**Syllabus**

History 3300-003/Spring 2018 Introduction to Historical Research

Professor: Dr. David E. Narrett Class: 321 Univ. Hall: TTh 5:30-6:50 p.m.

Office Hours: TTH 2:00-3:30 and (and by appointment)

Office: 345 UH Email: narrett@uta.edu History Dept.: (817) 272-2861

**Course objective**: This course will introduce students to the methods that historians use to conduct research and to present their findings in written and oral form. Each student will develop a research paper utilizing both primary and secondary sources. (The essay is expected to be about 20 pages in text, including notes and bibliography.) Students are to choose a research topic within early American/U.S. history, encompassing the period 1600-1865. In addition to writing a paper, students will give a brief oral presentation of their work in class. The course will introduce students to the methodology and philosophy of historical research and writing.

**Reading (required)**

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (8th edition)

Declaration of Independence (see documents listed below in syllabus)

Two Articles on Declaration (Library Database JSTOR):

Sidney Kaplan, “The ‘Domestic Insurrections’ of the Declaration of Independence,” *Journal of Negro History*, 61 (July 1976): 243-55.

<http://www.jstor.org.ezproxy.uta.edu/stable/2717252>

William Pencak, “The Declaration of Independence: Changing Interpretations and a New Hypothesis,” *Pennsylvania History: A Journal of Mid-Atlantic Studies*, 57 (July 1990): 225-35.

<http://www.jstor.org.ezproxy.uta.edu/stable/27773386>

**Reading (recommended)**

William Strunk, Jr. and E.B. White, *The Elements of Style*

**Grading:**

**Preliminary Essay 10%**

**Specific Assignments Leading to Research Paper 30%**

**Research Paper 50%**

**Oral Presentation 10%**

**Final Drop Date March 30 (before 4 p.m.)**

**Cell phones are to be turned off during class, though vibrating mode is permissible in special circumstances. No texting is permitted.**

**No internet use outside of this course should be accessed during class.**

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

**Student Support Services**: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**CALENDAR**

**Jan. 16** **Introduction**

 Course Goals and Preliminary Essay Assignment

**Jan. 18** *A Pocket Guide*, chap. 1

**Jan. 23** *A Pocket Guide*, chaps. 2-3

**Jan. 25** Overview: The Declaration of Independence

 Declaration of Independence (as approved by Congress)

 <https://www.archives.gov/founding-docs/declaration-transcript>

 Jefferson’s “rough draft” of Declaration

 <http://www.loc.gov/exhibits/declara/ruffdrft.html>

 Another copy of Jefferson’s draft:

 <http://www.let.rug.nl/usa/documents/1776-1785/jeffersons-draft-of-the-declaration-of-independence.php>

 National Archives: Background essay on the Declaration:

<https://www.archives.gov/founding-docs/declaration-history>

**Jan. 30** Sidney Kaplan, “The ‘Domestic Insurrections’ of the Declaration of Independence,” *Journal of Negro History*, 61 (July 1976): 243-55. <http://www.jstor.org.ezproxy.uta.edu/stable/2717252>

**Feb. 1** William Pencak, “The Declaration of Independence: Changing Interpretations and a New Hypothesis,” *Pennsylvania History,* 57 (July 1990): 225-35. <http://www.jstor.org.ezproxy.uta.edu/stable/27773386>

**Feb. 6 Declaration of Independence (Essay Due)**

**Feb. 8** *A Pocket Guide*, chaps. 4-5

Choice of Research Topic

**Feb. 13** *A Pocket Guide*, chaps. 4-5 (continued)

Choice of Research Topic

**Feb. 15** **Topic/Historical Issue/Preliminary Bibliography Due**

**Feb. 20** Student Conferences

**Feb. 22** Student Conferences

**Feb. 27** Student Conferences

 **Updated Project Description and Bibliography Due**

**Mar. 1** Review of Projects/Topics

**Mar. 6** Review of Projects/Topics

Mar. 8 No Class

Mar. 12-17 (Spring Break)

