

**History 3100
The Historian's Craft
Spring 2017**

Professor Eric Hinderaker
CTIHB 310
801-585-0335
eric.hinderaker@utah.edu

Office hours: T 10:30-11:30 or by appointment

TA: John Perry Christensen
CTIHB 303
801-867-5449 (text only)
john.p.christensen@utah.edu

Office hours: T 2:00-3:00 or by appointment

Course Description: This course is an introduction to the methods and practices of the discipline of history. It explores how historical knowledge is produced, prepares students to undertake their own historical research and writing, and trains them to evaluate the arguments of historians. This course is a prerequisite for History 4990 for History majors.

Course Objectives: The Historian's Craft uses project- and practice-focused exercises to introduce students to the nature of history as an academic discipline. It explores the discipline's institutional history, politics, philosophy, and methodologies; it considers the purposes and ethics of historical research; and it introduces students to the process of developing and proposing a viable historical research project.

Learning Outcomes: At the end of this semester, students should:

- Understand how historical knowledge is produced;
- Identify and discuss areas of historical research specialization, including region, period, methodology (social, cultural, political, etc.) and topic (military, religious, labor, gender, ethnicity, etc.);
- Define and describe the functions of historical narratives and historiographies;
- Find and evaluate secondary sources;
- Identify a viable historical research question:
 - Identify and survey the most relevant historiography on that question;
 - Articulate the best historical methodology for answering that question;
 - Identify and find primary sources relevant to that question and suitable for that methodology;
- Develop a research proposal;
- Format a research paper.

Readings: The first two books are available for purchase at the University Bookstore and are also on two-hour reserve at Marriott Library.

1. James West Davidson & Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, 6th ed. (New York: McGraw-Hill, 2010).

2. Mary Lynn Rampolla, *A Pocket Guide to Writing History*, 7th ed. (New York: Bedford/St. Martin's, 2012).
3. University of Chicago Press Staff, *The Chicago Manual of Style*, 16th ed. (University of Chicago Press, 2010), <http://www.chicagomanualofstyle.org.ezproxy.lib.utah.edu/16/contents.html>.
 *In order to access the e-version, you must be logged into the university's network or, if you are off campus, signed in through the Marriot Library.
 *Some people find that the hard copy is easier to use. You can find it at almost any bookstore, as well as online book distributors. As historians-in-training it is essential that you have easy access to this reference text, whether it is digital or in hard copy.
4. Textbooks, monographs and peer-reviewed journal articles specific to your research project.
5. Additional readings that will be posted on Canvas, as noted in your syllabus.

All books listed are REQUIRED. The assigned readings are due on the day they are listed. Although we will not discuss every page in great detail, each of the readings is important for understanding historical thinking and the practice of history. Remember, the readings and our discussions are meant to increase your knowledge of history and the skills historians use, but they are also meant to better prepare you for the assignments you will complete in this course and History 4990.

Grading

Course grades will be determined by the following:

Attendance, Participation, and Group Exercises (10%)

Quizzes (plus Research Topic Approval Form and Faculty Consultation Form) (10%)

History Department Conference (5%)

Research Proposal (75%)

- (a) Article Analysis (10%)
- (b) Historiographical Essay (10%)
- (c) Statement of Problem, Research Question, Historical Background (10%)
- (d) Methodology and Primary Source Discussion (10%)
- (e) Rough Draft (10%)
- (f) Peer Review (5%)
- (g) Final Research Proposal (20%)

You will receive letter grades for assignments and number grades (out of 10) for quizzes. Inadequate work will receive an E. Weak work—with some effort expended but insufficiently supported and poorly executed—will receive a D. Average work that meets the minimum requirements of the class will receive a C. Good work will receive a B. Only outstanding effort and quality work—insightful, persuasive, and error-free—will receive an A.

Assignments

*Unless otherwise specified in class or on the syllabus, **all** assignments must be submitted as a Microsoft Word document via Canvas. Email submissions or hard copies will not be accepted. You must use Microsoft Word because we will be using Word to make comments on your assignments.*

Participation and Group Exercises

One of the key points of this class is that history is not a set of facts, but an ongoing conversation about the past conducted among research scholars. To further that end, you will be assigned to a discussion group. Over the course of the semester you will work with your group on class activities and participate in small group discussion. You will become familiar with each other's research topic and research process. Finally, you will also peer review each other's work at the end of the term. Because you will be working so closely together, you are encouraged to exchange contact information. Additionally, you are also expected to be active class participants during large group discussions.

Group activities and individual research projects both involve **weekly assignments** and require **regular class attendance**. If you are not in class you cannot participate. History students accustomed to lecture courses with only two or three major assignments during the semester may find the high level of required class participation and the constant stream of assignments challenging. To earn a good grade in this class, you **must commit yourself** to doing both.

