

HIST 3300

HISTORIOGRAPHY & METHODS

Kristine Wirts

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COURSE DESCRIPTION and PREREQUISITES: HIST 3300-90L is a hybrid (part online/part lecture) undergraduate course concerning historical methodology. All history majors are required to complete HIST 3300. Students enrolled in HIST 3300-90L will learn the concepts of history and historiography, how history is constructed, the difference between primary and secondary sources, and how to detect author bias. In this course students will be required to keep abreast of their online readings, assignments, and quizzes, attend lecture, take two exams (Midterm & Final) and submit, in addition to a bibliography, three papers (Document Analysis, Historiographical Essay, and Final Research Paper). There are no prerequisites for this course.

COURSE ASSIGNMENTS and GRADE BREAK DOWN:

Bibliography (one page)	5%
Attendance	5%
Quizzes (9) and In-Class Exercise	10%
Class Presentation	10%
Midterm & Final Exams	20%
Document Analysis Project (4 - 5 pages, double-spaced, 12 point font)	15%
Historiographical Essay (4 - 5 pages, double-spaced, 12 point font)	15%
Final Paper (10 pages, double-spaced, 12 point font)	20%
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	100%

FINAL AVERAGE:

90% - 100% = A, 80% - 89% = B, 70% - 79% = C, 60% - 69% = D, 0% - 59% = F

REQUIRED TEXTS:

Jeremy D. Popkin, *From Herodotus to H-NET: The Story of Historiography* (New York: Oxford University Press, 2016).*

Michael J. Salevouris & Conal Furay, *The Methods and Skills of History: A Practical Guide* (West Sussex, UK: John Wiley & Sons, Inc., 2015) — 4th edition.*

COURSE LEARNING OBJECTIVES: In this course, we will do the following:

- Identify and understand what are primary and secondary sources.
- Be able to analyze primary and secondary sources.
- Be able to correctly cite a source using *Chicago Manual of Style* foot/endnote and bibliography formatting.
- Be able to identify, analyze, interpret, and use historical sources in writing a research paper.
- Understand and explain the concept of historiography.
- Be able to identify schools of historical thought.

OFFICE HOURS: Dr. Wirts will be holding online office hours Mondays from 2:30 - 4:30. Dr. Wirts is also available for individual office appointments and conference calls. Students seeking an appointment with Dr. Wirts are encouraged to contact her vis-à-vis Blackboard email.

ATTENDANCE and CLASS PARTICIPATION: Much of this class is conducted online, but there are also a number of formal lecture periods. These face-to-face meeting periods are categorized as either 1) formal lecture, 2) library tour, 3) individual conferences, & 4) class presentations. Attendance and participation is required. Students are also expected to arrive for class prepared. Unexcused absences will result in a point deduction for the final attendance grade.

WEEKLY READINGS and ACTIVITIES: This course is divided into six modules, with each module lasting one to three weeks. Students are expected to keep abreast of the readings and activities assigned for each module and are encouraged to take quizzes and exams when they are scheduled. Students will receive a grade for each quiz (9 quizzes total) and two exams. Students may take the quizzes for an unlimited number of times until the quiz closing date, May 11. Students will get to take the Midterm and Final exams once. As with the quizzes, both the Midterm and Final close December 12. Finally, all quizzes and exams are open book. Students are also required to participate in an In-Class Document Exercise.

DOCUMENT ANALYSIS PROJECT: Each student will be required to write a paper (4 - 5 pages in length, double-spaced with 12 point font) on a document. Each student will locate a primary source (letter, autobiography, journal, court record, political treatise, etc.) and write an analysis of the document explaining its provenance (who, what, where, when, how, why) and how the selected document has influenced or shaped our understanding of history. Each document analysis should be properly cited and include a short bibliography. Only document analysis papers that follow the Chicago form will be accepted. A single form of either footnotes or end notes is acceptable.

