

SYLLABUS

HISTORY 2100: THE HISTORIAN'S CRAFT, sections 2 & 4

FALL 2011

Prof. Nancy Shoemaker
History Department
Office: 227 Wood Hall
Mailbox: 118 Wood Hall

Phone: ext. 6-5926 (860-486-5926)
Email: nancy.shoemaker@uconn.edu
Drop-In Office Hours: W & Th 10:30-11:30
(and by appointment)

COURSE OBJECTIVES

This course introduces students to the goals, methods, and tools of the historical profession. Over the semester, students will learn how to distinguish between evidence (primary sources) and interpretation (secondary sources), work closely with a variety of primary sources to become familiar with the raw material of historical analysis, and learn how to assess and critique other historians' interpretations of the past.

COURSE REQUIREMENTS

Required Course Materials:

- (1) A three-ring binder notebook or spiral bound notebook. (You may want two of these, one for each of the two portfolio assignments.) It cannot be used for any class notes or other class projects. It must be dedicated to the portfolio assignment and hold all papers securely in sequence. This cannot be a folder or papers clipped together but must be a notebook.
- (2) You will on occasion have to print out or make xerox copies of articles or short pieces of writing, either for your own use or sometimes to share.

Book for Purchase at UConn Coop:

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 6th ed. Boston: Bedford/St. Martin's, 2010.

(Please make sure you have the 6th edition. Also note that this book could be useful in other history classes, especially the senior seminar, so I recommend that you hold on to it until you have completed the history major's requirements.)

Journal Articles and Book Chapters posted on Huskyct, listed in their assigned order:

(You may want to print these out to have in class on the day we discuss them.)

- Hijiya, James A. "American Gravestones and Attitudes toward Death: A Brief History." *Proceedings of the American Philosophical Society* 127 (October 1983): 339-363.
- Hagelin, Wladimir and Ralph A. Brown, ed. "Connecticut Farmers at Bunker Hill: The Diary of Colonel Experience Storrs," *The New England Quarterly* 28 (1955): 72-93.
- Brown, Richard D. "The Murder of Hannah Simons and the Challenge of Equal Justice in Windham County, Connecticut, 1805." Manuscript in my possession.
- Brown, Richard. D. Document Packet for Simons Murder Case.
- Dayton, Cornelia Hughes. "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village." *William and Mary Quarterly* 48 (1991): 19-49.

- Warren, Wendy Anne. "The Cause of Her Grief: The Rape of a Slave in Early New England." *The Journal of American History* 93 (2007): 1031-1049.
- Davidson, James West and Lytle, Mark Hamilton. "The View from the Bottom Rail," in *After the Fact: The Art of Historical Detection*. 5th ed., vol. 1. NY: McGraw Hill, 2005: 177-209.
- Davidson, James West and Lytle, Mark Hamilton. "The Visible and Invisible Worlds of Salem," in *After the Fact: The Art of Historical Detection*. 5th ed., vol. 1. NY: McGraw Hill, 2005: 24-48.
- "Salem Witchcraft Packet" (excerpts from several historical monographs on this topic)
- Brantlinger, Patrick. "Missionaries and Cannibals in Nineteenth-Century Fiji." *History and Anthropology* 17 (March 2006): 21-38.
- Obeyesekere, Gananath. "Cannibal Feasts in Nineteenth-Century Fiji: Seamen's Yarns and the Ethnographic Imagination." In *Cannibalism and the Colonial World* edited by Francis Barker, Peter Hulme, and Margaret Iversen. N.Y: Cambridge University Press, 1998: 63-86.
- Cmiel, Kenneth. "The Recent History of Human Rights." *The American Historical Review* 109 (2004); 117-135.
- Citino, Robert M. "Military Histories Old and New: A Reintroduction." *The American Historical Review* 112 (2007): 1070-1090.

