What do we study in History 3020?

Designed to introduce history majors to the practice of historical research and writing, History 3020, Historical Methods, is designated as an information literacy course (L) and a mid-level writing intensive course (WB). The principle objective of this course is to expose students to the scope and nature of the techniques historians use and to offer them an opportunity to produce a short piece of historical scholarship. This course will familiarize students with the concept of research-based learning and suggest ways undergraduates can contribute to innovative historical research. History 3020 invites students to explore the philosophy and methodology of historical research and provides them an opportunity to develop and hone the skills vital for participating in the historian’s craft.

More practically, what good are the skills that you will learn in this class? You will start researching and writing about a topic that you probably know little about, and by the end of the semester, you will have gained considerable knowledge, and you will have worked at communicating this knowledge to others in the form of writing. You will have worked at how to ask a question that can be answered through research, how to carry out research and to evaluate sources for their reliability, and you have worked at analyzing those sources, using them to construct your own argument, and
communicating your own argument. You will be able to apply these skills to new situations.

While much of your work for this course is done by you alone, the course focuses on one big topic, the Israeli-Palestinian conflict. Because of this common focus, there will also be numerous moments for sharing knowledge and building one another's findings. You will post your papers on e-companion for others in the class to see, read, and comment on; my own grading of your paper will remain private. The purpose in this sharing of work is partly that you benefit from what others are doing, and partly to accustom you to the idea of writing for an audience that is not solely your professor. Writing is communication, and writing consciously for a broader audience prompts you to think about your own writing in new ways.

Required books for this course:


I also recommend that you purchase


Guidelines for Success in this Course:

1) I do not accept late work. If an assignment is due through ecompanion at midnight on Sept. 7, get it in on time. You will be granted ONE extension of 5 days for one assignment this semester; use it if you are ill or have some other compelling
circumstances. This applies to everything except the final paper, for which there are no extensions. To take your extension, you must send me an email BEFORE the assignment is due, saying that you will take your extension for this paper. Get your work done on time. At worst, hand in something that is incomplete. Work that is not turned in on time earns a grade of zero.

2) This seminar meets once per week. Missing one day of this class is like missing 3 days of a class that meets three times per week. If you miss more than one class session, you will need an officially documented excuse. If you miss more than 2 sessions of this course, you will need to explain your absences to me in person in a very timely manner, or I will drop you from the course administratively.

3) Always adhere strictly to the word limits established for each paper. You may believe that you have too much to say, and that the 1250 word limit that I set for a particular assignment is too short. My response will be: then do not waste words. Edit your own prose. Make your use of words efficient. You will find that you can communicate what you want to communicate within the word limit that I set, and you will also find that editing to get rid of repetitions and poorly formed sentences will improve your writing enormously. Word limits are part of the standards that I set for papers (see grading scale below); if you ignore them by exceeding them, or by not attaining them, you will lose points.

4) This class will adhere to the principles outlined in students and teachers working together, which articulates instructor and student responsibilities. If you have a disability, I will do whatever is possible to work with you, provided that you inform the Student Services office and talk with me.

5) Academic Dishonesty policy: plagiarism will be prosecuted! If you plagiarize, I will NOT simply fail you. I WILL turn in a formal charge, which, if proven, will become a part of your record at UW. Two formal charges of plagiarism result in your dismissal from the University. Even more seriously, a charge of academic dishonesty will harm YOU if you choose to enter a position with the federal government, with law enforcement, or with other agencies that check your personal records. See UW Reg 802 (scroll down to 6-802) for details on Academic Dishonesty. We will discuss, extensively, in class, how to use the work of others, and how to represent your use of the work of others; you will learn what constitutes plagiarism, and what is fair use.

6) Grading scale: 91-100 = A; 81-90 = B; 71-80 = C; 61-70 = D; 0-60 = F. Written work earns an A if the student fulfills all criteria of the assignment, and shows a high degree of technical skill and analysis. Discussion earns an A if the student shows that he/she has fully prepared for in-class discussion, makes informed analytical comments, and interacts constructively with others. Written work earns a B if the
student fulfills almost all of the criteria of the assignment, and demonstrates very good technical skills and analysis. Discussion earns a B if the student shows that she/he has prepared for in-class discussion, and makes comments that show strong familiarity with all of the readings, but lack somewhat in analysis. Written work earns a C if the sit meets the basic requirements of the assignment, but is lacking in technical skills or analysis. Discussion earns a C if the student talks in class and shows that he/she has at least read some of the material for class. Written work earns a D if it is poorly written but still fulfills many of the criteria for the assignment. Discussion earns a D if the student shows up for class and warms a chair but does not contribute at all. Written work earns an F if it does not fulfill the criteria of the assignment. Absence from class results in an F for discussion. If you earn a D or an F on an assignment, I will give you an opportunity to rewrite and resubmit your work.

7) Formats for papers will be explained in specific written assignments, but this is the standard: use Chicago style footnotes and bibliography. I will not accept work with in-text notes, MLA, APA or other citation formats. Chicago-style footnotes are explained in Mabett and in Turabian's Manual for Writers of Research Papers...

**Written work for this course:**

Website evaluation: 750 words

AHC Primary source analysis: 750 words

Source analysis: a government document: 750 words

Scholarly article analysis: 1000 to 1250 words

Scholarly book review: 1250-1500 words

Paper proposal and annotated bibliography

Rough draft of research paper:

Final paper: at least 3000 words.

**Other course obligations:** taking Library's TIP exam (to pass L aspect of this course); visiting the Career Services Center.

**Week by Week Schedule**

Week 1, January 10. In class: an introduction to this course, and an initial session on searching the library catalog.
We have two weeks until the next class. Read Smith 1-161; Mabbett 1-12 and 43-55; and Presnell 1-15 and 86-91.

To prepare for visiting the American Heritage Center, go to the AHC website, familiarize yourself with what this archive is and does, and click on the link for searching the catalog. Go to this URL: http://ahc.uwyo.edu/usearchives/howtouse.htm and choose one of the tutorials on using archives. We will meet at the AHC reference room at 3:10 on January 24, and I will expect that all of you already know what an archive is, and what kinds of items are in the AHC collection.

Written work: evaluating websites. See the tab under week 1.

Week 2, January 17. NO CLASS, due to MLK day.

Week 3, January 24  Visit to the AHC, 3:10-4 pm. Class will meet 4:15 to 5:40 in Library 121.

In class, discuss Smith 1-161; Mabbett 1-12 and 43-55; and Presnell 1-15 and 86-91.

written work: primary source analysis using a document or other item from the AHC. See tab under Week 3.

Week 4, January 31 Coe Library session on finding Government documents.

In class, discuss Smith 165-220; Presnell 92-133; Mabbett 13-32

Written work: primary source analysis using an item from US government documents.

Week 5, February 7

In class, discuss Smith 222-298; Presnell 44-85; Mabbett 33-55.

Week 6, February 13

In class, discuss Smith 301-391

Week 7, February 21

In class, discuss Smith 394-430
Week 8, February 28
In class, discuss Smith 433-375

Week 9, March 7
In class, discuss Smith 480-535

March 14, No Class, Spring Break

Week 10, March 21

Week 11, March 28

Week 12, April 4

Week 13, April 11

Week 14, April 18

Week 15, April 25

Finals week, May 2, final papers due