

# Introduction to Historical Research

HIST 3300-005, Fall 2011

Tuesday & Thursday, 12:30 pm-1:50 pm, UH 321

**Instructor:** Dr. Sarah Rose

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**Office:** UH 328

**Office Hours:** Tuesdays, 2:30 pm-4:30 pm & Thursdays, 2:30 pm-3:30 pm

## **COURSE DESCRIPTION**

This course will introduce students to the craft of history in a hands-on manner. Students will explore the nature of history, the standards historians seek to follow, different ways of writing history, methods for evaluating evidence, and how to structure a narrative. To better focus our investigations, this class will concentrate on the history of disability in the United States—a field that ranges from Franklin Roosevelt, injured veterans, and freak shows to wheelchair sports, insane asylums, and telethons, among many other topics.

This course is designed to break the process of research and writing into a series of manageable steps and to help students build the analytical, research, and writing skills crucial for upper-level history classes. We will begin by exploring major and unique perspectives on the writing of U.S. disability history in the nineteenth and twentieth centuries. Students will then frame their own essay-length studies of a topic on the history of disability that can be written using the ample online and local collections of primary sources. Topics are not limited, but might include the role of presidential disabilities and chronic illnesses, experiences of workers in dangerous industries, the reintegration of disabled veterans, the Paralympics, and the role of ideas about disability in determining access to citizenship, among many other topics.

## **STUDENT LEARNING OUTCOMES**

After successfully completing this course, students will be able to:

- 1) Gather and distinguish between primary and secondary sources.
- 2) Analyze competing secondary historical accounts and discuss the differences in historians' interpretations of past events.
- 3) Drawing on their secondary historical knowledge, analyze and interpret primary sources in historical context.
- 4) Write a thesis-driven essay that presents a new and coherent interpretation of an aspect of U.S. disability history.

## **REQUIRED TEXTS (available on 2-hour reserve at the Central Library)**

Nora Ellen Groce, *Everyone Here Spoke Sign Language: Hereditary Deafness on Martha's Vineyard* (Harvard University Press, 1985)

Paul K. Longmore and Lauri Umansky, eds., *The New Disability History: American Perspectives* (NYU Press, 2001)

Marius and Page, *A Short Guide to Writing about History*, 7<sup>th</sup> edition

## **RECOMMENDED TEXT (two copies available at reference desk at floor 2)**

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7<sup>th</sup> edition (Chicago: University of Chicago Press, 2007)

(or more limited online version at

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html))

## **BLACKBOARD MATERIALS**

All other readings will be available via the class Blackboard site. You can access these materials by navigating to <https://elearn.uta.edu> and logging in with your UTA NetID and password. Select HIST 3300-005, then "Course Materials" on the left-hand menu, and finally "Readings."

Please bring all readings under discussion to class.

### **COURSE REQUIREMENTS**

|                                  |                              |
|----------------------------------|------------------------------|
| Participation and attendance     | 10% (100 points)             |
| Journal entries                  | 2.5% each (100 points total) |
| Analytical outlines              | 10% (100 points)             |
| Research development assignments | 10% (100 points)             |
| Draft of research paper          | 20% (200 points)             |
| Final revision of research paper | 30% (300 points)             |
| Oral presentation of research    | 10% (100 points)             |

**Grading scale:** A = 900-1000 points; B = 800-899 points; C = 700-799 points; D = 600-699 points; F = 599 points and below

I will post grades for all assignments on Blackboard, as well as a midterm progress grade for participation.

**Regular class attendance and participation (10%):** As with any course, participation is crucial for success in this class. Good participation involves three inter-connected elements: preparation, attendance, and engaged participation.

