In a 3-page, double spaced essay you will explore the following questions:

- How 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 will 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 (1750 CE-20th 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 the international stage. 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 600 words at least 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 think about as you figure out your topic:
 - Are there enough accessible primary sources to form the core of your paper?
 - Are these sources in a language you can read?
 - 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 questions might you ask about the topic?
 - What types of history (political, economic, intellectual, social, cultural, transnational, etc.) would be relevant to your research?

Dr. Link reserves the right to veto or edit topics.

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.

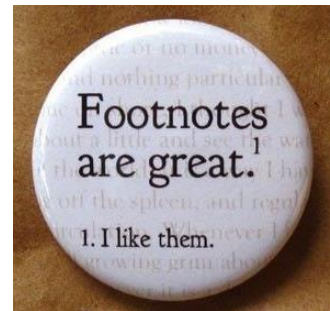
You **MUST** have at least seven primary sources, seven professional journal articles, and ten secondary sources. All of these must be relevant to your topic. Significant points will be deducted for each missing source and/or if a source is irrelevant. Further discussion of how to find relevant sources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

Historical source evaluation

This is an in-class assignment. You will bring a book you were assigned in a history class (this can be from high school or college) that you enjoyed. In class we will assess what kind of historical source this is and why you enjoyed it.

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 **MUST** visit the UTT library, in person. Your mission will be to meet with Librarian Sarah Norrell (Muntz Library 216) for *at least 30 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? Your meeting must take place before.

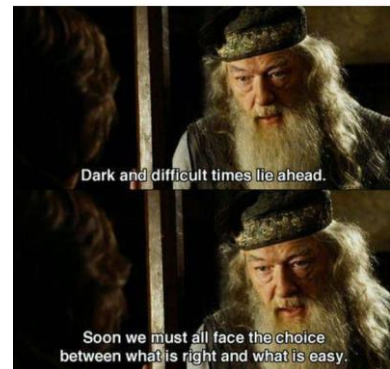
Please contact the librarian sooner rather than later. One essential lesson of this course is how to be a professional historian and part of that involves being respectful of other people's time. **DO NOT** email the day before you want to meet. That is unacceptable behavior.

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* 15 pages, 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).

**When you begin editing
your first draft**



Final Research Paper

This will be your final submission of your research essay. It should be 20 pages (not including the bibliography), double spaced. 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 page requirement). Essays must demonstrate that the author has carefully read the revision advice from Dr. Link on the first draft. Those that do not improve will lose significant points.

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 should 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 challenges did you encounter when looking for primary and/or secondary sources?
 - Surprises? Difficulties?

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.

Please bring your presentation on a thumb drive. While emailing it to yourself may seem efficient it often proves to be far more time consuming.

THERE WILL BE NO INCOMPLETES for failure to complete an assignment. Assignments not turned in will result in a 0 for that assignment.

Deadlines:

- Exploratory essay: January 24 11:59 pm (Week 2)
- Topic proposal: February 7 11:59 pm (Week 4)
- Bibliography: February 18 11:59 (Week 6)
- Historical Source Evaluation: in class February 25
- Book review #1: March 4 11:59 pm (Week 8)
- Library assignment: March 21 11:59 pm (Week 9)
- Book review #2: March 27 11:59 pm (Week 10)
- Rough draft: April 11 11:59 pm (Week 12)
- Research presentation: April 14, 16, 21, & 23
- Final draft: TBD depending on UT Tyler’s final exam schedule

*you can
totally
do this.*

Requirements and Grades:

Discussion/attendance	100 points
Quizzes	50 points
Exploratory essay	50 points
Topic proposal	50 points
Bibliography	50 points
Historical Source Evaluation	25 points
Book review (2 x 100 points each)	200 points
Library assignment	50 points
Rough draft	100 points
Final essay	200 points
Research presentation	100 points
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	975 points

