

HISTORIAN'S CRAFT
HISTORY 3000
(w/ Honors Section, 3000-202)
Fall 2025

Class Meeting Location: Wooten 312

Class Meeting Times: MWF, 12:00pm – 12:50pm

Theme: Denton-DFW Social Movements



Professor:

Dr. ToniAnn Treviño (She/Her)

Office:

Wooten 231B

Student Drop-In Hours*: M/F, 10:00am-11:00am (Or by appointment)

Note: Meetings can also be conducted via Zoom by request

*If these hours do not work, please email me to schedule an appointment.

Email:

toniann.trevino@unt.edu

Communication:

I am enthusiastic about supporting you in this course and please do not hesitate to reach out with questions or concerns. However, please be advised that I may need up to 48 hours to respond and I will not necessarily be available during the evening, nor on the weekends. Please take this into account before important deadlines.

*For more involved questions, please see me in person.

Required Readings:

All assigned readings, podcasts, and websites for review during this course will be posted on our Canvas page. You will not need to purchase anything.

Course Information

Description

Through the theme “Denton-DFW Social Movements” students will learn how to think like historians, reflecting on just a few of the many methodologies, communication mediums, and career paths that historians use, both in academic research and to the public. In addition to equipping students with foundational knowledge of what it means to use historical methods, our class will also establish a learning environment that centers hands-on experiences such as: engagement with diverse archival sources; recurring visits to UNT Special Collections; and interactive class sessions with UNT alumni and Denton community stakeholders.

Prerequisite: None

Honors Section Prerequisite: Acceptance into the Honors College

Course Theme: Denton-DFW Social Movements

This semester we will learn how to think like historians by exploring histories in our backyard: Denton and the Dallas-Fort Worth area. North Texas has a rich social movement history that students oftentimes rarely encounter throughout their education. UNT, too, has a vibrant history of social movements and student demonstrations on campus that go overlooked. UNT’s Special Collections department has done an excellent job of collecting and preserving rare and unique materials including rare books, oral histories, university archives, historical manuscripts, maps, microfilm, photographs, art and artifacts—many of which relate to Denton-DFW history.

Course Format

This course meets for three 50-minute in-person sessions on Monday, Wednesday, and Friday. Mondays will commonly address foundations and context for the week. Many Wednesday meetings will function as a “lab” day for students to explore archival documents. Friday meetings will serve as a time for students to discuss their reflections and the stakes of historical methods. This class is an active and student-led learning environment, centering student discussion over traditional lecture-focused class time.

Course Objectives

Students who fully participate in this course will:

- 1) Develop the skills to critically analyze and interpret primary documents, images, and secondary texts, as well as hone foundational knowledge about scholarly conventions such as tracing historiographic genealogies and formatting citations.
- 2) Gain familiarity with archival research and archival research methods.
- 3) Learn how to formulate plans for major research assignments.

- 4) Explore and experiment with how historians utilize various mediums to communicate with academic and public audiences.
- 5) Survey multiple career pathways for History majors by engaging with professional practitioners and public history projects.

Course Schedule

Please see the course schedule for assigned readings, due dates, and daily meeting topics.

The general trajectory of our course is as follows:

Phase 1	Foundations: How to Think Like a Historian	Week 1 Week 2 Week 3 Week 4
Phase 2	Allure of the Archives: Immersive Experiences in Archival Investigation and Research	Week 5 Week 6 Week 7 Week 8
Phase 3	Making Connections Outside of the Classroom: Career Pathways & Doing History	Week 9 Week 10 Week 11 Week 12 Week 13 Week 15 Week 16

Planning Your Grade & Course Requirements

Attendance and Participation (20%)

Students are expected to:

- *Attend class meetings and participate in class discussions.* Students will arrive on time and ready to engage in the class meeting. Because our course time will be spent working collaboratively, it is crucial for you to be present, alert, and actively participating for every class. While participation will look different for each student according to personality and learning style, your contributions are vital.
- *Adhere to the course absence policy.*
 - Students are allowed two unexcused absences before your grade will be impacted. Additional unexcused absences will have the potential to negatively impact the participation and attendance component of your grade.
 - Excused absences such as university-sponsored events, absences with an accompanying doctor's note, or approved absences following communication with me will not count against toward the two unexcused absences.
- *Arrive in class with assigned readings completed, and ideally printed.*
 - We will heavily engage with your readings and reading notes during class discussions.
- *Be respectful to our classroom learning environment.* This includes:

- Not using your phone, texting, or using the internet in class.
- Not working on materials for other classes.
- Not engaging in a hostile or disrespectful way during classroom discussions, regardless of differing opinions.
- Not engaging in disruptive behavior.