**Mar. 20** *A Pocket Guide*, chaps. 6-7

**Mar. 22**  *A Pocket Guide*, chaps. 6-7 (continued)

 **Précis/Thesis Statement and Conception of Project**

**Mar. 27** Review of Projects

**Mar. 29** Review of Projects

**Mar. 30**  **Last Day to Drop Class (prior to 4:00 p.m.)**

**Apr. 3** Student Conferences

**Apr. 5** Student Conferences

**Apr. 10** No Class (religious holiday)

**Apr. 12** Discussion of Writing

**Apr. 17** Oral Presentations

**Apr. 19** Oral Presentations

**Apr. 24** Oral Presentations

**Apr. 26** Review/**First Draft of Research Paper Due**

**May 1** Review

**May 3** **Conclusion/Return of First Drafts**

**MAY 10** **FINAL RESEARCH PAPER Due**

**Student Conferences: Each student is required to meet at least twice in individual sessions with Dr. Narrett during the semester. During these sessions, we will discuss issues pertaining to research and writing. Individual sessions may be held during Professor Narrett’s office hours or during class times that are designated for that purpose.**

**Schedule of Assignments toward completing the Research Paper. Note: Late Papers will be subject to a penalty.**

**FEB. 15 1) Topic/Historical Issue/Preliminary Bibliography Due**

**Submit a brief description of your research topic (one-to-two pages), identifying and explaining the historical issue or controversy that you wish to examine, and the reasons for your selection. Include a bibliography pertaining to your topic. The bibliography should be divided into two sections or headings. Primary Sources should be the first heading. Secondary Sources (books and scholarly articles or essays) should be the second. Include at least one primary source in your bibliography as well as three books and three scholarly articles appearing in either historical journals or historical essays in books.**

**FEB. 27** **2) Updated Project Description and Bibliography Due**

**Feb. 27 Instructions:**

**Submit an update of your project description of two to three pages. Elaborate on your choice of topic, i.e., the significance of the issue or question you are addressing. Also discuss what you are discovering and learning through your research—and how your project is developing. Which primary sources are particularly important? Why? Which problems are to be explored or investigated?**

**Submit an updated bibliography of the most important primary and secondary sources bearing on the particular topic and the historical issue that you are addressing. Your bibliography should follow the same format as indicated above. Primary Sources should be the first heading. (For those of you using manuscript sources, include the following headings: Manuscripts (listed first), and followed by the heading Published Primary Sources.) All students should include the category of Secondary Sources. Your bibliography of secondary sources should include at least five books as well as five scholarly journal articles or essays. Briefly explain the importance of each secondary source within your bibliography. Place each descriptive portion (of about three sentences each) immediately after the listing of each particular book, article, or essay.**

**3) Précis/Theme and conception of project with updated bibliography.**

**March 22. Submit an updated Bibliography with the Précis.**

**Précis (summary or abstract of your paper’s purpose and significance). Write a three-to-five page analysis of the major proposition or theme that you are developing in your research paper. Explain the progression of research that has shaped your understanding of your topic. Which sources (primary and secondary) have been important in helping you to define your project in the sharpest form? What is your angle of vision or perspective toward the most important secondary sources you have studied? Discuss, or outline in sequence, the major elements (or sections) of your line of argument. Include the tentative title of your paper as a cover page or as the lead heading. Even if you are not sure of your title, it is worthwhile to think of it as you define your essay’s purpose and overall goals.**

**Oral Presentations**

**Apr. 17-24**

**Students will present to the class a roughly fifteen minute synopsis of their research project. The presentation should focus on your topic’s historical significance, the most important primary sources used during research, and the key findings and discoveries that you have made. Did your research proceed as anticipated, or did you modify your approach and ideas as you moved ahead in your work? How so? The presentation is an opportunity for students to discuss their work and to receive feedback in turn.**

**FIRST DRAFT DUE (Apr. 27)**

**Submit a first draft of your paper, being sure to include either footnotes or endnotes and a bibliography. This draft should be uploaded on UTA Blackboard and also be sent by email attachment to the professor. Save a digital version for future work and revision.**

**First Draft Returned (May 1-3)**

**FINAL PAPER DUE (Thurs., May 10 )**

**Upload the final paper on UTA Blackboard.**

**LATE PAPERS WILL INCUR A PENALTY**

**Important University Information listed below**

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the stairwell. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Useful Websites**:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Database List <http://www.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://liblink.uta.edu/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)