PRESENTATION: Each student will give a formal presentation on his/her document to the class on a prescheduled date. The formal presentation will last approximately 15 minutes.

BIBLIOGRAPHY and HISTORIOGRAPHICAL ESSAY: Each student will prepare a bibliography (1 page) and historiographical essay (4 - 5 pages) on an historical theme or topic. In their historiographical essays, students should assess a minimum of six secondary sources related to a critical theme in history. Students will compose a bibliography according to the Chicago style form using these six sources, and then write an historiographical essay. Please note that this project is an *historiographical essay*, not merely a string of book reviews. For this project, each student should address the major historiographical themes that relate to the selected topic. Only papers that follow the Chicago form will be accepted. A single form of either footnotes or end notes is acceptable.

Suggested historiographical categories: *Slavery Abolition, Witchcraft and Popular Magic/ The Witch Craze, the Enlightenment, the Scientific Revolution, Nationalism, The Progressive Era, the American Revolution, Empire, the French Revolution, the Russian Revolution, World War II, English Civil War, the Glorious Revolution, Absolutism, Studies in Early Modern Women, the Renaissance or Reformation as an historical period.*

FINAL RESEARCH PAPER: As a final project, students are asked to write a final research paper (8 - 10 pages) that combines all three assignments – bibliography, document analysis, and historiographical essay. Of course, this final product will require work (cutting, pasting, and shaping), as students seek to transform their previous assignments into a cohesive whole. Students will need to work on transitions and probably rework the thesis, body, and final paragraphs to create a final, readable and coherent product. As this is an historical methods course, students need to be careful and cite all sources in all papers they are submitting according to the Chicago style. In the final research paper, students are additionally asked to identify the historiographical school that their document supports.

CHICAGO STYLE FORM:

Guidelines for citing sources may be accessed from the following web addresses:
Chicago Style Guidelines: <http://owl.english.purdue.edu/owl/resource/717/01/>

TECHNICAL DIFFICULTIES and LATE ASSIGNMENTS: Students experiencing technical difficulties are encouraged to contact UTRGV's Center for Online Learning, Teaching, and Technology (COLTT). COLTT can be reached either by phone at (956) 665-5327 (Edinburg Campus) or (956) 882-6792 (Brownsville Campus). Students may also submit an outline ticket at <http://colttapps.utrgv.edu/helpme>. COLTT's Website address is <http://utrgv.edu/online> and E-Mail address is coltthelp@utrgv.edu. The IT helpdesk can also assist in resolving technical issues and can be reached by phone at (956) 665-2020. The IT helpdesk is located at Visit ACSB 1.102. If any student still cannot access the Blackboard system due to technical difficulties, then he or she may contact Professor Wirts for the needed course materials. Please note that it is incumbent upon the student to address his or her technical difficulties. The Professor will not continue to email course materials to students throughout the course of the semester.

Students who experience technical difficulty in submitting their writing assignments through Blackboard have a **48 hour grace period**. Students who choose to submit assignments during the grace period must notify the professor electronically (by Blackboard email) that they will be submitting their work late and why. Any work submitted after the grace period will not be accepted without a legitimate excuse and written documentation (i.e., doctor's note). No papers will be accepted after **December 5**, even those with legitimate excuses.

COURSE SCHEDULE and ASSIGNMENTS

MODULE 1 (Aug. 27 - Sept. 15): History & Sources
Reading: Salvouris & Furay, Chapters 1-5, 7, & 10 - 12.
Quizzes 1 - 3 Open, Aug. 27, Sept. 2, & Sept. 9, respectively.
Class on Campus, Aug. 28, Introduction to the Course

Class on Campus, Sept. 4, Library Tour: Special Collections
Class on Campus, Sept. 11 & Sept. 18, Individual Conferences

MODULE 2 (Sept. 16 - Oct. 6): Reconstructing the Past
Reading: Salvouris & Furay, Chapters, 8 & 13.
Class on Campus, Sept. 25 & Oct. 2 Individual Conferences
Quizzes 4 - 6 Open, Sept. 16, Sept. 23, & Sept. 30, respectively.

