



HIST 3300: Introduction to Historical Research Fall 2018

Instructor: Dr. Wendell A. (Alex) Hunnicutt

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Office Hours: MWF 8:15 – 8:45 a.m.; T-Th 11:00 a.m. – 12:15 p.m.; or by appointment

Section Information: HIST 3300-003 (Fall 2018)

Time and Place of Class Meetings: M-W, 12:30-1:50 p.m., UH-13

DESCRIPTION OF COURSE CONTENT: This course will introduce students to the methods that historians use to conduct research and to present their findings in written and oral form. Students will learn the approaches currently being used in the field, the methods and problems involved in conducting historical research, and the mechanics of writing a research paper. By the end of the semester, you will be able to compose bibliographies of primary and secondary sources on specific topics, articulate arguments based on your research, explain how your research fits into the historiography of the subject, and present your work to colleagues and faculty.

CLASS PREREQUISITES: Completion of or concurrent enrollment in ENGL 1301.

REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS:

- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers*, 9th ed. University of Chicago Press, 2013. 978-0-2-266-43057-7

STUDENT LEARNING OUTCOMES:

During this course, students will learn how to:

- identify key events, peoples, individuals, terms, periods, and chronology of the history of early modern England; distinguish between historical fact and historical interpretation; and connect historical events in chronological chain(s) of cause and effect
- develop critical thinking skills by discussing the living nature of history, using historical evidence to critique competing interpretations of the same historical events, explaining the nature of historical controversies
- differentiate between primary and secondary sources relevant to early modern English history.
- synthesize diverse historical information and evidence related to broad themes of early modern English history and present this information in coherent, well-articulated, and well-substantiated analytical discussions and other written assignments
- develop the ability to connect choices, actions, and consequences to ethical decision making by examining the motivations and actions of key figures in English history

FACULTY EXPECTATIONS:

I expect that students will

- stay in contact with me and your classmates. In the online environment, good communication – primarily through email – is essential.
- not cheat, plagiarize, collude or commit other acts of academic dishonesty
- participate fully by engaging discussion boards, group projects, and all other 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, utilize the services of the Writing Center)
- turn in work on time
- show respect to your instructor and your fellow students in all interactions
- ask for help when needed – Ask questions if something is not clear.

- be courteous in all interactions with your classmates and the professor.

CLASS FORMAT: I welcome an engaged classroom where students feel free to ask questions and express their ideas and opinions. However, I ask that students maintain proper online etiquette. Do not insult, demean, or flame one another. Please adopt an attitude of assuming the best intentions of your fellow classmates and of me, the instructor. If there are errors or problems or conflicts, please politely bring them to my attention and I promise to address these.

I urge you to stay abreast of the readings and to contact me at once if you have questions or concerns about the class itself or any points of the content. Your arguments and comments will be most welcome. Informed, intelligent questions are welcome. Should you wish to discuss a topic at greater length or to explore other treatments of a particular subject, I will be available to discuss these.

I often provide very quick responses to email, so please do watch for my replies. I will definitely not go more than 24 hours without responding. If that should happen, please assume that either I did not receive the email and resend it to me, or else I have died. Observe courtesy in email and class with me and your classmates.

ASSIGNMENTS AND ASSESSMENTS:

Boot Camp Exercises. 1.5%

There will be four small exercises to prepare you for thinking historically. The first one is worth 0.1% and the other three are worth 0.3% each for a total of 1.0%. In addition, there is a small writing exercise to remind you of some basic writing essentials. The writing exercise is worth 0.5%. The five boot camp exercise are therefore worth a total of 1.5% of the course grade. **You must score a total of 120 points or more in order to open the rest of blackboard.** You may do these exercises as many times as necessary in order to score the points needed.

Essays, Summaries, and Reviews: 30%

You will read various short articles and excerpts from larger works and we will discuss these in class. There will be a total of 6 short essays / review / summary based on the readings and discussions.

Essay on Narrative Histories:	5.0%
Essays (2) showing two historical methods / perspectives:	10.0%
Chapter Summary:	5.0%
Chapter Review:	5.0%
Essay on non-textual source:	5.0%

Each essay will be two to three pages in length. The summary and review will be one to two pages. The format and expectations of the essays will be discussed thoroughly in class. The six submissions are worth a total of 30% of the course grade.

Topic Presentation. 5%

You will write a description, a proposal of your research topic. You should briefly explain the topic and provide your proposed direction of investigating this topic. In addition to submitting the written proposal, each of you will present (orally) to the class this information.

