Learning Outcomes
The Department of History has five program learning outcomes (see https://history.utah.edu/undergraduate/learning-outcomes.php). This course meets the following two:

- Evaluate debates among historians by identifying the ways in which questions about race, gender, class, ethnicity, region, religion, and other factors influence the historical narratives we write.
- Formulate historical questions and articulate a viable research project using historical methodologies.

Course Objectives
The Historian’s Craft uses project- and practice-focused exercises to introduce majors to the nature of History as an academic discipline, instill an understanding of the purposes and ethics of historical research, explore the conventions and characteristics of historiography, and introduce the process of creating a viable research project.

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 primary and secondary sources;
- Identify a viable historical research question;
- 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 reserve at Marriott Library.


   *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 Marriott Library.*
   *Some people find that the hard copy is easier to use. You can find it at many online and bricks-and-mortar bookstores. 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 readings are required.
ASSIGNMENTS
Some assignments are due IN CLASS, often because we will be using them that day for group work. All other written assignments are due as indicated VIA CANVAS UPLOAD. These must be in .doc or .docx format. For assignments submitted to Canvas, I will not accept other file formats, email submissions, or paper copies. LATE assignments will be penalized by 5% for each day. Pay close attention to the syllabus so you do not miss any assignments!

Quizzes will be randomly spaced throughout the semester. They will be based on the assigned reading. There will be no make-up quizzes without documentation (e.g., a doctor’s note).

TEACHING METHODS
Participation and Group Exercises
One of the key ideas behind this class is that History is not a set of facts, but an ongoing conversation about the past among research scholars. To further that end, you will be assigned to a discussion group for activities and small-group discussion. You will become familiar with each other’s research topics and will review each other’s work at the end of the term. Because you will be working closely together, you are encouraged to exchange contact information. 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.

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

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 me in writing. No topic changes will be permitted without another face-to-face meeting.
GRADING

Course grades will be determined by the following:
Attendance, Participation, and Group Work (10%)
In-Class Quizzes (10%)
Other Required Assignments (5%):
  Research Topic Approval Form
  My Sources Worksheet
  Faculty Consultation Form
  3-Step Formula Research Statement
  Primary Sources Worksheet
Article Analysis (10%)
Research Proposal and Component Parts:
  Historiographical Essay (10%)
  Statement of Problem, Research Question, Historical Background (10%)
  Methodology and Primary Source Discussion (10%)
  Rough Draft of Final Research Proposal for Peer Review (10%)
  Peer Review of Partner (5%)
  Final Research Proposal (20%)

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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<tr>
<td>A</td>
<td>92% and above</td>
<td>Outstanding performance and achievement</td>
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<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
<td>Good performance and achievement</td>
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<tr>
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<tr>
<td>C+</td>
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<td>C-</td>
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<td>D+</td>
<td>67-69%</td>
<td>Substandard performance and achievement</td>
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<td>D</td>
<td>63-66%</td>
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<td>D-</td>
<td>60-62%</td>
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<td>E</td>
<td>Below 60%</td>
<td>Unsatisfactory performance and achievement</td>
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Charles Bean working on operations files at Victoria Barracks, Australia, 1935