Preparation: I expect you to prepare by critically reading the assigned materials *before class*. I strongly advise that you mark up the readings and/or take notes and bring these notes to class. *Please bring make sure to bring all readings under discussion to class.*

Attendance: You cannot participate unless you attend class and arrive on time. I understand that the unexpected can occur, and you are *allowed three unexcused absences* without affecting your grade. Regular tardiness or leaving early will also affect your grade. If you miss class for a legitimate reason (documented family emergency, illness, athletic team event, etc.), you must contact me in advance if at all possible. Each class, I will pass around a sign-in sheet. It is your responsibility to make sure that you sign in.

|                        |                                 |
|------------------------|---------------------------------|
| 0-3 unexcused absences | A = maximum participation grade |
| 4 unexcused absences   | B = maximum participation grade |
| 5 unexcused absences   | C = maximum participation grade |
| 6 unexcused absences   | D = maximum participation grade |
| 7+ unexcused absences  | F = maximum participation grade |

Engaged Participation: Good participation means contributing thoughtfully to discussions and in-class activities and demonstrating careful consideration of the readings. It also means asking good questions just as much as knowing how to answer a question. During discussions, please keep in mind that the goal is balanced participation. If you find yourself hogging the floor, please yield it; if you find yourself being a wallflower, please speak up. At the midpoint of the semester, I will give each student a written progress report on how I think she or he is doing and also post a tentative progress grade on Blackboard.

**Journal entries (10%):** By 9 a.m. before every class except those for which other assignments are due, you must submit a 1-2 paragraph journal entry via Blackboard (<http://elearn.uta.edu>). (I will post ~1 week of questions in advance on the blog's "upcoming questions" page). Your

response should directly engage with the readings (e.g., quotes or examples); please give a page number if you use a quote.

I will grade entries on five of the seven days on an unannounced basis. Each graded entry will be worth 25 points (or 2.5% of your total grade). However, I will drop the lowest score of the five entries. If you miss class for an excused absence, please try to post your journal entry on time. If that is not possible, please contact me to make alternate arrangements.

**Analytical outlines (10%):** This assignment will help you practice critical reading skills and prepare you for upper-level history coursework. You will submit three analytical outlines of articles that we will read in class. Each outline should cover the following: the historical problem that the author is seeking to address, the argument, the argument's structure, the implications of the argument, and your evaluation of the article. The analytical outlines will be due on September 6, September 15, and September 27.

**Research development assignments (10%):** research questions, proposal, annotated bibliography, and "first page of paper." You must turn in these assignments on time to receive these points.

Research questions (~1 page), due September 22: State and briefly discuss 3-4 questions that you are interested in investigating within disability history. Explain why these questions might be important to the larger field of study and why you are interested in them.

Research plan and annotated bibliography (3-4 pages), due October 13 by 2 pm: Your research plan should outline your research topic, explain what historical questions your essay will attempt to answer, indicate how several other historians have approached this topic, and suggest how your research will contribute to current scholarship. Think about what might be controversial about your topic, unexplained, incomplete, or in need of reinterpretation. Although you probably will have several research questions that you wish to answer, focus on outlining an overarching question that will drive your research. Finally, address the "so what?" question: why is your project important and interesting to the study of history, write large.

The annotated bibliography should briefly discuss the primary sources and secondary sources that you have found so far. Explain the different types of primary sources that you have identified, their location, and what they contain that is important for your project. Briefly comment on the books, journal articles, and book chapters that you have found thus far and their relevance to your project. If you are covering a topic about which no one else has written, explore what scholars have written on similar topics.

"First page" of research paper, due October 25: This is a first stab at writing your introduction in a clear and intriguing way. The introduction is always the hardest section to write, but we will discuss strategies and share "first pages" (first 2-3 pages if necessary) in class. Bring enough copies for everyone to read.

Grades for written work will be based on both the content and the quality of writing. Your paper must be typed in a standard 12-point font (e.g., Times, not Courier). You must properly cite all quotes, paraphrases, and ideas. We will discuss proper citation format in class.

**Draft of research paper (20%):** due to my office (UH 328) or the History Department office (UH 202) with a time stamp by 2 pm on November 10.

This paper should draw on your research in primary and secondary sources and be 12-20 pages in length. You must have a thesis based on evidence that you thoroughly discuss

within the body of the paper. Your draft must be properly footnoted (or an honest effort at following Turabian/Chicago style) and must be virtually free of grammatical errors. You must have someone else proofread it before you turn it in.