Note: If you partake in disruptive or disrespectful behavior, I have the right to ask you to leave class for the remainder of the meeting. In addition, you will be sent a meeting request to discuss the issue at hand. If needed, an outside party will be asked to facilitate the meeting. If the behavior continues, I, the professor, reserve the right to refer you to Dean of Students for punitive action.

Weekly Module Responses (40%)

***Due Fridays, Before start of class at 12:00pm**

Most weeks, students will be responsible for uploading responses to a weekly module before the start of class on Friday morning. These questions will address readings for the week, class discussions, and/or experiential learning from Wednesday “lab” sessions. Most modules will consist of (2) short answer-responses that are equivalent to 200-250 words each, totaling roughly 400-500 words.

Detailed instructions will be attached to each module

Module Weeks Include: (Listed by Due Date)

- Week Two – August 29
- Week Three – September 5
- Week Four – September 12
- Week Five – September 19
- Week Six – September 26
- Week Seven – October 3
- Week Eight – October 10
- Week Ten – October 24
- Week Twelve – November 7
- Week Thirteen – November 14
- Week Sixteen – December 3

Research Project Prospectus (25%)

Students will put together a 5-page project prospectus that centers a topic about social movements in the Denton-DFW area. To be clear: this is not a formal research project. A prospectus is a long-form proposal for a research project that outlines a project and articulates how you will translate your plan into a viable research agenda.

Additional instructions will be provided.

Please keep the following due dates in mind:

- October 13 – First Draft Due & In-Class Peer Review

- October 16 – Peer Review Submitted to Partner
- October 17 – Class Cancelled | Office Hours for Prospectus Development Support
- November 2 – Final Prospectus Due

Final Project: Denton-DFW Social Movements Exhibit in Willis Library (15%)

***Due Date:** December 10, 10:30am-12:30pm, Location TBD

Over the course of the semester, your modules will periodically request that you find primary documents and archival sources related to your prospectus. For the final, each student will contribute to a class photo exhibit that will be on display on the ground floor of Willis Library about the history of social movements from the Denton-DFW area. Your image does not have to come from your modules, but you may use module findings if you are compelled to do so. You will submit one paragraph in the style of a museum caption to accompany your photograph.

Additional details and rubric to follow.

Please keep the following due dates in mind:

- November 23 – Submit high-quality image of source and accompanying paragraph
- December 10, 10:30am-12:30pm – Final + Gallery Presentations

Honors College Students:

Archive Exploration (Due Before Final Day of Class December 3)

Students in the Honors College will submit an additional write-up (between 500–750-words) following an independent trip to an archive of their choice. I would highly suggest that you schedule your trip after week 5's planned visit to UNT Special Collections because our archivists will provide foundational knowledge on how to find and request archival materials. Additional details to follow.

Course Policies & Expectations

Communication

Email is the best way to communicate with me. However, be advised that I may need up to 48 hours to respond and I will not necessarily be available during the evening, nor on the weekends. Please take this into account before important deadlines.

I will be available for in-person meetings during student drop-in hours on Mondays and Friday from 10:00am – 11:00am. I will be in my office, Wooten 231B. Scheduled meetings will be prioritized. However, please feel free to always drop in during these times for anything you might need. If the above hours conflict with your availability, please email me and we can coordinate another time to meet. Meetings via Zoom can also be arranged.

Laptops and Technology

Students are the most engaged when they are not tempted to be distracted by cell phones or browsing on the internet. Laptops are not allowed for general notetaking, and students

should instead use a spiral or paper-based system. Students with ODA exemptions are, of course, allowed to use laptops but must stay on task throughout class.

However, we will engage in digital activities from time to time as a class that will enrich your learning. For instance, many Wednesday “lab” meetings during the middle phase of the course will use your computer. There are other instances in which students might use their laptops in class. I will try to give students as much forewarning as possible, both through notes on our course schedule and through in-class reminders.

Recording

Students may not create video or audio recordings of class sessions unless there are documented accommodations with the Office of Disability Access. Students do not have permission to repost, distribute, or otherwise reproduce class activities. Unauthorized distribution of class materials could result in disciplinary action.

Late Work

Weekly modules (due Friday) should not be turned in late because they will serve as the foundations of class discussion. If need be, modules and other assignments can be turned in late but will be penalized by a half-grade for each 24-hour period that it is outstanding.

Late submission of the final gallery exhibit is not allowed because of the interactive nature of this gathering.