Two Archival Visits:

Research visits to at least two archives, one of which must be the Mansfield Town Clerk's Office (4 South Eagleville Road - just beyond E.O. Smith High School on rte. 195). The town offices are easily within walking distance and also are near UConn bus drops. For your second archives visit, the other most logical archives choices in the order of proximity are the Dodd Center on campus, the Mansfield Historical Society (954 Storrs Road, i.e., down rte. 195 a few miles in the direction of Willimantic – you'd need a bike, bus, or car), the Connecticut State Library and Archives in Hartford, or the Connecticut Historical Society in Hartford. There will be an additional handout with more information on these archives.

Use of at least one of these genealogical databases:

HeritageQuest, available free through the Connecticut State Public Library system (ICONN). (Other state library systems might provide access to this if you live elsewhere.) Use the link in huskyct to go to ICONN. If you have a public library card, enter the number under the barcode. If you don't have a card and are accessing the site from a computer in Connecticut, try clicking on "CT Residents, Don't have a library card?, TRY THIS!" It can recognize if the computer you're using lives in Connecticut. On the next screen, click on "Genealogy (HeritageQuest)." Once in, be sure to try U.S. censuses (which start in 1790) and Revolutionary War pensions.
OR

The fee-based website www.ancestry.com, which has a FREE 14-day trial period (be sure to cancel your subscription before they start charging you for the month on your credit card). Alternatively, you may arrange with me to use the service in my office, since I subscribe to it, but this is not as convenient as briefly signing up for your own subscription. This genealogical website gives you full, easy access to the U.S. manuscript census forms and other databases.

GRADING AND ASSIGNMENTS

Research Project #1	30%
Research Project #2	25%
Reading Quizzes	20%
Final Exam/Final Reflection	5%
Class Participation	<u>20%</u>
TOTAL	100%

Research Projects. Both research projects require submission of a portfolio that includes a final 4-6 page (including footnotes), double-spaced, word-processed paper. Unlike other classes, the paper that comes at the end of your research is only a small part of the entire project. The PORTFOLIO, which will document the PROCESS, receives the grade. The portfolio will be judged on the diligence, creativity, and carefulness of the research and analysis. As you search for information, document each step you take in the portfolio, telling me what sources you looked at and, if an electronic source, what keywords you used in searching. Take careful notes on what you find. Reflect in writing about what you're finding, what you think it might mean or what it all seems to be adding up to. Include printouts or xeroxes of useful materials and mark them up with comments and highlighting so that I can see what you are thinking as you collect and process your material. The project grade is based on the quality of the entire portfolio. However, the paper can have a bearing on the portfolio grade. An excellent paper could help lift the grade of an otherwise weak portfolio, and a really sloppy, thoughtless paper could lower the portfolio grade even if you did a lot of good research. The papers must have a thesis statement, use specific examples in an attempt to support the thesis, be written clearly and without writing errors, and cite all sources in footnotes, correctly using the guidelines provided by my "Source Citation Guide" on huskyct and the Rampolla textbook, ch. 7.

Put your notes and printouts in a three-ring binder or spiral-bound notebook (printouts can be stapled onto other pages). All papers need to be securely attached in sequence because the purpose of the portfolio is for me to see your process: what tasks you undertook in the order that you undertook them. Your portfolio should include clear responses to each "Portfolio Task" assignment in the class schedule. Be sure to identify each Portfolio Task by number so that I can recognize which assignment you're working on. Your portfolio also should include any thoughts that follow from in-class exercises, random bits of inspiration, notes about clues or leads to further information, and your accumulating ideas as you prepare to write the paper, so the portfolio functions as a research and writing journal as well as a repository for the information you collect. You may redo or keep adding to a portfolio task later (research often does require going back and forth between different kinds of sources). Just be sure to make it clear to me what each entry in the notebook is –where the ideas or information are coming from – and keep everything in the order that you did it. The grades for the research projects are based largely on the amount of time and effort you put into them, and so the more you do and the more you can document what you've done in the portfolio, the stronger your portfolio will be.

You will turn in the first portfolio for my review midway through the project. I will grade the portfolios at that time but only to give you a sense of where you stand. That grade will go away entirely when you turn in the final portfolio. For the second project, I will meet with each

student individually with their portfolio in hand, which will serve as a similar kind of opportunity for me to see where the project stands before you turn the portfolio in for a final grade.