**Oral presentation (10%):** A ten-minute presentation near the end of the semester (November 29-December 8) in which you outline your major research question, your key sources, and your findings, as well as answer questions from classmates. These presentations will be graded on clarity, organization, and presentation of your major argument and evidence. If at all possible, presentations should include illustrations and a good PowerPoint; we will talk about how to use PowerPoint. All students are expected to attend the presentations and to offer constructive criticism to their peers.

**Final version of research paper (30%):** due to my office (UH 328) or the History Department office (UH 202) with a time stamp by 1:30 pm on Thursday, December 13. The final version should be revised in accordance with the comments that you receive on your draft and oral presentation.

### **Etiquette**

I strive to create a respectful, distraction-free learning environment. Please be respectful of the class and your fellow students. *You are expected to arrive on time and remain for the duration of the class.* Please inform me if you need to leave early. *Cell phones and pagers must be turned off during class.*

If you are regularly absent, routinely arrive late or leave the room during the middle of class, use your laptop for anything other than taking notes, read non-course materials during class, engage in chitchat during class, or otherwise neglect to participate, I will not give you the benefit of the doubt if your final grade is on the border between two grades.

### **Other notes on grading**

- 1) I will grant extensions on the short papers in cases of legitimate need, but you must request an extension at least 24 hours before the paper is due (except in case of emergency). Late assignments will be penalized one grade per day. Make-up exams will only be offered with a documented, legitimate excuse (e.g., police report or doctor's note).
- 2) I will consider improvement in your work over the course of your semester when calculating your final grade.
- 3) You must complete all assignments to pass the course.

### **IMPORTANT POLICIES**

This syllabus is subject to revision over the course of the semester. I will notify you about any changes in class and by e-mail.

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

Reasonable accommodations for people with disabilities can be made by talking with the professor as early in the semester as possible. Solutions that benefit one student can end up helping the class as a whole, so please feel free to come forward with any questions or suggestions inside or outside of class. In order for me to make accommodations, you must document your disability through the Office for Students with Disabilities (University Hall Room 102; 817-272-3364). Information regarding

specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Dishonesty Policy:** It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the 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." (Regents' Rules and Regulations, Series 50101, Section 2.2)

**My Plagiarism Policy:** If you copy someone else's words or ideas—from the internet, books, other people's papers, encyclopedias, among other sources—without crediting them and using quotation marks for any direct quotes, you are committing plagiarism. If you change just a few words and do not credit the author, that is also plagiarism. If you have any questions, please see me or consult Charles Lipson's *Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success*, 2<sup>nd</sup> edition (Chicago, 2008) in the library.

Penalties for plagiarism on the papers or exams will range from a zero on the assignment to an F in the class. I also will report you to the Office for Student Conduct, which might lead to expulsion if you have a record.

**Drop Policy:** I am not allowed to drop you if you stop attending class. You will need to drop this course yourself. The final day to do so is November 4.

**E-Culture Policy:** The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation are only sent to students through email.

All students are assigned an email account and information about activating and using it is available at [www.uta.edu/email](http://www.uta.edu/email). New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

**Student Support Services Available:** The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, veterans' services, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 (<http://www.uta.edu/uac/maverickscholars/student-success-programs>) for more information and appropriate referrals.

## **SCHEDULE OF TOPICS AND ASSIGNMENTS**

### **August 25: Introductions & What is history?**

- Read the full syllabus and e-mail me with any questions ([srose@uta.edu](mailto:srose@uta.edu))
- Shapiro, *No Pity*, introduction and ch. 1 (pp. 3-11) (**Blackboard**)
- Marius & Page, *A Short Guide*, p. 1-8

### **August 30: What is disability? & reading secondary sources**

- Groce, *Everyone Here Spoke Sign Language*, introduction and ch. 5-8 (pp. 1-11, 50-110)

