

History 300: Archival Research and Writing
Spring 2022- MW 9:30-10:45
Dr. Nancy LoPatin-Lummis

455 Collins Classroom Center

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Office hours: M 1-2 and T 9-10 and by appointment

COVID POLICIES:

“All students, employees and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle). This policy is in effect until further notice.”

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 than 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 (as possible in these uncertain times).
- 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: 10%

I will make every reasonable effort to work with students who find themselves quarantining or ill. There will not be any on-line or Zoom option for the course, but I will work with students to help.

Research paper abstract: 5%

Secondary source book review: 5%

Primary source summary: 5%

Historiography paper: 15%

First Draft of paper: 15%

Peer Review: 15%

Presentation of Research: 10%

Final Draft of Paper: 20%

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. 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)

Grade distribution:

- F = below 600
- D = 60
- D+ = 68
- C- = 70
- C = 73
- C+ = 78
- B- = 80
- B = 83
- B+ = 88
- A- = 90
- A = 93

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:

Jan 24: Introduction and Syllabus Review; History as our Story

Jan 26: Historical Consciousness

Cronin, "Why the Past Matters"

Furay and Salevouris, "Stages of Historical Consciousness"

Brundage, "The Ever-Changing Shape and Texture of the Past"

Jan 31: The Job of the Professional Researcher

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

Engelberg, "Not Shutting Up"

They Say, I Say, Preface, Chapter 1

Feb 2: What Story Do YOU Want to Tell?

Brundage, "Selecting and Refining a Topic"

They Say, I Say, Chapter 2

Feb 7: How to find Secondary Sources:

Class to meet in Albertson Hall, Room, 316 with Nerissa Nelson

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>

Feb 9: Secondary Sources as Context

Furay and Salevouris, "Context and Historical Understanding"; "Context and Moral Judgments in History"

Brundage, pgs 90-1

Feb 14: An Introduction to the Archives and Primary Sources

Class to meet in the Archives, Albertson Hall, 5th floor with Kyle Neill

Feb 16: Textbooks and Secondary Sources; An Introduction to Historiography

Brundage, "Finding out about Authors" and "Comparing Similar Works of History"

Feb 21: *They Say, I Say*, relevant chapters are 3, 4, 5, and 15

Secondary Book Review Due by 5pm in Canvas

Feb 23: Looking for bias in your approach

They Say, I Say, Chapter 6

- Feb 28: What is YOUR research paper?
Commit to your research topic
Class to meet in the Archives, Albertson Hall, 5th floor with Kyle Neill
Abstract Due by 5pm in Canvas
- Mar 2: What is Evidence?
They Say, I Say, Chapter 16
Primary Source Summary Due by 5pm in Canvas
- Mar 7: Historiography Again
Review Brundage, “Finding out about Authors” and “Comparing Similar Works of History”
- Mar 9: Writing for Clarity
They Say, I Say, Chapters 8 and 9
Historiography Paper Due by 5pm in Canvas
- Mar 14: Individual Writing and appointments
- Mar 16: Individual Writing and appointments
- Mar 28: Independent Research Day
- Mar 30: Are my secondaries and primaries working?
In-class discussion on research/writing status
- April 4: How to Peer Review Effectively
They Say, I Say, Chapter 14
First Full Draft of Paper Due in print to be distributed to another student; in Canvas to ME by 5 pm
- April 6: **Peer Review Due *IN CLASS TO STUDENT***
- April 11: Revising
They Say, I Say, Chapter 11
- April 13: Independent writing
- April 18: **First full draft of paper due to ME by 5pm in Canvas**
- April 20: Individual Writing and appointments
- April 25: Individual Writing and appointments
- April 27: Individual Writing and appointments

May 2: Research Presentations

May 4: Research Presentations

May 9: Research Presentations

May 11: Research Presentations and 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.