Research Project #1: You will research the life of a resident of Mansfield, CT, who is buried in the Old Storrs Cemetery, which is the cemetery behind Storrs Congregational Church. To research an individual means also researching their family and neighbors, the community they lived in, and the institutions of that community. Even if you are unable to find out much about the person assigned to you, you should be able to find out a lot about Mansfield and rural east-central Connecticut in their lifetime.

The final product is a 4-6 page, double-spaced, word-processed paper in which you present your research findings in a coherent interpretation that emphasizes what this one person's experience tells us about life in this time and place. Papers should try to develop one theme or issue (such as childhood, foodways, disease, the role of religion, community leadership, social class, social and/or geographic mobility, farming vs. manufacturing, community leadership, gender roles, or any other of the infinite possibilities). Rely on your primary sources to tell a story, in which this person serves as a case study or entry point into thinking about a larger issue. You may use secondary sources to identify and locate more primary sources and, if absolutely necessary, to help set up the larger issue your paper addresses, but these short papers will be graded foremost on how much and how well they make use of primary sources.

Even if your research does not produce much in the way of concrete findings in the time allotted -- as you'll discover, some individuals are going to be more difficult to find out about than others -- you could still obtain a top grade because I will be judging your process, not just the final product. If you put a lot of time, effort, and creativity into your research and the paper is clearly written and without writing errors, you should be able to earn a high grade on this assignment, even if you were unable to uncover much concrete information about your particular target person.

Research Project #2. The end result is also a 4-6 page (including footnotes), double-spaced, word-processed paper but in the format of a historiographic essay, which means an essay that compares the interpretations of the leading historians who have written on a particular topic or issue. To start, you should browse recent issues (since 2005) in one of the following history journals looking for an ARTICLE that is based on research in primary sources:

The American Historical Review
Journal of World History
Past and Present
Journal of American History
William and Mary Quarterly (early American history)
Environmental History
Hispanic American Historical Review
Journal of African History
Central European History
Journal of Pacific History
Gender and History

Pick a research “article” (these are usually 20-30 pages long) that interests you for your starting point. This article should help you pin down a feasible topic for your historiographic essay. To access journals online, go to the library website and click on “Journal Titles.” Pick a database that covers the dates, you need—since 2005. I recommend starting with the most recent issue. If you have a topic in mind that you would like to work on, you may also search using keywords, but the “article” must be published 2005 or later and must be in one of these journals. (If you find something interesting in another journal that you would like to use as your starting article, first ask me to look at it and see if it will work for this assignment—i.e., you need my approval to start with an article from a different journal.)

Your portfolio should (1) document the steps you took to find the books and other history journal articles on this topic, (2) explain how you identified who the most important authorities are on this topic, and (3) show some familiarity with the primary sources these scholars have used, even though the final paper mainly requires that you focus on comparing the interpretations in the secondary sources. (Judging historians’ differences includes paying attention to where and how they conducted their research -- what kinds of primary sources they used -- as well as the logic of their arguments.) Your final essay should mention at least five scholarly books and/or articles on this topic, though you might decide to devote most of your discussion to only two authors because they seem to have been the most influential and represent a central debate or problem. Papers should be well-written, with sources properly cited, and should also have a thesis/main point/argument that ties the historiography on this topic together somehow: Have historians’ views changed over time? Have historians emphasized some interpretations but missed opportunities to explore other, new questions? Is there a central debate among historians working on this topic, and are their differences of opinion due to their asking different questions, their use of different primary sources, their particular mode of analysis or theoretical perspective, or some other cause? Do not try to answer all these questions in the paper, but ask yourself these questions to brainstorm your way to a main point for your paper.

Consider starting this project early in the semester in case you need to order any books or articles through interlibrary loan.

Reading Quizzes. The class schedule marks those days when we will start class with a quiz on the assigned reading. These quizzes will take 10-15 minutes and will expect a one-paragraph response to a question drawn from the list of discussion questions posted on huskyct the week before. In calculating the final quiz grade, I will exclude the quiz with the lowest grade, so you’re allowed one bad day over the course of the semester. There will be no make-up quizzes, so you need to be in class and on time on quiz days.

