**HIST 3300-005**

**Historical Methods**

**MW 2-2:50 (UH 321)**

***(Spring 2019)***

**INSTRUCTOR:** Dr. Kimberly Breuer

**EMAIL ADDRESS:** [breuer@uta.edu](mailto:breuer@uta.edu)

**FACULTY PROFILE**: <https://www.uta.edu/profiles/kimberly-breuer>

**OFFICE:** UH 314

**OFFICE HOURS:** Virtual and on campus meetings by appointment (email to arrange meeting time)

**HISTORY DEPARTMENT PHONE**: 817-272-2861 (individual faculty in the History Department do not have office phones – the fastest, most direct, and preferred means of communication is via email. Expect a response to an email within 48 hours, longer on weekends and breaks)

**DESCRIPTION OF COURSE CONTENT:** Introduction to the methods that historians use to conduct research and present their findings in written and oral form. Required for history majors.

**BLENDED CLASSROOM STRUCTURE:** This class section utilizes a blended classroom structure. Although the course is listed as a MWF 2-2:50 course, we will only meet on Mondays and Wednesdays, never Fridays. Instead, you will either work on your projects or participate in online activities in lieu of meeting on Fridays. This is a hands-on, discussion and workshop based course. By the time you have finished this course, you will be able to make more effective historical arguments, understand how to research in archives, analyze primary sources, effectively utilize secondary sources, and present your research in various formats. You will also learn some “tricks of the trade” and be able to use some useful tools to make research and presentations easier. This course will set you up for future projects in other upper division courses and into grad school (if you are so inclined)

**CLASS PREREQUISITES**: None

**REQUIRED TEXTBOOK**:

|  |  |
| --- | --- |
|  | John Lewis Gaddis, *The Landscape of History* – This is a “textbook hero” class section (total cost of course materials under $25). Gaddis’ book is list priced at $15.95 but you can purchase a reader (Kindle, etc.) version for under $10. This is the only book required. |

**RECOMMENDED TEXTBOOK:** I recommend that you have access to a physical copy or bookmark an online college dictionary. Be sure to look up words you are unsure of.

**OPTIONAL BOOK:** Historians use Turabian/Chicago style of citations. There are online Turabian style guides, but as history majors, you may wish to invest in the latest edition (9th) of Turabian, *A Manual for Writers of Research Papers.*

**MARKETABLE SKILLS LEARNED IN THIS COURSE:**

During this course, students will learn the following skills that can be used in other courses or as marketable skills:

* ability to interpret and critically evaluate evidence
* ability to assess the credibility of sources and make judgments about their usefulness and limitations
* ability determine bias, audience, perspective, and context for various sources of information
* ability to utilize chronological and spatial reasoning
* ability to identify key pieces of evidence, interpret and contextualize evidence, and craft evidence-based arguments
* research and curation
* use of archives
* ability to create a digital narrative, create a public history artifact (Wikipedia page edits, etc.), create a video, and utilize appropriate educational and teamwork apps

**STUDENT LEARNING OUTCOMES**:

During this course, students will learn how to:

* explain the methods and historiography of the historical profession
* develop analytical skills by scrutinizing primary source documents and writing book reviews
* develop critical thinking skills by discussing the living nature of history, critiquing different interpretations of the same events and explaining how the manipulation of the past can provide insights into later periods.
* conduct historical research using primary and secondary documents and present this information in a coherent, well-articulated and well-substantiated written and oral artifacts
* demonstrate basic awareness of the importance of geography in historical analysis

**FACULTY EXPECTATIONS:**

We expect that students will

* not cheat, plagiarize, collude or commit other acts of academic dishonesty
* participate fully by being prepared for discussions and other classroom activities. Being prepared means doing your reading and/or completing other pre-class assignments
* do college-level work in all written assignments.  You will receive specific and detailed instructions for all assessments within this course, follow them.  Proofread for grammar and prose (turning in sloppy work with many grammatical errors is not college level - if you have problems with writing on a college level, please see the instructor for additional support)
* turn in work on time
* show respect to your instructor and your fellow students in all interactions
* ask for help when needed