Quizzes

During the course of the semester, you will take ten reading quizzes. These will be administered through Canvas and will be due at midnight the day before we discuss the readings in question.

Faculty Consultations

You will meet with a specialist in your research field (a member of the History Department faculty) once during the course of the semester. During your meeting you will fill out a form and your professor will sign it. These meetings are intended to assist you in your research and can be very valuable.

History Department Conference Attendance

The History Department will sponsor a research conference March 23-24, 2017. You are required to attend at least one session and report back to the class about your experience. You will receive further instructions before the conference.

Project Proposal

The ultimate purpose of this class is to learn and exercise the skills necessary to research and write a historical research project proposal. Over the course of the semester, you will complete a series of research assignments (each of them graded), which will culminate in a 5 to 10-page research proposal with bibliography (also graded). You must do all of the assignments. If you fail to turn in any of the research proposal assignments, you will not pass the class.

All topics must be discussed in a **face-to-face meeting** and approved by Professor Hinderaker or Mr. Christensen **in writing**. No topic changes will be permitted without another face-to-face meeting. There are **no exceptions** to these rules.

Policies

Academic Misconduct

No plagiarism or violations of academic integrity will be tolerated in this class. The university outlines its policies at <http://regulations.utah.edu/academics/6-400.php>. If you are caught engaging in academic misconduct in this class, you will fail the assignment; you may also fail the class. You will also be entered into a campus-wide database.

Be aware that the College of Humanities has a “2-strikes” policy regarding academic misconduct. If you have engaged in academic misconduct once before in a previous class and failed the assignment as the penalty, I will be required to fail you in this class. If you have failed a class once before due to academic misconduct and commit academic misconduct in this class, the College of the Humanities will initiate proceedings to expel you.

To combat plagiarism, all students are **required** to submit their written work to turnitin.com via our Canvas page. You are not required to take any further action. Turnitin.com will automatically scan work uploaded to Canvas. I will give you further instructions in class.

ADA

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. <http://disability.utah.edu/>

Student Wellness

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness; www.wellness.utah.edu; 801-581-7776.

Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the

Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to police, contact the Department of Public Safety, 801-5852677(COPS).

Additional Assistance

If you want additional information or help, please see the ASUU Tutoring Center and/or the University Writing Center.

ASUU Tutoring Center: <http://tutoringcenter.utah.edu/>

University Writing Center: <http://www.writingcenter.utah.edu/>

Other Accommodations

Per the University's content accommodation policy:

Some of the readings, lectures, films, presentations, and assignments in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience. For more information, please consult the University of Utah's Accommodations Policy, which appears at: <http://academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/accommodations-policy.pdf>

Student Responsibilities

CLASSROOM CONDUCT: Historical argument should be a passionate endeavor. Nonetheless, you and I must conduct ourselves with civility and respect for others in all interpersonal interactions related to this course. For you, this includes coming prepared to discuss the readings. Insults, harassment, disruptive or discriminatory behavior of any kind will not be tolerated. Disruptive behavior in the classroom includes holding private conversations and the use of cell phones. For more information, you should consult Article III of the student code.

ELECTRONIC OR EQUIPMENT FAILURE:

It is your responsibility to maintain your computer and related equipment in order to participate in the online portion of the course. Equipment failures will not be an acceptable excuse for late or absent assignments. This includes an inability to access the internet and any failures in understanding how university websites such as Canvas, the library catalogue, library ebooks and library databases work. You should set up a reliable back-up method (dropbox, google docs, etc) for all your academic work, begin working on your assignments well before the due date, and consult library and computer tech support the moment you think you have a problem.

LATE ASSIGNMENTS:

I will not accept late assignments unless you have specific permission ahead of time or an extraordinary circumstance arises (such as sudden, severe illness, death in the family,

becoming a victim of a violent crime). You must provide documentation of that circumstance.

Faculty Responsibilities

PERSONAL AVAILABILITY: I am here to help you learn. You should feel free to talk to me after class, during office hours or during an alternative appointment. I am willing to read rough drafts of papers, discuss your preparation for an upcoming assignment, and go over graded assignments that you have received. To make an appointment, speak with me after class or send me an email.

EMAIL CORRESPONDENCE: Due to the high volume of email that I receive, I can take as long as 48 hours to answer emails, though I will strive to answer them as soon as possible.

