

Methods and Skills of History
HIST 300, section 1
W, 11:00 AM-1:50 PM
224 CCC

Contact:

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Office hours: M and R, 9:30- 10:30 AM; W, 9:45-10:45 AM; and by appointment.

Books for Purchase:

Conal Foray and Michael J. Salevouris, *The Methods and Skills of History: A Practical Guide*

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*

Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing* (e-book available through the library catalog)

Course description:

This course introduces history majors to the methods of historical research and writing. History 300 is seminar-style class based around student-led discussion of course reading. One of the most important facets of the class is learning how to conduct an independent research project. Students will research and write a term paper on a topic of their own choosing. As a communication in the major and writing emphasis class, students will develop writing and public speaking skills specific to the discipline of history.

Intended Learning Outcomes:

- Identify and differentiate between primary and secondary sources
- Develop critical reading skills
- Develop an understanding of historiography and how historical writing has changed over time
- Develop library research skills, including the use of the university archives
- Develop oral communication skills in seminar-style class discussions
- Write an original research paper based on archival or primary source research
- Articulate research in a formal class presentation

Grades

All assignments are due at the beginning of class (hard copy) on their due date. You must also upload an electronic version of your précis, prospectus and preliminary bibliography, historiographical essay, and both drafts of your research paper to the dropbox on the course D2L site. The grades will be distributed as follows:

Class participation: 20%

As a seminar, class time will be oriented around student discussion of weekly reading. Class participation is based on attendance, regular contributions to class discussions, and meaningful feedback to classmates in peer-review exercises.

Book précis: 5%

You are required to write one précis on a book related to your research project. This book must be selected and approved by me on or before September 16. A template and style guide for writing a précis is available on the course D2L site.

Prospectus and annotated bibliography: 5%

A prospectus and preliminary bibliography of at least two primary source collections and three secondary sources is due September 30. The prospectus should clearly explain the significance of your topic and your research question. The primary sources should be collections that you believe will help answer your research question. The secondary sources must come from peer-reviewed scholarship (books and/or articles). Your target length should be a full paragraph to a single page for the prospectus.

Historiographical essay: 10%

A four-page analysis of the secondary sources in your paper is due October 14. You should critique and analyze the books or articles (not merely summarize) and identify different interpretations and methodology. You will then incorporate parts of this essay into your research paper.

Narrative outline: 10%

Your narrative outline should include six parts: your research question and thesis; your analysis of the historiography; three sections for evidence (your primary sources); and your conclusion. A template of a narrative outline is available on D2L. This assignment is due October 28.

Research paper rough draft: 15%

A rough draft of your research paper is due November 4. Your paper should have a clear introduction with a thesis, a historiographical section, and body paragraphs that reinforce your thesis with examples from primary and secondary sources. The paper should be formatted and cited according to Chicago Manual of Style (Turabian) conventions with a cover page, foot or endnotes, and a bibliography.

Research paper final draft: 20%

Your final, 10-12 page paper is due at 2:45 pm (the beginning of our final exam time) on Monday, December 21. The final draft must incorporate the comments from your rough draft and also have a conclusion that ties up now polished introduction, historiography, and body sections.

Presentation of research: 15%

An 8-10 minute presentation of your research will be scheduled for December 2, 9, or 21. We will also devote the November 18 class date to peer-reviewed (rough draft or dress rehearsal) class presentations. Your presentation must be supported by some form of visual aide (not necessarily PowerPoint).

Grading scale: (percentages)

A = 93-100	C+ = 77-79	D- = 60-62
A- = 90-92	C = 73-76	F = 0-59
B+ = 87-89	C- = 70-72	
B = 83-86	D+ = 67-69	
B- = 80-82	D = 63-66	

Personal Responsibility:

On occasion, students in this course have used the work of others rather than doing it themselves. Cheating also includes giving your work to others. I take disciplinary action through the Dean of Students Office against such students. *Cheating is a serious offense against honest students.*

I direct you to <http://www.uwsp.edu/dos/Pages/Academic-Misconduct.aspx>. See UWS 14, *Student Academic Standards and Disciplinary Procedures*, for details on the disciplinary possibilities if you are caught cheating.

Equity of Educational Access:

If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible in the semester. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course.

Disability Services Office, 103 Student Services Center, Voice: (715) 346-3365, TTY: (715) 346-3362, <http://www.uwsp.edu/special/disability/studentinfo.htm>.

Course outline and weekly reading (you should be prepared to discuss assigned reading every class).

September 2: Course introduction. In-class reading and discussion (Furay and Salevouris, pp. 1-22).

September 9: Archives day. Meet in LRC 310. Read Brundage, pp. 74-88 and pp. 112-135; and Turabian, pp 1-22.

September 16: Library day. Meet in LRC 107. Read Brundage, preface and pp. 1-73; and Furay and Salevouris, pp. 77-123. Select peer-reviewed monograph on your research topic at library.

September 23: Précis due on peer-reviewed monograph. In-class peer-review and discussion.

September 30: Prospectus and preliminary bibliography due. Consult Turabian, chapter 16; and read Furay and Salevouris, pp. 23-75.

October 7: Meet the intrepid researcher(s). Read Brundage, pp. 89-111; and Furay and Salevouris, pp. 227-242.

October 14: Historiographical essay due. In-class peer review work.

October 21: Archives Day, the sequel. Read Furay and Salevouris, pp. 137-204. Coordinate with the University Archives to have one of your primary sources available for the class. Be prepared to explain the meaning of this primary source and how it relates to your research.

October 28: Narrative outline due. Read Furay and Salevouris, pp. 205-224.

November 4: ROUGH DRAFTS DUE; IN-CLASS PEER-REVIEW MEETINGS

November 11: INDIVIDUAL MEETINGS; NO CLASS MEETING

November 18: PEER-REVIEWED (ROUGH DRAFT) CLASS PRESENTATIONS

November 25: PEER-REVIEW SESSIONS AND INDIVIDUAL MEETINGS

December 2: CLASS PRESENTATIONS

December 9: CLASS PRESENTATIONS

December 21, 14:45-16:45: CLASS PRESENTATIONS; FINAL PAPER DUE