**ASSIGNMENTS AND ASSESSMENTS:**

Your grade will be based upon the following scale: A=900-1000; B=800-899; C=700-799; D=600-699; F=0-599

*Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. You will find your grades in the Blackboard course module.*

**In-Class Discussions and Skills Workshops –** In each class period, we will either discuss readings or work on developing historical research skills in small groups. Some activities are graded on simple participation (100%) and others on artifacts developed. Some activities included in the participation grade will be online. The lowest 4 grades will be dropped. Classroom Participation is worth 20% of your final grade.

**Historical Accuracy Project** – Students will work in a team of 2-3 people to determine the historical accuracy of a video game or movie scene. This will involve online research utilizing secondary sources, development of an historical argument, and presentation of findings in a brief video with Q&A period in class. Worth 20% of semester grade. There will be some in-class time devoted to this project.

**Archival Project** – Students will work in a team of 2-3 students on an archival project utilizing primary sources from UTA’s Special Collections. Students will create lesson plan utilizing primary source documents. The lesson will include a video providing the historical context; an introduction to the documents; and student assessments utilizing the primary sources. Worth 20% of your semester grade. There will be some in-class time devoted to this project

**Story Map –** Students will work in a team of 2-3 students in class on this historical geography exercise, creating a Story Map about an historical topic of choice. Worth 10% of your semester grade

***Note on Team Grades:*** *You must fully participate in teamwork. If I determine that you are not working with your team, I will pull you from your team and you will not receive the team grade. Group members can also let me know if a group member is not participating. If you are pulled out of your group for an assessment, you will be required to work on the assignment on your own (which will mean more work for you). Come prepared to work with your group.*

**Book Review** – An individual assignment. You will write a book review on any historical monograph (this book can be one assigned in another course you are taking). Worth 10% of your semester grade.

**Individual Short Essay** – One 3-4 page analytical essay using both primary and secondary sources based on research conducted on either your Historical Accuracy Project or Public History Project. You will also make a short classroom presentation of your findings. Worth 10% of your semester grade

**Final Revised and Extended Version of your Individual Short Essay** – You will make revisions to your paper (which will now be 5-6 pages), adding additional analysis and one primary and one secondary source. Worth 10% of your semester grade.

**LATE ASSIGNMENT AND MAKE-UP POLICY:** Late work is not accepted. Students must provide university approved documented evidence to make up a unit test. If a serious issue arises (major illness or injury, etc.) contact Dr. Breuer immediately to work out a plan of action and possible revision of due dates. Bottom line: if you think you will have problems meeting a due date, contact Dr. Breuer *before* the due date to discuss options. If you wait until after the due date and you cannot prove unforeseen extenuating and documentable circumstances, you will not be able to make up the assignment.

**EXPECTATIONS FOR TIME SPENT IN STUDY**: In a traditional long semester face-to-face course, a general rule of thumb is this: for every credit hour earned, a student should spend 2-3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 6 hours of reading, study, and assignments beyond the time required to attend each class meeting.

**GRADE GRIEVANCES**: Students have up to one week after an assignment is graded and returned to protest a grade. Further information on the UTA policy for an appeal of a grade beyond the instructor is published in the current undergraduate catalog. [see <http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19>]

**PARTICIPATION/ATTENDANCE:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. There is a class participation grade in this course, therefore, regular attendance is expected.

Please note: While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**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/>).

**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.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

The History Department takes academic dishonesty very seriously. Copying or closely paraphrasing directly from the text or internet sites without proper citation as plagiarism. If in doubt, cite. ***If you are found guilty of academic dishonesty on an assignment, you will receive a 0 for that assignment. If you are found guilty of cheating on a second assignment, you will receive an F (0) for the course.*** We will refer all cases of suspected academic dishonesty to the Office of Student Judicial Affairs.