Note

The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification

Schedule of Lectures, Readings and Assignments

Jan. 10	Introductions
Jan. 12	What is History and Who Decides? Reading: Rampolla, Ch. 1 Davidson & Lytle, Prologue Quiz 1 (Canvas) due 1/11 by midnight
Jan. 17	Conducting Library Research Reading: Rampolla, ch. 2 *Meet in the Lobby of Marriot Library
Jan. 19	Who Owns History? Reading: Eric Foner, Preface, <i>Who Owns History?</i> (Canvas) Booth et al., "From Topics to Questions" (Canvas) Quiz 2 (Canvas) due 1/18 by midnight
<i>Week 3 (Jan. 23- Jan. 27)</i>	<i>During week 3 please meet with Professor Hinderaker or Mr. Christensen to discuss your proposed research topic. You must get written approval from one of us by the end of the week. Turn in your Topic Approval form on Tues., Jan. 31.</i>
Jan. 24	Group Scavenger Hunt Reading: Davidson & Lytle, Ch. 1 *Meet in the Lobby of Marriott Library
Jan. 26	The Research Proposal/Plagiarism Reading: Final Research Proposal Guide (Canvas) Professor Durbach's Research Proposal (Canvas)

	<p>Professor Hinderaker's Research Proposal (Canvas) Rampolla, Ch. 6</p> <p>Quiz 3 (Canvas) due 1/25 by midnight</p>
<i>Week 4-5 (Jan. 30- Feb. 10)</i>	<i>During weeks 4-5 please consult with a specialist in the field you wish to research. You must turn in your consultation form with signature. Due Tue., Feb. 14.</i>
Jan. 31	<p>The Importance of Citations; Reading Against the Grain Reading: Rampolla, ch. 7 Davidson and Lytle, Ch. 2</p> <p>Research Topic Approval Form due TODAY in class</p>
Feb. 2	<p>The Book Review Reading: Rampolla, pp. 24-39 and 51-61 Assigned book review (distributed in class)</p>
Feb. 7	<p>Engaging Scholarly Debate Reading: Rampolla, Ch. 5 Excerpt, The Goldhagen/Browning Debate (Canvas)</p> <p>Quiz 4 (Canvas) due 2/6 by midnight</p>
Feb. 9	<p>The Historiographical Essay Reading: Davidson & Lytle, Ch. 3 "What is—and How to Write—A Historiographical Essay" (Canvas)</p> <p>Article Analysis due TOMORROW, 2/10 by midnight</p>
Feb. 14	<p>The Historiographical Essay, Take 2 Reading: Jacqueline Dowd Hall, "The Long Civil Rights Movement" (Canvas)</p> <p>Quiz 5 (Canvas) due 1/13 by midnight</p> <p>Signed Faculty Consultation Form due TODAY in class</p>
Feb. 16	<p>Finding and Analyzing Primary Sources Reading: Davidson and Lytle, Ch. 4</p>
Feb. 21	<p>Defining a Research Question Reading: Booth et al., "From Questions to a Problem" (Canvas)</p> <p>Quiz 6 (Canvas) due 2/20 by midnight</p>
Feb. 23	<p>No Class: Research Day</p> <p>Historiographical Essay due TOMORROW, 2/24 by midnight</p>
Feb. 28	<p>The Historical Background Section; Using Material Culture Reading: Davidson and Lytle, Ch. 5</p>

	Bring a research statement using the 3-step formula TODAY.
Mar. 2	History from Below/Using Oral History Reading: Davidson & Lytle, Ch. 8
Mar. 7	Using Visual Sources Reading: Davidson and Lytle, Ch. 9
Mar. 9	No Class: Research Day Statement of the Problem, Research Question, & Historical Background due TOMORROW, 3/10 by midnight
Mar. 13- Mar. 17	No Class: Spring Break
Mar. 21	Methodology and Primary Source Show-and-Tell Reading: Davidson and Lytle, Ch. 10 Quiz 7 (Canvas) due 3/20 by midnight Bring one piece of primary source evidence to class TODAY.
Mar. 23	No Class: Research Day/History Department Conference Reminder: History Department Conference Thursday, March 23 – Friday, March 24.
Mar. 28	Research Significance/Causality in History Reading: Davidson & Lytle, Ch. 12 Quiz 8 (Canvas) due 3/27 by midnight
Mar. 30	Workshop: Research Significance/Using Models in History Reading: Davidson & Lytle, Ch. 13 Methodology & Primary Source Discussion due TOMORROW, 3/31 by 5:00 p.m.
Apr. 4	The Research Plan/Continuity vs. Discontinuity in History Reading: Davidson & Lytle, Ch. 14-15 Quiz 9 (Canvas) due 4/3 by midnight
Apr. 6	No Class: Research Day
Apr. 11	Writing and Formatting a Research Paper Reading: Rampolla, pp. 61-81 and 151-154
Apr. 13	No Class: Research Day Proposal Rough Drafts due to Canvas AND your group members on Thursday, April 13 by midnight
Apr. 18	Workshop: Peer Reviews Reading: Peer drafts

Apr. 20	History on the Big Screen Reading: Davidson & Lytle, ch. 17 Watch film: Full Metal Jacket Quiz 10 (Canvas) due 4/19 by midnight
Apr. 25	No Class: Go polish that proposal!
May 1	Final Project Proposal due by midnight