

HIST 480: Historical Methods and Historiography – Spring 2016
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203 East Hall -- 677-5569

Course Time and Place:

This course meets in Old Main 201 on Mondays, Wednesdays, and Fridays from 9:00-9:50 a.m.

Office Hours:

Mondays & Wednesdays from 10-11 am, and Tuesdays from 1-2:30 pm in East Hall 203, although you can arrange to see me any time. Give me a call or send an email. If I'm in, chances are we can meet.

Required Readings: None.

Required Web Sites: Chicago-Style Citation Quick Guide
http://www.chicagomanualofstyle.org/tools_citationguide.html
Guide to Evaluating Primary Sources
<http://www.kurthackemer.com/guides/primarysources.html>
Basic Guide to Writing Research Papers
<http://www.kurthackemer.com/guides/basic.html>
Supplemental Guide to Writing Research Papers
<http://www.kurthackemer.com/guides/supplemental.html>

Catalog Description:

Introduces the problems, materials, and techniques of historical and writing, explains the larger meaning and directions of history, and examines major schools of historical thought. This course meets USD Graduation Requirement: Writing Intensive Requirement [W]

What Is Historiography?

Historiography means the study of the practice and discipline of history itself. Historiography does not mean learning the “facts” of history, but studying the interpretations of those facts; it means exploring philosophies of history and disputes between historical schools. “Historical methods” are the processes by which the facts to be interpreted and understood are obtained. Historiography and historical methods encompass both theory and practice: digging out and organizing evidence, presenting an argument about the meaning of that evidence, and being able to articulate one’s own view.

Why Do I Have to Take This Class?

If “history” was simply an accumulation of facts, then we could all sit back and enjoy reading the *Big Book of History: Things That Happened*. However, that is not the case. All historical topics are subject to interpretation, preferably based on a reasoned understanding of available evidence. Historians can come to dramatically different conclusions about the same topic, even when using the same evidence in their investigation. That makes historiography a notoriously difficult concept to understand, and for that reason it is often ignored or minimized in many undergraduate history courses.

Historiography is an essential part of the historian’s job and represents what the professors in USD’s History Department and elsewhere in academe actually do. And now you get to join us! The skills you will acquire in this class will serve you well no matter what you do after leaving USD. Employers of all types value those who can sift through evidence, understand it in the context of what others have thought and might think of it, and cogently interpret it for others.

Expectations of Students:

The course is built around a series of hard deadlines and “must-do” activities. This may seem intimidating at first, but it is designed to provide a roadmap you can build your semester around. Following the process is a vital component of HIST 480. Part of your grade is a “process” grade, meaning you turn in what is due when it is due. It is generally less important to have a brilliant first draft than to turn in a draft on time; the brilliance can come later, during the revising and editing period. [Obviously, if you turn in a ten page draft that stinks and then don’t revise it, that’s a different problem.] Participation and turning material in on time are vital.

So is individual initiative. If you either can’t or won’t put time and creative energy into the course, consistently procrastinate, or are only willing to put forth minimal effort, you greatly increase your chances of failing. Since HIST 480 is required for all majors, if you drop or fail the class you will have to take it again in order to graduate. Process is not a substitute for product! If you cannot produce grammatically acceptable written work based on solid research, you will not pass the class.

Course Requirements:The Paper

Your core activity in HIST 480 will be to write a 20-page research paper showing that you understand where in the academic discipline of history your contribution fits (the “historiography” part). You will need to rapidly settle on a topic to research, and you will spend most of the semester researching and writing your paper through an intensive drafting/revision process.

Pass/No-Pass System and Due Dates

Students who fail to submit a required assignment at the specified time will receive a “no pass.” Students accumulating two “no passes” will be dropped from HIST 480 (or, if the second “no pass” occurs after April 5th, failed).

- January 27: Research topic must be selected. Prepare to discuss your choice in class!
- February 5: Preliminary bibliography of primary and secondary sources due. Bring hard copy to class.
- February 17: Historiography essay due. Submit via D2L.
- March 4: First 10-page draft of paper due: no exceptions or extensions. Submit via D2L.
- March 14, 16, 18: Participation in draft critique process [submission of a draft for criticism + critiquing the draft of a fellow student; mandatory activity]
- April 4: First 20-page draft of paper due; no exceptions or extensions. Submit via D2L. Students failing to submit a complete draft will fail the class, regardless of any prior work submitted
- April 25: Final paper due; no exceptions or extensions. Submit via D2L. Students who do not submit a final paper revising the April 4th draft will fail the class, regardless of any prior work submitted.