Final Exam/Final Reflection. This will be a 3-5 page, double-spaced essay reflecting on what you learned in the two research projects. You will receive a list of several questions from which to pick one that you most want to reflect on as a way to wrap up the course. The essay is the equivalent of a take-home exam and due, at the latest, during the university-designed final exam period for our course.

Class Participation. This grade is based on your contributions to small-group workshops and class discussions: the quantity and quality of those contributions as well as your preparation for class. If you miss class or arrive late or early, you will obviously not be able to participate in the discussion, and such absences will thus affect your class-participation grade.

POLICIES

- DO NOT leave the classroom when in session unless it's an emergency. Even when we are working informally in groups, it is inappropriate to leave the room since absences and interruptions interfere with the group's or the class's ability to complete the task at hand. Arriving late and leaving early similarly disrupt the class.
- DO NOT use electronic equipment in class (no telephones, no computers, no ipods, etc.), unless with explicit instructor permission. Please turn off cell phones before class starts.
- DO NOT submit completed assignments as email attachments, unless with explicit instructor permission. Assignments that are to be graded must be turned in on paper.
- C means satisfactory completion of course requirements. B's are for good work (demonstrating special effort, insight, creativity, thoroughness, clarity, etc.). A's are rewards for outstanding work, above and beyond course expectations.
- To be fair to those students who turn their work in on time, late assignments will be marked down a notch: B to B-, C+ to C, for example); by a full-letter grade if the assignment is past due by more than one week.
- Academic dishonesty, whether cheating or plagiarism, is a serious offense and will result in automatic failure of the assignment and perhaps further action depending on the situation. All graded work in this course must be done independently. See the section on "Academic Integrity" in *The Student Code*.
- I will consider it all right for me to show your assignments to others as examples or models (of course, your name and any other identifying characteristics would be removed first), unless you let me know in writing (such as in an email sent from your huskymail email address) before the first assignment is due that you do not wish your work to be shared with anyone.

CLASS SCHEDULE

NOTE:

- (1) When the schedule has “Portfolio Task” or “Read,” you should come to class that day having already done the assignment. You do not need to turn portfolio tasks in on those days but should complete the task so that you can keep up with the course and not fall behind.
- (2) You are responsible for knowing about any changes to this schedule that I announce in class.
- (3) Please bring Rampolla to class every day, just in case we want to refer to it.

WK 1

M 8/29 Introduction: Evidence and Interpretation
Primary Sources: Maps

W 8/31 Identifying subjects for Research Project #1

Meet at the Old Storrs Cemetery, which is behind Storrs Congregational Church on the corner of North Eagleville Road and Rte. 195. If there is a funeral occurring – if you see 20-30 cars parked in front of the church -- go to our regular classroom instead and plan to meet at the cemetery the following Wednesday. If it is raining hard enough for you to wish you had an umbrella, go to our regular classroom; I will also post a notice on huskyct at least one hour before class if the cemetery trip is to be postponed because of bad weather.)

Bring a camera if you can. If not, then bring a blank piece of paper and a pencil. The photograph or drawing will become the first item in your portfolio, and the person, or people, whose gravestone is assigned to you will become what we will call your “target person” (or “target people”).

WK 2

M 9/5 NO CLASS – LABOR DAY

W 9/7 Primary Sources: Cemeteries and Gravestones

READ/QUIZ: Hijiya (article on huskyct)

BRING TO CLASS: Your gravestone photograph/drawing for your target person & either a printout of Hijiya’s article or a printout of a picture in the article that resembles the gravestone you are working with for this assignment.

WK 3

M 9/12 The Research Process: The Library, Good & Bad Internet Sources, Notetaking, Primary vs. Secondary Sources, and Other Stuff

READ: Rampolla, sections 1a, 2a, 2b

BROWSE: Rampolla, ch. 7, to become familiar with it – this is our bibliography and footnote “style sheet.” Also look at my “Source Citation Guide” on huskyct.