*NOTICE: All assignments submitted to Blackboard will be run through SafeAssign to check for plagiarism.*

**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>.

**CAMPUS CARRY:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**NON-DISCRIMINATION POLICY:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**TITLE IX:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](mailto:titleix@uta.edu)

**STUDENT FEEDBACK SURVEY:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**FINAL REVIEW WEEK:** for semester-long courses**,** 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.

**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](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**DISABILITY ACCOMMODATIONS:** UT 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. 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).

**COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

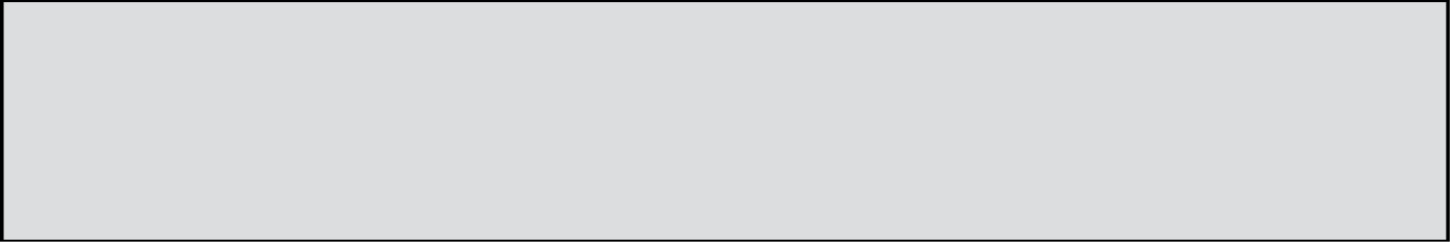
**The** [**IDEAS CENTER**](https://www.uta.edu/ideas/) **(**2nd Floor of Central Library) offers **FREE** [tutoring](https://www.uta.edu/ideas/services/tutoring/index.php) to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

**Stop. Think. Protect Yourself. You Have Choices.**

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor.

This graphic provides each member of the UTA community with information and options for responding to an active threat. These options are not chronological, but are designed to address dynamic situations. Assess the situation (your location, the location of the threat, type of threat, etc.), identify and weigh your options, develop a plan of action and commit to it.

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| --- | --- | --- |
| **YOUR OPTIONS TO AN ACTIVE THREAT** | | |
| **You Have Choices!** | | |
| **A**  **V**  **O**  **I**  **D** | * **AVOID** the situation. Stay away from the area and campus. * If you can safely leave the area, RUN. * Get others to leave the area, if possible. * Prevent others from entering the area. | * Know your exit and escape options. * If in a parking lot, get to your car and leave. * If in an unaffected area, stay where you are. * When you are safe, call UTA PD at 817. 272.3003 or 911 with information you have. |
| **D**  **E**  **N**  **Y** | If you can’t leave the area safely, **DENY** or slow entry to the intruder: | |
| * Lock/barricade doors with heavy items. * Turn off lights/projectors/equipment. * Close blinds and block windows. * Stay away from doors and windows. | * Silence phones and **remain quiet**. Don’t let your phone give you away. * HIDE and take cover to protect yourself. * Be prepared to run or defend yourself. |
| **D**  **E**  **F**  **E**  **N**  **D** | If you can’t AVOID or DENY entry to the intruder, **DEFEND** your location: | |
| * As a last resort, FIGHT for your life. * Use physical force and any weapons available - fire extinguishers, books, chairs, belts, umbrellas, pens/scissors, hot coffee/drinks, trash cans, etc. | * Use the element of surprise. * Work together as a team. Develop a plan. Commit to your actions. Your life depends on it. * Be aggressive, loud, and determined in  your actions. |
| **Follow ALL instructions.**  **For more information, go to:** [**police.uta.edu/activeshooter**](https://police.uta.edu/activeshooter) | | |
| police-logo (2) | | Emergency: 817.272.3003  Non-Emergency: 817.272.3381  police.uta.edu |