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. **No** emailed assignments are accepted. Assignments **must** be submitted on Canvas as directed on the assignment.
3. Cell phones and computers/tablets: since this is not a lecture-based course none of this technology needs to be in use during our class time. Cell phones, computers, tablets, and other technology can be incredibly distracting and even for those with self-discipline it can be difficult to avoid checking Facebook, Pinterest, etc. So, it's best to keep them stowed for the class period. If you absolutely feel that you need to use a computer/tablet you must get approval from Dr. Link before using it in class.
4. Power points and lectures will not be posted online or dispersed. Attending class is the only way to have the information for your weekly responses and assignments.
5. Arrive to class on time.
6. When in class be present. Refrain from side conversations.
7. 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.
8. When you email me, I will respond within 24 hours on weekdays. On weekends, it may take longer but I will definitely get back to you within 48 hours at the latest.
 - a. When you email me, address your email to: Dr. Link and sign it with your name.
 - b. Emails should involve full sentences, your greeting, and should include your name and which course you're in.
 - c. Writing a clear email is an essential professional skill!

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. Once you have made arrangements with SAR they will contact your professors and we can work with you from there.

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.

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 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.

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

Class Schedule:

Week 1 January 13 & 15: What is the discipline of history?

Readings: *Doing History*, Part 1 Ch. 1 (pgs. 3-18) & Part 2 Ch. 1 (pgs.121-144)

Week 2 January 21 & 23: The Development of the Discipline of History

Readings: *Doing History*, Part 1 Ch.2 (pgs. 19-36) & Part 2 Ch.2 (pgs. 145-170)

Exploratory Essay due Jan. 24 by 11:59 pm to Canvas

Week 3 January 28 & 30: Historiography

Readings: *Doing History*, Part 1 Ch.3 (pgs. 37-54) & Part 2 Ch. 3 (pgs. 171-190)

Week 4 February 4 & 6: Research: Primary Sources

Readings: *Doing History*, Part 1 Ch.4 (pgs. 53-72) & Part 2 Ch. 4 (pgs. 191-202)

Topic Proposal due February 7 by 11:59 pm to Canvas

Week 5 February 11 & 13: Ensuring a Successful Research Outcome

Readings: *Doing History*, Part 1 Ch. 5 (73-90) & Part 2 Ch.5 (pgs.203-230)

Thursday February 14 no class; research day

Week 6 February 18 & 20: How do Historians Write?

Readings: *Doing History*, Part 1 Ch. 6 (pgs. 91-118) & Part 2 Ch.6 (pgs. 231-246)

Bibliography due Feb. 18 by 11:59 pm

Thursday February 21 No class; research day

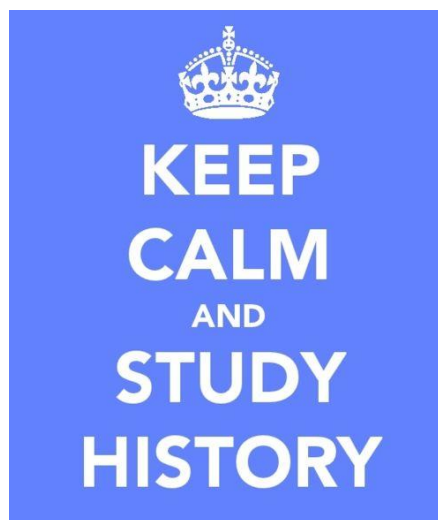
Week 7 February 25 & 27: Careers in history

Readings: None

In class assignment Feb. 25: Historical Source Evaluation

Week 8 March 3 & 5: Independent research week

Readings: None



No class meetings; research week

Book Review #1 due March 4 by 11: 59 pm

March 9-13 Spring Break, no class

Week 9 March 18 & 20: Independent Research Week

Readings: None

No class Thursday March 20: research day

Library assignment due March 21 by 11:59 pm to Canvas

Week 10 March 24 & 26:

Readings: None

No class Thursday March 28; research day

Book review #2 due March 27 by 11:59 pm to Canvas

Week 11 March 31 & April 2: Independent Research Week

Readings: None

No class this week: research week

Week 12 April 7 & 9:

Readings: None

Rough draft due April 11 by 11:59 pm

Week 13 April 14 & 16: Presentations

Week 14 April 21 & 23: Presentations

Finals Week

Final research paper due during assigned final exam time

University Policies

UT Tyler Honor Code:

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. Students Rights and Responsibilities To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry:

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free

Grade Replacement/Forgiveness and Census Date Policies:

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar. Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

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

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

Drop Policy:

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

UT Tyler Resources for Students:

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

- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

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.