

History 300: Archival Research and Writing
Fall 2021 - MW 9:30-10:45
Dr. Nancy LoPatin-Lummis

455 Collins Classroom Center

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Office hours: M 12-2 and T 9-10 and by appointment

Course description: This course gives you to the opportunity to “do history” by evaluating historical arguments in published works, conduct one’s own primary source research to build your own historical argument and present that argument in a professional presentation and paper. “Doing history” means asking questions, testing assumptions and – most critically – coming to understand what history means to you personally and to the profession (both as researchers and authors and teachers).

Course objectives: After completing this course, you will be able to:

- Recognize differing historical positions in historical scholarship.
- Conduct self-directed research.
- Write an original research paper.
- Deliver a professional oral presentation describing that historical research.

Required text: Graf and Birkenstein, *They Say, I Say*, W.W. Norton and Co., 5e (at DUC Bookstore for purchase)

Recommended text: Turabian, *Manual for the Writers of Term Papers*, 9th ed.

About this class: I taught this class for many years before splitting my time teaching and in administrative roles on campus. I decided to come back to the course having thought about what could be useful and different for students interested in history but thinking of an entirely different set of professional career paths than when the course what created so long ago.

I know the reputation this class has: demanding, hard, scary, etc. It really isn’t. It is just different than what you have been asked to do up to this point in studying history. In fact, you probably went through a bit of a shock in taking university history classes since they are quite different that high school Social Studies classes and even AP History classes. University level history classes emphasize critical thinking and the process of connecting events and trends on a larger scale – geographical and cultural as well chronological – and not on the memorization of information and facts. In the age of Google, you can easily find that stuff. What it means, how it impacted the past, present and potentially the future – that’s different. That’s where ‘doing history’ comes in. So, approach the course with an open mind, a willingness to tackle the unknown and good time management. It will be okay, I promise!

Musts for this class:

- Read the entire syllabus!
- Attend every class.
- Keep up with the reading, both *They Say, I Say* and additional articles as assigned. Take notes when appropriate.

- Participate in class and small group work.
- Pick a doable historical research topic (see attached list of successful topics for ideas)
- Start looking for and reading appropriate secondary sources (we have a class on what that means).
- Write early and often to sort through your ideas.
- Come to office hours to ask questions and get help if you need it.

Grading:

Attendance and participation: 15%

Secondary source review: 10%

Primary source review: 10%

First Draft of paper: 15%

Collaborative small group assessment: 10%

Peer Review: 10%

Final Draft of Paper: 20%

Presentation of Research: 10%

All papers must be typed, double-spaced with page numbers and font no larger than 12 point with margins no larger than 1 inch and submitted on Canvas. You should print out copies of your current work for your collaborative small group work. All work will be submitted to Turnitin.com for a plagiarism review so make sure all quoted and paraphrased material is properly cited. (We will review this in class)

UWSP Community Bill of Rights and Responsibilities:

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act:

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located

on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

Resources:

- Instructional Archivist Kyle Neill (kneill@uwsp.edu)
- Wisconsin Historical Society (<https://www.wisconsinhistory.org/turningpoints/search.asp?id=986>)
- UWSP Reference librarians
- UWSP Writing Lab in the Tutoring Learning Center

Some successful paper topics using local archives in the past:

- Stevens Point Brewery and prohibition (and local moonshine efforts)
- Stevens Point anti-fluoridation movement
- Stevens Point and fair housing discrimination
- Portage County 4H and WWII
- Northern Wisconsin and Treaty Rights (spear fishing)
- UWSP, WWII and sports
- UWSP admission of women (Nelson Hall)
- UWSP and Title IX
- UWSP, Aldo Leopold, creation of CNR, etc.

Of course, if you have access to your hometown Historical Societies or libraries, you can pick something of personal interest. Discuss potential topics with Kyle Neill and myself before selecting something with outside primary sources.

Course Schedule:

Sept. 8: Introduction and Syllabus Review; History as our Story (some videos snippets to get you in the mood)

Sept. 13: Historical Consciousness:

Cronin, "Why the Past Matters"

Furay and Salevouris, "Stages of Historical Consciousness"

Sept. 15: Textbooks and Secondary Sources; An Introduction to Historiography

Hollitz, "The Truth About Textbooks"

Sept. 20: The Job of the Professional Researcher

Davidson and Lytle, "The Strange Death of Silas Deane"

Engelberg, "Not Shutting Up"

Sept. 22: In Introduction to Reading and Writing

They Say, I Say, Preface, Chapter 1

Sept. 27: What Story Do YOU Want to Tell?

Selecting a Topic

They Say, I Say, Chapter 2

Sept. 29: An Introduction to the Archives and Primary Sources
Class to meet in the Archives, Albertson Hall, 5th floor

Oct. 4: How to find Secondary Sources:
Class to meet in Albertson Hall, Room, 3XX
Check out Google Scholar: <http://scholar.google.com/>
JStor's advanced search; filter for history: <https://www-jstor-org.ezproxy.uwsp.edu>
America: History and Life: <http://tinurl.com/ahl-uwsp>
UWSP catalog: <http://www.uwsp.edu/library/Pages/default.aspx>

Oct. 6: What is YOUR research paper?
Commit to your research topic; schedule appointment with Kyle Neill

Oct. 11: Secondary Sources as Context
Furay and Salevouris, "Context and Historical Understanding"; "Context and Moral Judgments in History"

Oct. 13: First Collaborative Workshop in Class on secondary sources (I will select groups)
They Say, I Say, Chapters 4 and 5

Oct. 18: A Secondary Source Review
They Say, I Say, Chapters 3 and 15

Oct. 20: Looking for bias in your approach
They Say, I Say, Chapter 6

Oct. 25: What is Evidence?
They Say, I Say, Chapter 16

Oct. 27: A Primary Source Review and Workshop
They Say, I Say, Chapter 7

Nov. 1: Writing for Clarity
They Say, I Say, Chapters 8 and 9

Nov. 3: Individual Writing and appointments

Nov. 8 Individual Writing and appointments

Nov. 10: **First Draft of Paper Due** – Class Debrief on Research Experience

Nov. 15: **Peer Review/Discussion**
They Say, I Say, Chapter 14

Nov. 17: Are my secondaries and primaries working?

Nov. 22: Revising
They Say, I Say, Chapter 11

Nov. 24: No class – Happy Thanksgiving Break

Nov. 29: **Research Presentations**

Dec. 1: **Research Presentations**

Dec.6: **Research Presentations**

Dec. 8: Course reassessment

Final Paper due in official exam period. That will open on Canvas prior to that time slot, but Canvas will close at the end of the exam period.