HISTORY 3100: THE HISTORIAN’S CRAFT
SPRING 2018

Course Description and Objectives
The Historian’s Craft 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. We will use project- and practice-focused exercises to introduce students to the nature of history as an academic discipline. We will examine the discipline’s institutional history, politics, philosophy, and methodologies; consider the purposes and ethics of historical research; and lead students through 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:
  o Identify and survey the most relevant historiography on that question;
  o Articulate the best historical methodology for answering that question;
  o 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

   Bedford/St. Martin’s, 2015).

   of Chicago Press, 2017),
   *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 many on-
   line 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

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

History is not a set of facts, but an ongoing conversation about the past among research scholars. To 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.

Quizzes

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 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.

History Department Conference Attendance

The History Department will sponsor a research conference March 29-30, 2018. 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. Clark in writing. No topic changes will be permitted without another face-to-face meeting. There are no exceptions to these rules.
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%)

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# COURSE SCHEDULE

## Week 1: What Is History?

**Jan. 9.** Introductions  

**Jan. 11.** What is History and Who Decides?  
Reading: Rampolla ch. 1  
Davidson & Lytle, prologue  
AHA, “Five Skills: Intellectual Self Confidence” (Canvas)  
**Quiz 1 (Canvas) due 1/10 by midnight.**

## Week 2: Who Owns History?

**Jan. 16.** Conducting Library Research  
Reading: Rampolla ch. 2  
AHA, “Five Skills: Digital Literacy” (Canvas)  
*Meet in RM 1700 in the Marriott Library.*

**Jan. 18.** Who Owns History?  
Reading: Eric Foner, Preface, *Who Owns History?* (Canvas)  
Booth, et al., “From Topics to Questions” (Canvas)  
**Quiz 2 (Canvas) due 1/17 by midnight.**

## Week 3: Choosing a Topic

During Week 3, meet with Prof. Hinderaker or Mr. Clark 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 Tuesday, Jan. 30.

**Jan. 23.** Group Scavenger Hunt  
Reading: Davidson & Lytle, ch. 1  
AHA, “Five Skills: Collaboration” (Canvas)  
*Meet in the Lobby of Marriott Library.*

**Jan. 25.** The Research Proposal/Plagiarism  
Reading: Final Research Proposal Guide (Canvas)  
2 Student Research Proposals (Canvas)  
Prof. Durbach’s Research Proposal (Canvas)  
Prof. Hinderaker’s Research Proposal (Canvas)  
Rampolla ch. 6  
**Quiz 3 (Canvas) due 1/24 by midnight.**
Week 4: Reading, Citing, Reviewing

During Weeks 4-5, consult with a specialist in the field you wish to research. You must turn in your consultation form with signature. Due Tue., Feb. 13.

Jan. 30.

The Importance of Citations; Reading Against the Grain
Reading: Rampolla, ch. 7
Davidson & Lytle, ch. 2
Reading Against the Grain (Canvas)
Research Topic Approval Form due TODAY in class.

Feb. 1.

The Book Review
Reading: Rampolla, pp. 24-39 and 51-61
Assigned book review (distributed in class)

Week 5: Scholarly Debate

Feb. 6.

Engaging Scholarly Debate
Reading: Rampolla, ch. 5
Excerpt, The Goldhagen/Browning Debate (Canvas)
Quiz 4 (Canvas) due 2/5 by midnight.

Daniel Goldhagen and Christopher Browning

Feb. 8.

No class. Research day.
Article Analysis due TOMORROW, 2/9 by midnight.

Week 6: Historiography

Feb. 13.

The Historiographical Essay
Reading: Davidson & Lytle, ch. 3
“What is—and How to Write—A Historiographical Essay” (Canvas)
Signed Faculty Consultation Form due TODAY in class.

Feb. 15.

The Historiographical Essay, Take Two
Quiz 5 (Canvas) due 2/14 by midnight.
Week 7: Sources and Questions
Feb. 20. Finding and Analyzing Primary Sources
Reading: Davidson & Lytle, ch. 4

Feb. 22. Defining a Research Problem
Reading: Booth et al., “From Questions to a Problem” (Canvas)
Quiz 6 (Canvas) due 2/21 by midnight.
Historiographical Essay due TOMORROW, 2/23, by midnight.

Week 8: Using Non-Traditional Sources
Feb. 27. Historical Background / Using Material Culture
Reading: Davidson & Lytle, ch. 5
Bring a research statement using the 3-step formula TODAY.

Mar. 1. History from Below / Using Oral History
Reading: Davidson & Lytle, ch. 8
Article Analysis Rewrite due
TOMORROW, 3/2, by midnight.

Week 9: Visual Sources
Mar. 6. Using Visual Sources
Reading: Davidson & Lytle, ch. 9

Mar. 8. No Class: Research Day
Statement of the Problem, Research Question, & Historical Background due
TOMORROW, 3/9, by midnight.

Week 10: Methods, Interpretation, and Significance
Mar. 13. Methodology and Primary Source Show-and-Tell
Reading: Davidson & Lytle, ch. 10
Quiz 7 (Canvas) due 3/12 by midnight.
Bring one piece of primary source evidence to class TODAY.

Mar. 15. Research Significance / Causality in History
Reading: Davidson & Lytle, ch. 12
AHA, “Five Skills: Quantitative Literacy” (Canvas)
Quiz 8 (Canvas) due 3/14 by midnight.
Historiographical Essay Rewrite due TOMORROW, 3/16, at midnight.

Week 11: Spring Break March 19-23

Week 12: Using Models in History
Mar. 27. Workshop: Research Significance / Using Models in History
Reading: Davidson & Lytle, ch. 13
Methodology & Primary Source Discussion due FRIDAY, 3/30, by midnight.
Mar. 29. No Class. History Department Conference  
**Practicing History Conference 3/29-3/20, 310 CTIHB. In lieu of class, you must attend at least one session of the conference.**

**Week 13: Continuity and Discontinuity**  
Apr. 3. The Research Plan / Continuity vs. Discontinuity in History  
Reading: Davidson & Lytle, chs. 14-15  
**Quiz 9 (Canvas) due 4/2 by midnight.**

Apr. 5. No Class: Research Day

**Week 14: Getting the Details Right**  
Apr. 10. Writing and Formatting a Research Paper  
Reading: Rampolla, pp. 61-81 and 151-154

Apr. 12. No Class: Research Day  
**Proposal Rough Drafts due to Canvas AND your group members on Thursday, April 12, by midnight.**

**Week 15: Peer Review**  
Apr. 17. Workshop: Peer Reviews  
Reading: Peer drafts  
AHA, “Five Skills: Communication”

Apr. 19. History on the Big Screen  
Reading: Davidson & Lytle, ch. 17  
Watch film: *Full Metal Jacket* (streaming link on Canvas)  
**Quiz 10 (Canvas) due 4/18 by midnight.**

**Week 16: Final Touches**  
Apr. 24. No Class: Go polish that proposal!

Apr. 30. **Final Project Proposal due by midnight.**

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**PLEASE SEE IMPORTANT INFORMATION ON THE NEXT PAGE!**
Policies

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.

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
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:

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. 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.

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, 801-585-2677 (COPS).

Student Responsibilities
CLASSROOM CONDUCT: Students must conduct themselves with civility and respect for others and must come prepared to discuss the readings. The use of electronic devices is limited to accessing course materials and typing notes. For more information, consult Article III of the student code.

ELECTRONIC OR EQUIPMENT FAILURE:
It is your responsibility to maintain your computer and related equipment, to back up your files, and to access the internet as required to complete your assignments.

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