Assignment: Journal entry

### **September 1: Disability in early America & historical thinking**

- Penny L. Richards and George H. S. Singer, "'To Draw Out the Effort of His Mind': Educating a Child with Mental Retardation in the Early Nineteenth-Century South," *Journal of Special Education* 31, no. 4 (Winter 1998): pp. 443-466 (**Blackboard**)
- Excerpt from Philip M. Ferguson, "The Legacy of the Almshouse" from *Mental Retardation in America: A Historical Reader*, ed. Steven Noll and James W. Trent, Jr., (New York University Press, 2004), pp. 40-50 [skip second half of article] (**Blackboard**)
- Marius & Page, *A Short Guide*, p. 30-55

Assignment: Journal entry

### **September 6: The rise of the asylum/Evaluating primary sources**

- R.A.R. Edwards, "'Speech Has an Extraordinary Humanizing Power': Horace Mann and the Problem of Nineteenth-Century American Deaf Education," in Longmore and Umansky, *the New Disability History*, p. 58-82
- Nicole Rafter, "The Criminalization of Mental Retardation," in *Mental Retardation in America: A Historical Reader*, ed. Steven Noll and James W. Trent, Jr., (New York University Press, 2004), pp. 40-64 (**Blackboard**)
- Samuel Gridley Howe, "A Selection from *Report Made to the Legislature of Massachusetts Upon Idiocy* (1848)" from *Mental Retardation in America*, pp. 23-26 (**Blackboard**)
- Excerpt from Dorothea Dix, *Memorial to the Legislature of Massachusetts, January 1, 1843* (**Blackboard**)

Assignment: Analytical outline #1 due

### **September 8: Life as a disabled worker/Locating primary sources**

- Dea H. Boster, "An 'Epeleptick' Bondswoman: Fits, Slavery, and Power in the Antebellum South," *Bulletin of the History of Medicine* 83, no. 2 (Summer 2009): 271-301 (**Blackboard**)
- Stephen Mihm, "'A Limb Which Shall Be Presentable in Polite Society': Prosthetic Technologies in the Nineteenth Century," in *Artificial Parts, Practical Lives*, pp. 282-299 (**Blackboard**)
- In *The New Disability History*: John Williams-Searle, "Cold Charity: Manhood, Brotherhood, and the Transformation of Disability, 1870-1900," pp. 157-186
- Excerpt from Crystal Eastman, *The Work-Accident* (**Blackboard**)

Assignment: Journal entry and bring in two primary sources

### September 13: Eugenics and citizenship/Analyzing websites as sources

- Martin Pernick, "Defining the Defective: Eugenics, Aesthetics, and Mass Culture in Early-Twentieth-Century America," in *The Body and Physical Difference: Discourses of Disability*, ed. David T. Mitchell and Sharon L. Snyder (University of Michigan Press, 1997), pp. 89-110 **(Blackboard)**
- Douglas C. Baynton, "'The Undesirability of Admitting Deaf Mutes': American Immigration Policy and Deaf Immigrants, 1882-1924," *Sign Language Studies* 6, no. 4 (Summer 2006): pp. 391-415 **(Blackboard)**
- Examples of "ugly laws" from Susan M. Schweik, *The Ugly Laws: Disability in Public* (New York University Press, 2009), pp. 201-206 **(Blackboard)**
- Selected primary sources on eugenics **(Blackboard)**

Assignment: Journal entry and bring in two primary sources

### September 15: Meanings of disability/Using visual sources

- In *The New Disability History*: Douglas C. Baynton, "Disability and the Justification of Inequality in American History," pp. 33-57
- Rosemarie Garland Thomson, "Seeing the Disabled: Visual Rhetorics of Disability in Popular Photography," in Longmore and Umansky, *The New Disability History*, p. 335-374

Assignment: Analytical outline #2 due

### September 20: Debating freak shows/Historiography

- Robert Bogdan, "The Social Construction of Freaks," in *Freakery: Cultural Spectacles of the Extraordinary Body*, ed. Rosemarie Garland Thomson (1996), pp. 23-37 **(Blackboard)**
- David A. Gerber, "The 'Careers' of People Exhibited in Freak Shows: The Problem of Volition and Valorization," in *Freakery* pp. 38-54 **(Blackboard)**
- Paul K. Longmore and Lauri Umansky, "Introduction: Disability History: From the Margins to the Mainstream," in Longmore and Umansky, *The New Disability History*, pp. 1-29
- Selected primary sources on freak shows **(Blackboard)**