Policy on Children in Class

Students should never have to choose between caring for their children and pursuing their education. In cases of unforeseen childcare disruptions, I know that parents oftentimes miss class to stay at home with a child. Students with children may bring little ones to class on a necessary basis. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class to cover gaps in care is perfectly acceptable. Parents should sit near the exit doors with their little ones in case they need to step outside of the class momentarily to not disrupt learning for other students.

Note: Please do not bring children with COVID-like symptoms to class. Email me and we can make other arrangements to update you on the course.

Navigating Life Difficulties

Students are facing multiple, ongoing pandemics, a national financial crisis, and the general stresses of life. Although students must be held to the standards and requirements of this course, I am dedicated to working with students when unforeseen or extenuating circumstances arise. However, students should communicate with me as early as possible to ensure that I can offer support. It will be easier for both you and I to address issues as they arise rather than after.

Other Relevant Policies

Statement Regarding Academic Integrity

I encourage you to become familiar with the University's Student Academic Integrity Policy. The content of the Academic Integrity Policy applies to this course, and I refer all cases of cheating and plagiarism to the Office of Academic Integrity.

The Other AI: Generative Artificial Intelligence

This course has a generative AI policy to acknowledge that technology, including AI, can play a supportive role in the learning and feedback process. **While using generative AI to compose any writing for your assignments will be considered a violation of academic integrity in this course, I am open to students using AI as:**

- A form of tutoring support: Brainstorming, outlining,
- A form of editing support: Spellchecking, grammar and syntax corrections, citation checking.

To put this another way, AI can help you focus your thoughts and tidy up your work, but the ideas and writing must be yours. Your prompts also should not ask the GenAI tool to significantly change the character of your writing. For example, you cannot input your writing and then ask a generative AI tool to rewrite it. Changes from GenAI should not be remarkable and, at most, should use prompts that do not surpass tasks in the spirit of asking a friend or tutor to search for typos or minor errors.

If you choose to use generative AI as a learning aid, it is essential to disclose its use on your assignments to conform with academic integrity guidelines. If you use generative AI as a form of support in my course, make sure to:

- Include a disclosure statement (Available in the resources tab)
- Include the prompts that you use (Again, prompts should not request substantial actions)
- Include a copy of the original writing that you submitted into the GenAI tool.

It is essential for students to be open and honest about their use of AI in assignments. If a student is suspected of using AI inappropriately without proper disclosure, I will conduct a fair and transparent investigation into the matter. If the suspicion is confirmed and the student failed to disclose the AI use, the appropriate course of action will be taken. This may involve discussing the issue with the student, providing guidance on proper AI usage, and/or receiving a grade of "0."

While generative AIs are allowed as learning aids, remember that they are not flawless. Expect some imperfections due to biases or limitations in the AI model's understanding. AI is also known to generate outputs with [significant discriminatory undertones](#). Always fact-check and verify the AI-generated content by cross-referencing it with reputable sources. You are ultimately responsible for whatever you turn in, even if AI might have made a modification that you oversaw. In addition, my AI guidelines might be different than in your

other courses. Please do not assume that the acceptable use of AI in one course is acceptable in all your courses.

If you do decide to use a generative AI tool, I would suggest Google's NotebookLM because it is far less likely to create inaccurate or unsubstantiated outputs. Please [see NotebookLM's privacy policy](#).

In this same spirit, I, the instructor, promise to you, the students, that my use of generative AI in this course—if any—will follow these same limited guidelines. In addition, I, the instructor, reserve the right to change the course's generative AI policy at any point during the semester if issues with student academic integrity continuously arise.

Extra Credit

Over the course of the semester, I will announce extra credit opportunities such as attending a relevant event pertaining to the class, or listening to an episode from a specified podcast. Students can submit up to (2) extra credit write-ups. Each write-up can add (1) point to your final grade.

Extra credit write-ups should be no fewer than 300 words. They must: 1) give a summary of the event, podcast, etc. that you view and 2) offer your reflections about how your participation expanded your understanding of class themes. If the write-up is too short or does not show adequate effort, I reserve the right to reject the extra credit assignment.

If the extra credit write-up is based on an event, the assignment should be turned in no later than one week after the event. If the extra credit write-up is based on a podcast or a resource posted online, the assignment should be turned in before the final day of class (December 3).

Disability Accommodations Statement

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (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 at disability.unt.edu.

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). Please ensure that you receive Eagle Alerts via your chosen form of communication. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn 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 www.deanofstudents.unt.edu.