Outline and Annotated Bibliography. 15%

You will develop research projects based on topics in which you have developed an interest on the assigned general topic. Writing a history paper is a process that requires forethought. Outline your ideas and arguments. Rearrange them, play with them, discard those elements that don't work and keep those that do. Ask yourself: why did some elements fit better than others? Don't avoid hard questions—confront them instead! Start early. You will submit a bibliography consisting of at least 20 items, including primary and secondary sources which would enable you to write a research paper on the topic. You will provide a brief annotation for each entry in the bibliography.

Research Essay – First Draft. 15%

Drafts are important. They are an integral part of the process of research and writing. They help you realize what you know and what you don't know. They help you see what's unclear about your reasoning. Writing begets thinking. Drafts enable you to show your work to others, who might help you improve your argumentation and your prose through constructive critique. The better your draft, the more mature your final piece of work will be.

Findings Presentation. 10%

You make a brief oral presentation of your research findings to the class. By now you have produced a outline, bibliography, and a first draft. You do have something to present. Your presentation should be about 5 to 8 minutes in length. You should read at least a paragraph or two of your essay as a part of the presentation; but your presentation should not just consist of reading your entire essay.

Critique. 5%

Giving feedback is an important part of the academic process. Each of you will critique the research findings presentation of two of your classmates. Using knowledge gained from class discussion and your own experiences in researching and writing, you should provide feedback to your classmates. I will be grading your feedback.

Research Essay – Final Draft. 15%

Based on the critiques from your peers and the feedback from your professor, you will revise your initial draft and resubmit your edited version of the research essay. This is the culmination of the semester's work.

Classroom Discussion and Participation. 3.5%

Within the class periods, time will be available to for discussions, either in small groups or as an entire class. In addition, there will be occasional exercises in class, possibly short paragraphs or small group projects. And, I will check roll. Your mere presence will count at least to some extent toward your participation grade. Classroom discussion and participation count as 3.5% of the course grade. If a student is absent more than 5 times, I will assign a zero for participation grade.

In summary, the final grade for the course will be based on the following:

GRADED ASSIGNMENTS

Type	Name	Percentage
Boot Camp	History Boot Camp Exercise 1	0.1%
	History Boot Camp Exercise 2	0.3%
	History Boot Camp Exercise 3	0.3%
	History Boot Camp Exercise 4	0.3%
	Writing Boot Camp Exercise	0.5%
	Boot Camp Total	1.5%
Outline and Annotated Bibliography		15.0%
Essay on Narrative Histories		5.0%
Essay Showing Two Historical Methods / Perspectives		10.0%
Chapter Summary		5.0%
Chapter Review		5.0%
Essay on Non-Textual Sources		5.0%
Presentation of Topic		5.0%
Essay on Letters / Diaries / Memoirs		10.0%
Essay on Official Records		10.0%
Semester Essay – First Draft		15.0%
Critique of Classmates’ Presentations		5.0%
Semester Essay – Final Draft		15.0%
Participation		3.5%
Course Total		100.0%

Check the **Course Calendar** for dates of these assignments.

The Boot camp exercises and all writing assignments will be accessible and available for several days prior to the due date. **You do not have to wait until the due date to complete these assignments.** If the due date conflicts with your schedule, then complete the assignment early, or contact me *beforehand*. If you do not like the day it is due, then do it some other day.

In other words, "I forgot," or "I had a conflict that prevented me from completing the assignment at the time it was due," is not a valid excuse except in cases of genuine, unforeseeable, and verifiable emergencies.

Technical problems are also not good excuses, because there was ample time to complete the assignment and to resolve any technical issues. If Blackboard itself becomes unavailable, then extensions will be granted. Blackboard administrators always make announcements regarding Blackboard outages.

Make Up Contingencies.

In an online environment, theoretically most assignments can be submitted past the due date. Late penalties are described below.

You will be critiquing one other student’s submission and others will be critiquing yours. For the critique of your classmate’s historical interpretation, your classmate depends on your timely feedback. Also, others depend on you presenting on time in order for them to prepare their critique. If you are late submitting this feedback or late in making your presentation, the late penalty will be doubled the usual rate, thereby resulting in 20% per day deduction. It is imperative that you initiate make-up negotiations with me as soon as you realize you may miss such an event.

LATE SUBMISSION PENALTIES:

Unless some extraordinary circumstances apply or students provide university approved documented evidence, an assignment that is submitted late will receive a 10% reduction in grade per day late. I will apply this on a pro-rated scale down to the minute. Additional penalties apply regarding in-class presentations. See make-up contingencies above.

Exceptions to due dates will be given only in unusual or prearranged circumstances.

GRADES / POINTS (Total Accumulated Points)

Total Points Accumulated	Percent	Grade	Translation
9000 and above	$\geq 90\%$	A	Excellent
8000 – 8999	80% - 89%	B	Good
7000 – 7999	70% - 79%	C	Average
6000 – 6999	60% - 69%	D	Passing
Below 6000	$< 60\%$	F	Failing

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.