Assignment: Journal entry

### September 22: The rehabilitation movement/Research questions

- Hugh Gregory Gallagher, *FDR's Splendid Deception: The Moving Story of Roosevelt's Massive Disability and the Intense Efforts to Conceal It from the Public* (Dodd, Mead & Company, 1985), ch. 1-4 & 9-10, pp. 1-33, 68-109 **(Blackboard)**
- Selected primary sources on rehabilitation **(Blackboard)**

Assignment: Research questions due; be prepared to briefly discuss yours in class

### September 27: Disabled veterans/Thesis statements

- In *The New Disability History*: K. Walter Hickel, "Medicine, Bureaucracy, and Social Welfare: The Politics of Disability Compensation for American Veterans of World War I," pp. 236-267
- David A. Gerber, "In Search of Al Schmid: War Hero, Blinded Veteran, Everyman," *Journal of American Studies* 29 (1995), pp. 1-32 **(Blackboard)**
- Selected primary sources on disabled veterans **(Blackboard)**

Assignment: Analytical outline #3 due

**September 29: Research strategies workshop/Narrowing in on your topic**

- Marius & Page, *A Short Guide*, p. 56-93

Assignment: Journal entry

**October 4: The disability rights movement/Constructing a good proposal and bibliography**

- In *The New Disability History*: Susan Burch, "Reading between the Signs: Defending Deaf Culture in Early Twentieth-Century America," pp. 214-235
- Susan Schwartzenberg, *Becoming Citizens: Family Life and the Politics of Disability* (University of Washington Press, 2005), pp. 4-9, 16-27, 36-41, 62-65 (**Blackboard**)
- Paul K. Longmore, "The Disability Rights Movement: Activism in the 1970s and Beyond," in Paul Longmore, *Why I Burned My Book and Other Essays on Disability* (Philadelphia: Temple University Press, 2003), p. 102-115 (**Blackboard**)
- Eunice Kennedy Shriver, "Hope for Retarded Children," in Noll and Trent, *Mental Retardation in America*, p. 303-307 (**Blackboard**)
- Primary source from the disability rights movement (**Blackboard**)

Assignment: Journal entry

**October 5, 6 & 11: individual meetings with professor**

- work independently on research proposal and bibliography

**October 13:** Research proposal and annotated bibliography due by 2 pm to my office (UH 328) or to the department office (UH 202) with a time-stamp

**October 18, 19, & 20: individual meetings with professor**

- work independently on research otherwise
- Marius & Page, *A Short Guide*, p. 94-118 (ch. 4)

**October 25: Framing your argument**

- Marius & Page, *A Short Guide*, p. 119-149 (ch. 5)

Assignment: "first page" of paper due.

- Bring 20 copies of your "first page" to class; we will go over them as a group
- Be prepared to discuss what writing challenges you are facing, as well as ch. 4-5 of Marius and Page

**October 26, 27 & November 1: The pleasure and pain of writing:** individual meetings with professor

- Marius and Page, *A Short Guide*, p. 150-187 (ch. 6 and appendix)—be prepared to discuss it with me
- Pick up sample research paper to critique on Tuesday, November 1



**November 1: The makings of a good first draft**

- Read sample research papers passed out during last week's individual meeting. We will discuss these first in small groups and then move to a class-wide discussion of grammar, style, and citation.
- We will also discuss best practices for oral presentations and you will sign up for a slot.

**November 3:** Stop by or send an e-mail status update

**November 8:** work independently on draft

**November 10:** first draft of research paper due in my office or UH 202 (with time stamp) by 2 pm

**November 15, 16, & 17:** Pick up drafts in individual meetings with professor

**November 22 & 24: NO CLASS:** revise draft

**November 29 & December 1: Class presentations**

**December 6 & 8: Class presentations continue**

**December 13: UPLOAD FINAL EXAM/RESEARCH PAPER TO BLACKBOARD BY 1:30 PM**

