

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

455 Collins Classroom Center

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Office hours: TR 1-2 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*, 9<sup>th</sup> 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: 15%

Research paper abstract: 10%

Historiography paper: 15%

First Draft of paper: 20%

Peer Review: 10%

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 in 108 CCC. You can also find more information here:

<http://www4.uwsp.edu/special/disability/>.

#### **Resources:**

- Instructional Archivist Kyle Neill ([kneill@uwsp.edu](mailto: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

Discuss potential topics with Kyle Neill and myself before selecting something with outside primary sources.

#### **Course Schedule:**

Sept 6: Introduction and Syllabus Review; History as our Story

Sept 8: Historical Consciousness

Cronin, "Why the Past Matters"

Furay and Salevouris, "Stages of Historical Consciousness"

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

Sept 13: The Job of the Professional Researcher

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

Brundage, "Going to the Sources"

Engelberg, "Not Shutting Up"

*They Say, I Say*, Preface, Chapter 1

- Sept 15: How to find Secondary Sources:  
Meet Dave Dettman in 307 CCC  
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> What Story Do YOU
- Sept 20: Want to Tell?  
Brundage, "Selecting and Refining a Topic"  
*They Say, I Say*, Chapter 2
- Sept 22: Secondary Sources as Context  
Furay and Salevouris, "Context and Historical Understanding"; "Context and Moral Judgments in History"
- Sept 27: Textbooks and Secondary Sources; An Introduction to Historiography  
Review Brundage "Comparing Similar Works of History" and "Historiographical Essay"
- Sept 29: *They Say, I Say* Chapters 3 and 4
- Oct 4: *They Say, I Say*, Chapters 5 and 6
- Oct 6: An Introduction to the Archives and Primary Sources Looking for bias in your approach  
**Class to meet in the Archives. Meet in TNR 110 with Kyle Neill**
- Oct 11: What is YOUR research paper?  
Commit to your research topic
- Oct 13: Historiography Again: How to Write the  
**Abstract Due by 8 pm in Canvas**
- Oct 18 What is Evidence?  
*They Say, I Say*, Chapters 17 and 18  
**Class to meet in the Archives. Meet in TNR 110 with Kyle Neill**
- Oct 20: Writing for Clarity  
*They Say, I Say*, Chapters 8 and 9
- Oct 25: **Historiography Paper Due by 8 pm in Canvas**
- Oct 27: Individual Writing and appointments
- Nov 1: Individual Writing and appointments
- Nov 3: How to Peer Review Effectively
- Nov 8 **[GO VOTE](#)**

Nov 10 First Full Draft of Paper Due in print to be distributed to another student; one printed copy to me at the end of class

Nov 15: Return of peer reviews in class. Revising  
*They Say, I Say*, Chapter 11

Nov 17: Individual Writing and appointments

Nov 22: Individual Writing and appointments

Nov 29: **First full draft of paper due to ME by 8 pm in Canvas**

Dec 1: Emergency appointments

Dec 6: Research Presentations

Dec 8: Research Presentations

Dec 13: Research Presentations

Dec 15: Research Presentations and Course reassessment

**Dec. 21 – 10:15-12:15. 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.