Sexual Discrimination, Harassment, 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:

http://deanofstudents.unt.edu/resources_0. You can access UNT Survivor Advocate services through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Detailed Course Overview

Phase 1

Foundations:

How to Think Like a Historian

Week 1: Opening Discussion

Topic	Before Coming to Class, Look At:	Assignments & Notes
August 18 (M) Syllabus Day		
August 20 (M) Introduction & What Does It Mean to Think Like a Historian?	Thomas Andrews and Flannery Burke, "What Does it Mean to Think Historically?"	
August 22 (F) The Debate over History's Role in Society	Organization of American Historians, "History, Democracy, and Citizenship: The Debate over History's Role in Teaching Citizenship and Patriotism"	

Week 2: History & Power

Topic	Before Coming to Class, Look At:	Assignments & Notes
August 25 (M) Silencing the Past	Chapter 1, "The Power in the Story," <i>Silencing the Past</i> , Michel Rolph-Trouillot	
August 27 (W) The Politics of Representing the Past	Leah Donella, " Martin Luther King is Not Your Mascot " Code Switch, January 14, 2024. "The 15 Year Battle for Martin Luther King Jr. Day," National Museum of African American History and Culture	
August 29 (F) Prospectus Project Overview	Reading: N/A	Due: Friday, 11:59AM Week 2 Module Due

Week 3: A Historian's Cookbook

Part I: Ingredients

Topic	Before Coming to Class, Look At:	Assignments & Notes
September 1 (M) Labor Day – No Class September 3 (W) Ingredients I: Historiography & Finding Secondary Literature September 5 (F) Ingredients II: Primary Documents Primary Document Analysis Workshop	Jacqueline Dowd Hall, “The Long Civil Rights Movement and the Political Uses of the Past” <i>The Journal of American History</i> 91, No. 4 (March 2005).	Due: Friday, 11:59AM Week 3 Module Due

Week 4: A Historian's Cookbook

Part II: Making a Recipe

Topic	Before Coming to Class, Look At:	Assignments & Notes
September 8 (M) Allure of the Archive September 10 (W) <u>Lab Day</u> Visit to UNT Special Collections September 12 (F) Making Your Dish: The Sum of the Parts	Randall C. Jimerson, “Embracing the Power of Archives” <i>The American Archivist</i> , Vol. 69, No. 1 (Spring - Summer, 2006), pp. 19-32. “Guide to Archival Research” American Historical Association, Historians.org	Due: Friday, 11:59AM Week 4 Module Due

Phase 2
Allure of the Archives:
Immersive Experiences in Archival Investigation and Research

Week 5:

Exploring Denton-DFW Newspapers

Topic	Before Coming to Class, Look At:	Assignments & Notes
September 15 (M) Newspapers and Local History	Alwyn Barr, "The Civil Rights Movement in Texas" in <i>Black Americans and the Civil Rights Movement in the West</i> (19 Pages)	
September 17 (W) <u>Lab Day</u> UNT Special Collections: Youth and Campus Activism	Ronald Marcello, "Reluctance Versus Reality: The Desegregation of North Texas State College, 1954-1956" in <i>African Americans in Central Texas History: From Slavery to Civil Rights</i> , Eds. Bruce Glasrud and Deborah Liles	
September 19 (F) Critical Reflections: Analyzing Newspapers from the Present	*Bring your laptop to class	Due: Friday, 11:59AM Week 5 Module Due

Week 6:

Civil Rights in Black and Brown: Oral History Collections

Topic	Before Coming to Class, Look At:	Assignments & Notes
September 22 (M) What Makes Oral History Different?	Kim Lacy Rogers, "Oral History and the History of the Civil Rights Movement" in the <i>Journal of American History</i> 75, No. 2 (Sept. 1988), 567-576.	
September 24 (W) <u>Lab Day</u> Oral Histories: Civil Rights in Black and Brown in Texas	J. Todd Moyer, "Contesting White Supremacy in Tarrant County" in <i>Civil Rights in Black and Brown: Histories of Resistance and Struggle in Texas</i> (Austin: University of Texas Press, 199-220). *Bring your laptop to class	*Please bring your laptop and headphones to class for this lab meeting!