Additional information for active threat and other emergency situations can be found through the links below:

[police.uta.edu/activeshooter](https://na01.safelinks.protection.outlook.com/?url=http%3A%2F%2Fpolice.uta.edu%2Factiveshooter&data=02%7C01%7C%7C72bad73120ce4fe0345908d5fec639e5%7C5cdc5b43d7be4caa8173729e3b0a62d9%7C0%7C0%7C636695049695960185&sdata=08ECLBwRL1fOGeVOAKE9ZC1e5jIXKd6gXrrS8vl%2F8rE%3D&reserved=0)

police.uta.edu/em

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**IN CASE OF EMERGENCY**: If we must evacuate the classroom, we will calmly exit the south door into the hallway and turn LEFT. We will then make our way to the Staircase (end of hallway, turn RIGHT) and go down two floors to the outside exit.

**COURSE CONTENT AND SCHEDULE:** *The instructor reserves the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course – Kimberly H. Breuer*

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| Week | Monday  Classroom Time | Wednesday  Classroom Time | Friday  Online/Work Time |
| 1 (1/14) | Why are we here? | History Buff or Historian?;  Reading: “Questions about Murder and History”  Building Blocks of History | Discover Canvas |
| 2 (1/21) | HOLIDAY – NO CLASS | The History of History | Discover Microsoft Teams |
| 3 (1/28) | Secondary Sources: Monographs, Journals, Book Reviews, Research Reviews and how to find them | Secondary Sources Continued: Footnote Mining; Discussion of Gaddis, Chapters 1 and 2 | Discover Zotero and Listly |
| 4 (2/4) | 5 Cs of History/Historical Argument; Discussion of Gaddis, Chapter 3;  **Book Review Due** | Historical Accuracy Project Kickoff | Project Time/Microsoft Teams |
| 5 (2/11) | Discussion of Gaddis, Chapter 4; Project Time | Annotated Bibliographies and Turabian Citations | Project Time/Microsoft Teams |
| 6 (2/18) | Presentation of Videos and Q&A (**Historical Accuracy Project due**) | Discussion of Gaddis, Chapter 5; Primary Documents and Digital History | Digital History/Microsoft Teams |
| 7 (2/25) | How to Analyze a Primary Document | Discussion of Gaddis, Chapters 6 and 7 | Online discussion |
| 8 (3/4) | Archives and How to Use them – Visit to Special Collections | Discussion about Special Collections; Discussion of Gaddis, Chapter 8 | Enjoy your Spring Break |
| Spring Break |  |  |  |
| 9 (3/18) | Archival Project Kickoff | Archival Project Class Time | Project Time/Microsoft Teams |
| 10 (3/25) | Writing Workshop – Historical Writing Basics | Writing Workshop – Brainstorming and Concept Mapping | Project Time/Microsoft Teams |
| 11 (4/1) | Historical Geography | **Story Maps (in Class group Artifact due)** | Story Map discussion/Microsoft Teams |
| 12 (4/8) | Writing Workshop or Archival Project time in class | **Archival Project Presentation of Artifacts (Project due)** | Time to Work on Paper |
| 13 (4/15) | Writing Workshop – Organizing Evidence | Presentation of Findings – Presenting Your Work Conference Style | Time to Work on Paper |
| 14 (4/22) | **Individual Short Essay due**;  Peer Review of Individual Papers – the dreaded “reviewer #2” | Individual Meetings with Dr. B over papers – sign-ups to be posted | Work on presentation |
| 15 (4/29) | Presentation Day 1 | Presentation Day 2 | Discussion – Am I a History Buff or Historian?/ What have I learned? |
| Finals Week | **Revised and Extended Essay Due** by 11:59pm (“final exam”) |  |  |