EXTRA CREDIT

If there are any other extra credit opportunities along the way, I will make an announcement through Blackboard. If there are such opportunities, they would be available to all students and a general announcement will be forthcoming.

EXPECTATIONS FOR OUT-OF-CLASS STUDY: A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 6-9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Attendance Policy:

I do check roll, but your grade does not directly depend on your attendance. In a face-to-face setting there is a strong correlation between poor attendance and poor grades. Though regular attendance does not guarantee success in the class, years of teaching experience has shown me that

STUDENTS DO NOT DO WELL WITHOUT ACTIVELY PARTICIPATING.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog.

http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#19.

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/>).

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 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.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) 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.

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.

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>.

I try to answer all emails within a few hours of receiving them. If as much as 24 hours pass without a reply from me, please write me again. Chances are, I did not receive it or else I am dead or held captive.

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.

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 center and the East end of the building. 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.

Related websites:

A useful database for those interested in pursuing research (for this course or on their own) in early modern European history now is available through UTA Libraries. Please see a UTA Reference Librarian for assistance in accessing the database, which is called Iter. The site provides bibliographic access to published materials pertaining to the Middle Ages and Renaissance. *Iter: Gateway to the Middle Ages and Renaissance* (400-1700) <http://www.uta.edu/library/cgi/db-iter.cgi>.

We also will use a database on London history: <http://www.hrionline.ac.uk/strype/>

We also may use the online edition of the Cotton manuscripts:

<http://www.shef.ac.uk/hri/projects/projectpages/cotton.html>

Here is a link to a website you might enjoy, if you are interested in the English royal family:

<http://www.dcs.hull.ac.uk/public/genealogy/royal>.

We may access other resources online in class. Please let me know if you find additional interesting websites or resources.

Librarian to Contact: Jody Bailey, jbailey@uta.edu, 817.272.7516

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 Catalogue.....	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

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> . If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.

Course Schedule.

“As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Wendell A. Hunnicutt.”

Date		Readings	Lecture Topic	Graded Items Due	Points	Pct
8/23	TH	Le Queux, "The Girl, the Doctor, and the Missing Wife: The real story of the infamous Doctor Crippen case, notorious on three continents!" True Detective Mysteries, Vol. XIII, No. 2, May 1930	Introduction to the course, to history, to historiography. Begin discussing narrative history.			
8/28	Tues	Parson Weems's George Washington Herodotus, "An Account-of-the-Egyptians"				
8/30	TH	Thomas Babington Macaulay, Chapter IV	History and Historiography “The History of History” Types of history			
9/4	Tues	Leopold von Ranke, http://www.gutenberg.org/files/28546/28546-h/28546-h.htm Chapter VIII	Working with secondary sources Fiction as history			
9/6	TH	Garrett Mattingly, "The Wind Commands me Away"				
9/8	Sat	History Boot Camp (HBC)		HBC Exercise 1 HBC Exercise 2 HBC Exercise 3 HBC Exercise 4 Writing Boot Camp Exercise	 10 30 30 30 50	 0.1% 0.3% 0.3% 0.3% 0.5%
9/11	Tues	Douglas Hay, "Property, Authority, and the Criminal Law"	Working with primary sources Marxist History			

9/13	TH			Essay on Narrative Histories	500	5.0%	
9/18	Tues	Foucault, "The Body of the Condemned"	Writing workshop Post Modernism				
9/20	TH						
9/25	Tues		Selecting a topic	Essay showing historical methods / perspectives.	1000	10.0%	
9/27	TH		Flex day				
10/2	Tues		Writing workshop Types of sources Official records non-textual sources	Chapter Summary	500	5.0%	
10/4	TH				Chapter Review	500	5.0%
10/9	Tues		Flex day	Essay on non-textual source	500	5.0%	
10/11	TH		Presentation of topics	Presentation of topic	500	5.0%	
10/16	Tues						
10/18	TH						
10/23	Tues		Bibliographic insights				
10/25	TH			Outline and Annotated Bibliography	1500	15.0%	
10/30	Tues		Feedback and critiquing				
11/1	TH						
11/6	Tues		Flex day				
11/8	TH		Flex day				
11/13	Tues			Semester Essay - First Draft	1500	15.0%	
11/15	TH		Presentation of findings	Presentation of findings.	1000	10.0%	
11/20	Tues		Presentation of findings				

11/22	TH	Thanksgiving Break			
11/27	Tues	Presentation of findings			
11/29	TH	Presentation of findings	Critique of colleagues' works.	500	5.0%
12/4	Tues	Flex day			
12/6	TH		Semester Essay - Final Draft	1500	15.0%
12/11	Tues				

Participation	350	3.5%
Course Total	1000	0

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