BRING TO CLASS (Yes, it’s allowed, even encouraged, but only for today!): A laptop with wifi capability. If you don’t have one, don’t worry—maybe those who bring one would be willing to share with a small group.

W 9/14 Introduction to Archival Research

PORTFOLIO TASK #1: Search for your target person in Google Books and plain Google. Be creative with keywords and record them in your portfolio notes. (You will be graded on how many keywords and variations on names and places you try, not on how many results you come up with.) Consider names of nearby towns, counties, “Connecticut” and your time period. Can you find primary sources that deal with Mansfield or the surrounding area in the relevant time period or any secondary sources that would give you clues to where you might look for primary sources? Can you find information on other individuals buried in the Old Storrs Cemetery who lived in the same time period as your target person? Which of the sources you come up with are primary sources (written in the lifetime of your target person or shortly afterwards) and which are secondary sources (written later by people who probably did the same kind of reading in primary sources that you will be doing)? Remember that publication date does not necessarily indicate whether something is a primary or secondary source.

WK 4

M 9/19 NO CLASS MEETING: Archival Research instead

W 9/21 NO CLASS MEETING: Archival Research instead

This week gives you extra time to complete Portfolio Task #2, requiring research in at least two archives. PORTFOLIO TASK #2: Visit the Mansfield Town Clerk’s Office and at least one other archives to try to find out about your Target Person, that person’s family or neighborhood, or the Storrs area in that person’s time period. You do not have to visit the archives during our regular class period; however, note that I will be at the Mansfield Town Offices M & W of this week, from 2:00 to 4:30, to help anyone who stops by then.

WK 5

M 9/26 Primary Sources: Censuses

W 9/28 Quantitative Methods

PORTFOLIO TASK #3: Using one or both genealogical databases, ancestry.com or HeritageQuest, search for you target person and their relatives, ancestors, and descendants. Can you trace this family over several generations? Remember to record all source citation information in your portfolio. See “Source Citation Guide” for information on citing censuses.

WK 6

M 10/3 Primary Sources: Diaries

Film Excerpts: *A Midwife’s Tale*

DUE: Portfolios for my review

W 10/5 Primary Sources: Diaries

READ/QUIZ: Hagelin & Brown, “Diary of Colonel Experience Storrs”

WK 7

M 10/10 Primary Sources: Newspapers

W 10/12 Interpretation of Evidence

PORTFOLIO TASK #4: STEP 1. From the Babbidge Library website, use the online database “Early American Newspapers.” Be creative in keyword searching (e.g., if you know your target person was a farmer, try “farmer” and “Connecticut” in the appropriate time period). Remember that you get credit for your keywords/efforts, so record what you tried as well as your results. When you find potentially relevant articles, take notes or print out a copy and put the article in your portfolio, with some commentary about why it could be relevant. STEP 2. Try a similar (though more difficult to use) database called “Early American Imprints,” Series 1 and 2 (check the dates for each and think about their relevance for your target person). This database gives you full-text access to early American printed materials. There are indeed materials on Mansfield in these databases. For both steps combined, aim for five to ten articles altogether.

WK 8

M 10/17 Primary Sources: Legal Records

Coming Up with an Idea for Your Paper

READ/QUIZ: Brown (article on huskyct); Brown Documents Packet (on huskyct)

READ: Rampolla, sections 4b through and including 4g

W 10/19 Evidence and Interpretation Case Studies

READ/QUIZ: Dayton (article on huskyct); Warren (article on huskyct)

WK 9

M 10/24 Primary Sources: Films

DUE: Research Project #1 (Final Portfolio, which includes the paper)

W 10/26 Primary Sources: Photographs

Looking Ahead to Research Project #2: Finding a Topic

WK 10

M 10/31 Primary Sources: Oral Histories

READ/QUIZ: Davidson & Lytle, “The View from the Bottom Rail” (book chapter on huskyct)

W 11/2 What is “Historiography”?

READ: Rampolla, sections 3a & 3b. Pay particular attention to 3b-6.