Library of the Australian War Memorial, 1960s

Images from Anne-Marie Condé, “Imagining a Collection: Creating Australia’s Records of War,”
ReCollections 2:1 (Mar. 2007),
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
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<tbody>
<tr>
<td>Jan. 6</td>
<td>Introductions</td>
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<td>Jan. 8</td>
<td>What is History and Who Decides?</td>
<td>Reading: Rampolla ch. 1</td>
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<td>Davidson &amp; Lytle, prologue</td>
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<td>AHA, “Five Skills: Intellectual Self Confidence” (Canvas)</td>
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<td>Jan. 13</td>
<td>Who Owns History? and Why We Need to Keep Re-Writing It</td>
<td>Reading: Eric Foner, Preface, <em>Who Owns History?</em> (Canvas)</td>
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<td></td>
<td></td>
<td>Davidson and Lytle, ch. 1</td>
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<td></td>
<td>Assignment Prep: Research Topic Approval Form</td>
<td>Sign up for a Compulsory Research Consultation today in class</td>
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<tr>
<td>Jan. 20</td>
<td>The Research Proposal</td>
<td>Reading: Final Research Proposal Guide (Canvas)</td>
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<td></td>
<td>2 Student Research Proposals (Canvas)</td>
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<td></td>
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<td>Prof. Durbach’s Research Proposal (Canvas)</td>
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<td>Prof. Hinderaker’s Research Proposal (Canvas)</td>
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<td>Group Work: breaking down and applying proposal guidelines</td>
<td>Assignment prep: How to find your book review assignments</td>
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<td>Jan. 22</td>
<td>Choosing a Topic and Defining a Question</td>
<td>Reading: Booth, From Topics to Questions (Canvas)</td>
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<td>Booth, From Questions to a Problem (Canvas)</td>
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<td>Rampolla, chs. 4b, 4c, 4d, 5a</td>
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<td></td>
<td>Group Work: Generating and Narrowing a Topic</td>
<td>Assignment Prep: Article Analysis</td>
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<tr>
<td>Jan. 27</td>
<td>The Book Review</td>
<td>Your book review assignment</td>
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<td></td>
<td></td>
<td>Group Work: Book Reviews</td>
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<tr>
<td></td>
<td>Assignment Prep: Article Analysis</td>
<td><strong>Research Topic Approval Form due TODAY in class.</strong></td>
</tr>
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</table>
Jan. 29.  Plagiarism
Reading: Rampolla, ch. 6
AHA, “Statement on Plagiarism” (Canvas)
Peter H. King, “As History Repeats Itself” (Canvas)
Group Work: Plagiarism Worksheet
Assignment Prep: Faculty Consultation Form

Feb. 3.  Citations
Reading: Rampolla, ch. 7
Group Work: Footnoting Worksheet
Assignment Prep: 3-Step Formula Research Statement

Feb. 5.  Perspectives on the Past and Reading Against the Grain
Reading: Davidson and Lytle, ch. 2
Reading Against the Grain (Canvas)
Group Work: Reading Against the Grain
Article Analysis due TODAY by midnight to Canvas

Feb. 10.  Engaging the Scholarly Debate
Reading: Excerpt, The Goldhagen/Browning Debate (Canvas)
Assignment Prep: Historiographical Essay

Feb. 12.  The Historiographical Essay, Part I
Reading: Davidson and Lytle, ch. 3
Rampolla, ch. 3d-2
Group Work: Salem Chapter Exercise

Feb. 17.  Presidents’ Day. No class.

Feb. 19.  The Historiographical Essay, Part II
Reading: Stuart McConnell, “The Civil War and Historical Memory: A Historiographical Survey” (Canvas)
Group Work: Breaking Down an Historiographical Essay
Signed Faculty Consultation Form due TODAY in class
Feb. 24.  Conducting Library Research: Meet a Librarian!
(Meeting room TBD)
Reading: Rampolla, ch. 2
AHA, “Five Skills: Digital Literacy”

(Meeting place TBD)
Worksheet: My Sources (in class mandatory assignment)

Mar. 2.  Analyzing Primary Sources
Reading: Davidson and Lytle, ch. 4
Rampolla, ch. 5b, 5c

Mar. 4.  Using Material Culture
Reading: Davidson and Lytle, ch. 5
Group Work: 3-Step Formula Statement
Assignment Prep: Statement of the Problem, Research Question, and Historical Background Section
Research Statement using Booth’s 3-Step Formula due TODAY in class


Mar. 16.  History from Below/Using Oral History
Reading: Davidson and Lytle, ch. 8
Historiographical Essay due TODAY by midnight to Canvas

Mar. 18.  Using Visual Sources
Reading: Davidson and Lytle, ch. 9
Assignment Prep: Primary Sources Worksheet

Mar. 23.  Social and Cultural History
Reading: AHA, “Five Skills: Quantitative Literacy”
Davidson and Lytle, chs. 12 & 14
Statement of the Problem, Research Question, and Historical Background due TODAY by midnight to Canvas

Mar. 25.  Models and the Great White Man Theory of History (or, Why Political History is Messier Than You Think)
Reading: Davidson and Lytle, ch. 13
Group work: Research Significance and the So What? Question
Assignment Prep: Methodology and Primary Source Discussion

Mar. 30.  Primary Source Show-and-Tell
Bring one piece of evidence that you are working with to class and come prepared to talk about it with your group and the class.
Primary Sources Worksheet due TODAY in class

Apr. 1. Unpacking Discourse and Looking for Negotiation
Reading: Davidson and Lytle, ch. 10
Guest Appearance: Melissa Coy (Utah Division of State History)

Methodology and Primary Source Discussion due SUNDAY, APRIL 5 by midnight to Canvas.