MODULE 3 (Oct. 7 - Nov. 3): Introduction to Historiography
Reading: Salvouris & Furay, Chapters 14 & 15.
Readings: Popkin, Chapters 1, 2 & 3
Quiz 7 Opens, Oct. 7.
Class on Campus, Oct. 9, Individual Conferences
Midterm Opens, Oct. 14
Review and In-Class Document Exercise, Oct. 23
Document Analysis Project Due, Oct. 30
Bibliography Due, Oct. 30

MODULE 4 (Nov. 4 - Dec. 1): Historical Schools
Reading: Readings: Popkin, Chapters 4 , 5 & 6
Historiography Paper Due, Nov. 20
Quiz 8 Opens, Nov. 4
Quiz 9 Opens, Nov. 11
Class Presentations, Nov. 6, 13, 20, & 27

MODULE 5 (Dec. 2 - Dec. 8): Final Paper Due, Dec. 5

MODULE 6 (Dec. 9 - Dec. 13): Finals Week
Final Exam Opens, Dec. 9
All Quizzes, Midterm, & Final Exam Close Dec. 12

CAMPUS DAYS:

August 28, Introduction to the Course
September 4, Library Tour: Special Collections
September 11, 18, 25, October 2, 9, Individual Conferences
October 23, Review and In-Class Document Exercise
Nov. 6, 13, 20, & 27, (And if needed, Dec. 4) Class Presentations

IMPORTANT DUE DATES:

Bibliography, Oct. 30
Document Analysis Project Due, Oct. 30
Historiography Paper Due, Nov. 20
Final Paper Due, Dec. 5

QUIZZES and EXAMS:

Quizzes Open Aug. 27, Sept. 2, Sept. 9, Sept. 16, Sept. 23, Sept. 30, Oct. 7, Nov. 4, & Nov. 11
Midterm Opens Oct. 14
Final Exam Opens Dec. 9
All Quizzes, Midterm, & Final Exam Close Dec. 12

ONLINE ETIQUETTE: At all times, students should keep in mind that the online environment is a public space. Students are asked to exercise common courtesy and professional standards appropriate for an academic setting. Students are asked to write in standard English (in both formal writing assignments and online discussions) and respect their fellow students in all email, chat, and group discussion. In online discussions and chats, students are additionally asked to communicate in complete sentences.

EMAIL COMMUNICATION: Per UTRGV policy, all email communication between the UTRGV faculty and staff and students must be conducted through the students' official University supplied Email account. Therefore, please use your UTRGV assigned Bronc Mail for any correspondence with UTRGV faculty and staff. Other emails may be blocked by the spam filter. Students are responsible for the consequences of an undelivered or delayed email blocked by the spam filter. For online courses students should use the email system in Blackboard.

STUDENTS WITH DISABILITIES: If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time.

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD: Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Online evaluations will be available near the close of the semester. Students who complete their evaluations will have priority access to their grades.

UNIVERSITY ATTENDANCE POLICY: Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY: As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; 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. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Plagiarism is prohibited and will not be tolerated. Any student who plagiarizes will receive a zero for the writing assignment on which he or she has plagiarized and a grade of F for the course. Professor Wirts will additionally recommend that UTRGV take appropriate disciplinary action. Professor Wirts does not consider group study or consulting a tutor (or the professor) as academic misconduct. In writing your papers, keep in mind that all written material should be properly cited. If the idea is not yours, cite the source from which you found the material. If you are using a direct quote, put the quote in quotations and cite the source. If you are not sure what constitutes academic dishonesty or plagiarism, ask the professor. Finally, students are also required to work independently when taking their online exams. Collaboration conducted in the course of an online exam or quiz is strictly prohibited.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE: In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

COURSE DROPS: According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher educational institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.