September 26 (F) Memory and Meaning in Oral History	Reading: N/A	Due: Friday, 11:59AM Week 6 Module Due
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Week 7

The Revolution (Will?/Will Not?) Be Televised: Latine Civil Rights Movements & Visual Media

Topic	Before Coming to Class, Look At:	Assignments & Notes
September 29 (M) Visuality and Social Movements	Selections: Nicholas Mirzoeff, <i>An Introduction to Visual Culture</i> (New York: Routledge, 1999).	
October 1 (W) <u>Lab Day</u> KXAS-TV and a Local History of Latine Protests	Randy Ontiveros, "No Golden Age: Television News & The Chicano Civil Rights Movement" <i>American Quarterly</i> 62, No. 4 (2010): 897-923 *Bring your laptop to class	*Please bring your laptop and headphones to class for this lab meeting!
October 3 (F) Discussion: Seeing Local Histories	Reading: N/A	Due: Friday, 11:59AM Week 7 Module Due

Week 8

LGBTQ History and Material Culture

Topic	Before Coming to Class, Look At:	Assignments & Notes
October 6 (M) Texas LGBTQ Social Movement History <i>Guest Lecture</i> Dr. Wesley Phelps, UNT History	Reading TBD	
October 8 (W) <u>Lab Day</u> UNT Special Collections: LGBTQ Archive	Serena Dyer "State of the Field: Material Culture" <i>History</i> 106, Issue 370 (March 2021) Pages 167-281.	

October 22 (W) <u>Lab Day</u> Digital Humanities and Hard History	Monica Muñoz-Martinez, “Lives, Not Metadata: Recovery Methods for Digital Histories of Racial Violence” <i>The Annals of the American Academy of Political and Social Science</i> Vol. 694 (March 2021), 67-75. Look at: MappingViolence.com Project → Overview, Map, Research	*Bring your laptop to class
October 24 (F) <u>Guest Visit</u> Deah Berry Mitchell, PhD Candidate, UNT Department of History		Due: Friday, 11:59AM Week 10 Module Due

Week 11
Claiming Space in the Academy

Topic	Before Coming to Class, Look At:	Assignments & Notes
October 27 (M) Intersections of Protest and the Academy	Colin Gordon, “The Making of Ferguson” <i>Dissent</i> , August 16, 2014. Rebecca Schuman, “The Birth of the #FergusonSyllabus” <i>Slate</i> , September 8, 2014. Marcia Chatelain, “How to Teach Kids About What’s Happening in Ferguson” <i>The Atlantic</i> , August 25, 2014.	
October 29 (W) <u>Lab Day</u> Special Collections: Willis Wall Demonstration	Primary Document Set: The Evolution of a Movement	In-Class Assignment: Willis Wall Collection
October 31 (F) Walking Tour: Student Protests at UNT		Due by Sunday, November 2, 11:59PM: Final Draft - Prospectus

Week 12

Local Museums & Public Humanities

Topic	Before Coming to Class, Look At:	Assignments & Notes
November 3 (M) Museum Design and Storytelling	Adryanne Quenneville, "Exhibition Design: From Vision to Visitor," <i>exhibition 48, No. 1 (Spring 2019):</i> 78-87.	Due: Friday, 11:59AM Week 12 Module Due
November 5 (W) <u>Lab Day</u> Denton African American History Museum	Examine: Desegregating Denton, Online Exhibit https://omeka.library.unt.edu/s/desegregating-denton	
November 7 (F) Debrief, Pt. I Overview of Museum Captions <i>Guest Visit</i> Dr. Zoe Ortiz, PhD Candidate, UNT Department of History		

Week 13

Different Ways to Tell the Same Story: Quakertown

Topic	Before Coming to Class, Look At:	Assignments & Notes
November 10 (M) Historical Memories & Markers	James B. Seaver, "Putting History on a Stick" <i>Perspectives on History</i> , January 16, 2025. Joy Siler, "A Walk Through Quakertown" Denton County Office of History and Culture, February 2024.	
November 12 (W) Historical (Non-)Fiction: White Lilacs	Read: Selections from Carolyn Meyer, <i>White Lilacs</i> (1993).	

November 14 (F) In-Class Workshop: Museum Caption Development		Due: Friday, 11:59AM Week 13 Module Due
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Week 14

Your Retelling of Denton-DFW Social Movements

Topic	Before Coming to Class, Look At:	Assignments & Notes
November 17 (M) In-Class Workshop, Pt. II: Museum Exhibit Development		
November 19-21 (W-F) Class Cancelled	<u>Independent Work Time</u> Museum Exhibit Development	Due by End of Week: Sunday (11/23) Submit high-quality image of source and accompanying paragraph

Week 15

Thanksgiving Break

Topic	Before Coming to Class, Look At:	Assignments & Notes
November 24-28		

Week 16

History & Career Pathways

Topic	Before Coming to Class, Look At:	Assignments & Notes
December 1 (M) Alumni Panel	*Come prepared with questions for our speakers	
December 3 (W) Concluding Discussion		Due: Wednesday, 11:59AM Module Due

Finals Period

December 10 (W) Exhibit Gallery & Informal Presentation	Details: 10:30am-12:30pm, Location TBD
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