Apr. 6. Thinking About Change Over Time: Continuity vs. Discontinuity
Reading: Davidson and Lytle, chs. 14 (re-read) & 15

Apr. 8: Prepping for Peer Reviews and Resolving Problems
Rampolla, ch. 4e, 4f, 4g
Assignment Prep: Peer Reviews (Instructions and Worksheet)
Come to class prepared to discuss the problems you are having.

Apr. 13: Public History
Guest Appearance: Professor Greg Smoak
Final Research Proposal Draft due TODAY to Canvas AND to your partners.

Apr. 15. Peer Review Workshop
Reading: AHA, “Five Skills: Communication”
AHA, “Five Skills: Collaboration”
Group Work: Peer Reviews
Your Peer Review Worksheet is due in class TODAY

Apr. 20. Why do Historians Matter?
Film (watch before class): Denial
In-class course evaluations

Apr. 28. FINAL RESEARCH PROPOSAL DUE TO CANVAS BY MIDNIGHT.

PLEASE SEE IMPORTANT INFORMATION REGARDING RESOURCES AND POLICIES ON THE NEXT TWO PAGES!
**Additional Resources and Policies**

**Office Hours and Communications**

In my experience, University of Utah students do not come to office hours, so I no longer have a set time for drop-in appointments. I am, however, committed to student success and I want to see you whenever you have questions or difficulties with this class. If you want to meet with me, please talk to me after class or email me at eric.hinderaker@utah.edu with your preferred times to find a time that works for both of us.

**Academic 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/](http://tutoringcenter.utah.edu/)
- University Writing Center: [http://www.writingcenter.utah.edu/](http://www.writingcenter.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](http://www.wellness.utah.edu); 801-581-7776.

**Disabilities**

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 course, 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/](http://disability.utah.edu/)

**Content Accommodations**

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](http://academic-affairs.utah.edu/wp-content/uploads/sites/3/2015/03/accommodations-policy.pdf)

**Academic Misconduct**

No plagiarism or violations of academic integrity will be tolerated in this class. University policy is here: [http://regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php). Academic misconduct is grounds for failing the assignment and possibly the class. You will also be entered into a campus-wide database. If you have engaged in academic misconduct once before in a previous class and failed the assignment as the penalty, I am required to fail you in this class. If you have failed a class for academic misconduct, I must initiate proceedings to expel you from the university.

**Diversity in the Classroom**

Every member of this class must show respect for others. The Department of History recognizes barriers that have systematically marginalized and excluded individuals and communities based on race, ethnicity, gender identity and expression, sexual orientation, socioeconomic background, age, disability, national origin, immigrant or refugee status, and religion. We are committed to fostering equity, diversity, and inclusion, because it is just, essential to a rich academic, intellectual, and cultural environment, and integral to excellence.

**University Safety**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [https://safeu.utah.edu/](https://safeu.utah.edu/).

**Addressing 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 make a report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

Undocumented Student Support
Immigration is a complex phenomenon with broad impact on those who are directly affected by it, as well as on those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801-213-3697 or http://dream.utah.edu.

Names and Personal Pronouns
I prefer to be called Professor Hinderaker or Dr. Hinderaker. My pronouns are he/him/his. Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if you have entered it into the Student Profile section of your CIS account, which you can manage at any time). I will honor your choice of first name and also your choice of pronouns if you make me aware of them. If you need additional assistance or support with these issues, reach out to the LGBT Resource Center: http://lgbt.utah.edu/campus/faculty_resources.php.

Veterans’ Center
If you are a student veteran, the University of Utah has a Veterans’ Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8 am – 5 pm. Visit their website for more information about the support they offer, events, and additional resources: http://veteranscenter.utah.edu/. Please also let me know if you need additional support in the class for any reason.

Note
This syllabus is intended to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule to accommodate the needs of our class. Any changes will be announced in class and posted on Canvas under Announcements.