

HIST 3000



THE HISTORIAN'S



CRAFT

Dr. Danielle Dumaine
Thursdays, 2-4:50



Explore the methods professional historians use, the diverse meanings of historical interpretation, and the philosophical and political stakes that rest at the heart of historical scholarship.

A T A G L A N C E

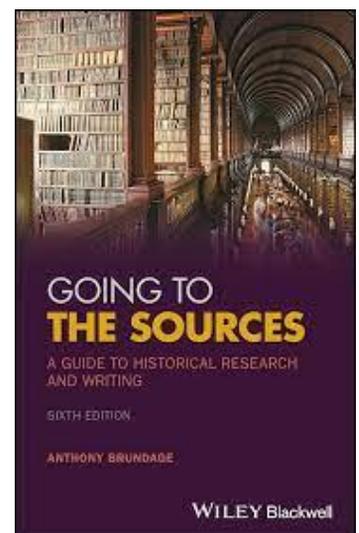
Class Meetings: Thursdays, 2-4:50 pm, Wooten 121
Office Hours: Thursdays, 1-1:50 and by appointment, Wooten 265 and Zoom
Contact: Dr. Danielle Dumaine, she/her
danielle.dumaine@unt.edu
Email Hours: Monday-Friday, 8 am to 5 pm (48-hr turnaround) and Sundays, noon to 4 (response before guaranteed Monday not guaranteed)

O B J E C T I V E S

	Develop critical analytical skills necessary to recognize an author's argument, evaluate the author's use of evidence and reason, and place the author's work in its historiographic context.
	Trace the major schools of thought in the discipline of history.
	Explain the significance and utility of different research methods, theoretical approaches, and modes of interpretation.
	Synthesize diverse historical evidence into coherent and well-articulated arguments about the past.

T E X T S

All course readings can be found in our Canvas page. Readings should be completed before the class for which they are assigned. We will be making frequent use of *Going to the Sources: A Guide to Historical Research and Writing 7th edition* and Michel-Rolph Trouillot's *Silencing the Past: Power and the Production of History*. You are not required to purchase these books, but may wish to.



A S S I G N M E N T S

The Historian at Work

Identify a career path within the field of history and find a relevant recent job advertisement that corresponds to that career path. In a short paper (500 words) describe the job, the qualifications and skills needed and how to obtain them, any salary and advancement information you can find, and explain how this job might fit your current interests and skills.

Grading: 25 points

Due: February 8 (draft due in class, final due at 11:59 pm)

Article Analysis

Write a 3-5 page analysis of a recent historical article that suits your interests following the article analysis method we practice in class. Ideally, you will choose an article that aligns with your research paper interests. Your chosen article must have been published in the last ten years in a history journal. Choices must be approved by Dr. Dumaine.

Grading: 50 points

Due: March 7 at 11:59 pm

Archival Sources Overview

For your overview you must identify an archival collection (either here in DFW or online) or at least 4 free-standing primary sources that you plan to utilize in your research paper. Provide full Chicago-style bibliographical entries for your sources/collections. Then, in a 2-page paper, provide the following information: where the sources are housed and how you plan to access them, what you hope to learn from the sources, how these sources relate to your planned research paper topic and any secondary literature you have read, and any challenges your sources might present.

Grading: 50 points

Due: April 11 and 11:59 pm

Annotated Bibliography

In advance of your research paper, you must submit an annotated bibliography of at least six secondary sources (articles and/or monographs) that you plan to use for your paper. All bibliography entries must include the full bibliographical entry and a brief (100 words) overview of the source. The overview should include the following: a brief summary of the source; an overview of the article's major primary sources, methodologies, and interventions; and how the source relates to your research topic.

Grading: 100 points

Due: April 18 at 11:59 pm

Research Paper

You will write a substantial research paper as your final assignment. The paper must include primary source research conducted by you and include sufficient historiographical context and discussion. Papers will be between 8-10 pages in length. You will hand in a research plan on March 21st that includes your proposed topic and a selection of primary and secondary sources.

Grading: 250 points

Topic Due: March 21 at 11:59 pm

Draft Due: May 2 by the start of class

Final Paper Due: May 5 at 11:59 pm

Participation

This course is designed to facilitate active engagement with the readings. A significant portion of your grade, therefore, depends on you actively participating in class discussions. Students should always come to class prepared to discuss the reading material. While not every student is outspoken, making an effort at thoughtful participation will help you earn a good participation grade. Also, remember that active participation may take many forms, ranging from insightful comments about the reading material to listening and taking notes to asking provocative questions. All forms of active participation will be considered for your participation grade. Because we only meet once a week, please try to attend every class session.

Grading: 200 points

Due: I will provide you with a mid-semester progress report, and a final grade.

G R A D I N G

The following grade breakdown is an estimate and is subject to change.

The Historian at Work	25 points
Article Analysis	50 points
Archival Source Analysis	50 points
Annotated Bibliography	100 points
Research Essay	250 points
Participation	200 points
Grand Total	675 points

S C H E D U L E

UNIT 1: WHAT IS HISTORY AND WHO ARE HISTORIANS?

Week 1: What is History?