PORTFOLIO TASK #1: Find your starting article for this project in a history journal: record the steps you took to identify a topic of interest to you while browsing one or more of the history journals recommended for starting Project #2: Which articles caught your eye? Why did you settle on this topic finally? What was interesting about it? Do you consider this a good article on this topic? Why? Or, why not? Do a google search on this author to find out more about him/her. What is the author’s educational

and occupational background? What else has this author written? Where does the author work?

BRING TO CLASS: A printout of this article, which will go into your portfolio. Come prepared to write a paragraph in class about this article to turn into me about how it relates to the topic you've chosen for your historiography project.

WK 11

M 11/7 Historiography Case Study – Salem Witchcraft

READ/QUIZ: Davidson & Lytle, “The Visible and Invisible Worlds of Salem” (book chapter on huskyct); “Salem Witchcraft Packet” (book excerpts on huskyct)

W 11/9 Plagiarism

What is Good Historical Scholarship? – Part 1

READ: Rampolla, ch. 6

BRING TO CLASS: Laptop with wifi capability, if possible, and your portfolio to get a head start on Portfolio Task #2.

PORTFOLIO TASK #2: **(a)** Follow up on footnotes or other references in your journal article (which like your gravestone in project #1 is your starting point): locate other books and articles on your topic. **(b)** Search Worldcat and take out of the library or order through Boston Library Consortium (BLC) the books that seem most important. (Interlibrary Loan is possible, too, but takes longer to get items than BLC.) **(c)** Search the journal databases JSTOR & Project Muse for your topic (record what keywords you used in your portfolio). **(d)** Search Google (consider adding “syllabus,” “bibliography,” or “historiography” as keywords to zero in on those works scholars and teachers mention regularly). **(e)** Also search Google Books. **(f)** Look up authors of books and articles to see what their expertise, training, and other publications are. **(g)** Synthesize your findings: Who has written the most influential works on this topic, and how do you know they are influential? What do other scholars say about them?

WK 12

M 11/14 Historiography Case Study – Fijian Cannibalism

READ/QUIZ: Brantlinger (article on huskyct); Obeyesekere (book chapter on huskyct)

W 11/16 What is Good Historical Scholarship? – Part 2

BRING TO CLASS: Laptop with wifi capability, if possible, and portfolio.

WK 13 NO CLASS – THANKSGIVING BREAK

WK 14

M 11/28 NO CLASS – INDIVIDUAL MEETINGS IN MY OFFICE, 227 Wood Hall

BRING TO MEETING: Portfolio including schematic (see below); also if convenient, bring some secondary sources (books and articles) you've collected for this project.

PORTFOLIO TASK #3: **(a)** Do the authors you are reading for your historiography paper use different primary sources from each other? In each case, what was their most important primary source (often indicated by how frequently it is cited in

footnotes)? (b) What is each author's thesis (thesis = main point = argument = interpretation)? How and why are their arguments similar or different from each other? (c) Has your research turned up any historiographic essays on your topic? Or, is there one author who in presenting his/her own thesis has a particularly clear and useful discussion of the historiography? (d) prepare a one-page *schematic* of your historiography paper, with your thesis statement and a bibliography of the 2-5, or more sources, that you plan to discuss in your paper. See Rampolla, ch. 7, for instructions on how to format a bibliography.

W 11/30 Sample Historiographic Essays

READ/QUIZ: Cmiel (article on huskyct); Citino (article on huskyct)

WK 15

M 12/5 Writing Workshops

BRING TO CLASS: four copies of your draft historiographic essay to share with classmates. You will need to put all of these drafts in your portfolio later, since I would like to see what classmates' comments were on your draft.

PORTFOLIO TASK #4: What were your goals as you revised the first draft into the final draft, and how did you arrive at those goals (from leftover plans you had been unable to complete by the time the first draft was due?, from your own re-reading of the paper?, reader feedback on your paper?, reading other students' papers?)? If you had had more time to work on this project, what else would you have done to improve your paper?

W 12/7 Wrapping Up

DUE: Research Project #2 (Final Portfolio, which includes the paper)

DUE during regularly scheduled exam period: FINAL EXAM/FINAL REFLECTION