January 18: no reading

Week 2: Who are Historians and What Do They Do? Part I

January 25: read Brundage, Chapter 1 (pp 1-16), Linda Gordon, "History Constructs a Historian," and Lily Guerra, "Why I am a Historian"

Week 3: Who are Historians and What Do They Do? Part II

January 31: Read Trouillot Chapter 1 (pp 1-30) and Cronon "A Place for Stories: Nature, History, and Narrative."

Week 4: Historians and the Public [Guest star: Dr. Wesley Phelps]

February 8: Richard Kohn, "History and the Culture Wars: The Case of the Smithsonian Institution's Enola Gay Exhibition" and Linenthal, "Struggling with History and Memory" [read this first] Consider your own experiences in museum and memorial spaces.

"The Historian at Work" assignment due by 11:59 pm, draft due by start of class

UNIT 2: HISTORIOGRAPHY

Week 5: Introduction to Working with Sources

February 15: read Brundage, Chapter 2 (pp 17-29) and Trouillot Chapters 2 and 3.

Week 6: The Research Article [NOTE: we will be either asynchronous or on Zoom this day]

February 22: read Brundage, Chapter 3 (pp 30-50) and Resnikoff "The Paradox of Automation: QWERTY and the Neuter Keyboard," and the primary source packet (Canvas)

Week 7: The Historical Monograph

February 29: read Brundage, Chapter 4 (pp 51-63), Vider "Contents," and "Introduction: the Politics and Performance of Home;" and Immerwahr, "Contents" and "Introduction: Looking Beyond the Logo Map." Don't skip the footnotes!

Submit your chosen article for the Article Analysis by 11:59 pm.

Week 8: From Reader to Writer: the Research Process Pt. 1

March 7: read Lepore, "How to Write a Paper for this Class," Brundage Chapter 8 (pp 110-130), and Trouillot Chapter 4.

Article Analysis due by 11:59 pm

Week 9: Spring Break – No Class

UNIT 3: RESEARCH SKILLS

Week 10: Introduction to Archival Research

March 21: Read Thompson, "Introduction" (pp xiii-xvii) and "Epilogue" (pp 558-571) from *Blood in the Water: the Attica Prison Uprising of 1971 and its Legacy*," watch [Thompson interview](#), browse the NYSA's digitized Attica Collection and the Finding Aid
Optional: watch the film "Criminal Injustice: Death & Politics at Attica"
Research Topic due by 11:59 pm

Week 11: Archive Trip 1

March 28: read Ghosh, "National Narratives and the Politics of Miscegenation" and Dubcovsky, "Defying Indian Slavery: Apalachee Voices and Spanish Sources in the Eighteenth-Century Southeast." Don't skip the footnotes!

Meet at UNT Special Collections – Willis Library

Week 12: Archive Trip 2

April 4: Skim Ulrich, "Introduction: Thinking with Things" and carefully read "A Field Hockey Dress: Fit for a Knockabout Sport" and Brundage Chapter 5 (pp 64-76).

Meet at the fashion archives – 405 S. Welch street.

Week 13: Individual Meetings

April 11: one-on-one meetings Tues, Thurs, and Fri
Archival Sources Overview due by 11:59 pm

Week 14: From Reader to Writer: the Research Process Pt. 2

April 18: read Trouillot Chapter 5, refresh your memory of Brundage Chapter 8 (pp 110-130)
Annotated Bibliography due by start of class

Week 15: Workshop Day

April 25: bring your research materials so you can work in class

Week 16: Workshop Day

May 2: bring your research materials and a draft of at least 6 pages so you can work in class (upload to Canvas so we can do a peer-review).

Final Papers due on May 5 by 11:59 pm

SUGGESTED READINGS

Heather Ann Thompson, "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History"
"Criminal Injustice: Death & Politics At Attica" (2013)
Laurel Thatcher Ulrich et al, *Tangible Things: Making History Through Objects* (2015)
Zachary M. Schrag, *The Princeton Guide to Historical Research* (2021)
Sarah Maza, *Thinking About History* (2017)

C O U R S E P O L I C I E S

ATTENDANCE POLICY:

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

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RECORDING OF LECTURE: In the event that we have a synchronous (live) session in this course it will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

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C O U R S E P O L I C I E S

ADA ACCOMMODATION:

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](#).

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ACADEMIC INTEGRITY

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

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SEXUAL DISCRIMINATION AND ASSAULT: UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs. [Dean of Students website](#).

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ACCEPTABLE STUDENT BEHAVIOR: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at the [Dean of Students website](#).

C O U R S E P O L I C I E S

EMERGENCY NOTIFICATION & PROCEDURES: UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

R E S O U R C E S

History Help Center: You can schedule a Zoom tutoring appointment Monday through Friday, 8 am to 5 pm	HISTORYHELPCENTER@UNT.EDU
Counseling and Mental Health:	https://studentaffairs.unt.edu/counseling-and-testing-services
Center for Students with Disabilities: The ODA has in-person office hours are from 8:00 a.m. - 5:00 p.m., from Monday through Thursday. On Fridays, the ODA is open remotely from 8:00 a.m. - 5:00 p.m.	https://disability.unt.edu/
To report sexual harassment, sexual violence, relationship violence and/or stalking:	https://deanofstudents.unt.edu/report