Individual Meetings

Each student will be required to have a series of individual meetings in my office, including:

- at least one meeting before the historiography paper is turned in
- at least one meeting before the 10-page draft is turned in
- at least one meeting before the 20-page draft is turned in

Meetings will be scheduled in class. Students are always welcome to meet with me more frequently.

Grading

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| Meeting all the “pass” benchmarks, and participation in the draft critique: | 20 points (10%) |
| Historiography essay (5 page paper): | 40 points (20%) |
| Presentation: | 40 points (20%) |
| Research paper: | 100 points (50%) |
| Research paper grade includes: | <ul style="list-style-type: none"> Submission of the first 10-page draft Revision and expansion of the 10-page draft Submission and subsequent revision of the 20-page draft Submission of the final paper (20 pages) |

All of the work and assignments for HIST 480 will be discussed in class. The research paper can take one of two forms: an original research paper on a topic of your choice, or a historiographical essay. The latter is possible for students who aspire to graduate study, and who have previous experience writing successful research papers in other history classes.

Research Funding:

Funds for trips to archives, library collections, or research sites are available through CURCS mini-grants [look up CURCS Mini-grant via Undergraduate Research in the Portal] and through the Department of History, which has funds specifically available for undergraduate research. Details will be discussed in class. If you are interested in applying for research funding, apply early!

Attendance Policy

HIST 480 is an intense course that requires your regular attendance and participation. Unless there are extenuating circumstances, any student with more than two unexcused absences will be dropped from the course. However, there are legitimate reasons for students not to be in class. They are defined by the university’s excused absence policy, which can be found at <http://www.usd.edu/~media/files/policies/1004-excused-absence-policy>.

Semester Schedule

Topics and dates are subject to change

Week 1: Finding a research topic and sources

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| 11 January | Introduction to HIST 480 |
| 13 January | Research databases and sources for choosing a research topic |
| 15 January | Research databases and primary sources |

Week 2

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| 18 January | NO CLASS - MLK HOLIDAY |
| 20 January | Primary and secondary sources Be prepared to discuss “Evaluating Primary Sources” document! |
| 22 January | Class meets in Archives/Special Collections, ID Weeks Room 305 |

Week 3: Focus on your research question

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| 25 January | Refining a research question |
| 27 January | Submission and discussion of research topic. |
| 29 January | NO CLASS |

Week 4: Understanding historiography

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| 1 February | The history of history |
| 3 February | Understanding historiography Discussing Chicago-style citations. |
| 5 February | Submit preliminary bibliography of primary and secondary sources. Bring hard copy to class! |

Week 5: Focus on the historiography essay

- 8 February Individual meetings in my office (to be scheduled, 1 per student)
- 10 February Individual meetings in my office (to be scheduled, 1 per student)
- 13 February Individual meetings in my office (to be scheduled, 1 per student)

Week 6: Writing the first draft

- 15 February NO CLASS - PRESIDENT'S DAY HOLIDAY
- 17 February Individual meetings in my office (to be scheduled, 1 per student)
Five-page historiography essay due, submitted via D2L by 9 am.
- 19 February Individual writing meetings in my office (to be scheduled, 1 per student)

Week 7

- 22 February Individual writing meetings in my office (to be scheduled, 1 per student)
- 24 February Individual writing meetings in my office (to be scheduled, 1 per student)
- 26 February Individual writing meetings in my office (to be scheduled, 1 per student)

Week 8

- 29 February Individual writing meetings in my office (to be scheduled, 1 per student)
- 2 March Individual writing meetings in my office (to be scheduled, 1 per student)
- 4 March Submission of 10-page first draft
Exchange of drafts in class. Dr. Hackemer will determine your exchange partner and discussion schedule.

SPRING BREAK**Week 9: Critique of first drafts**

- 14 March Return of critiqued drafts
Discussion of drafts in class
- 16 March Discussion of drafts in class, continued
- 18 March Discussion of drafts in class, continued

Week 10: Heading towards the full 20-page draft!

- 21 March Individual writing meetings in my office (to be scheduled, 1 per student)
- 23 March Individual writing meetings in my office (to be scheduled, 1 per student)
- 25 March NO CLASS - EASTER BREAK

Week 11

- 28 March Individual writing meetings in my office (to be scheduled, 1 per student)
- 30 March Individual writing meetings in my office (to be scheduled, 1 per student)
- 1 April Individual writing meetings in my office (to be scheduled, 1 per student)

Week 12: Heading towards the final paper

- 4 April Full draft (20 pages) due. Submitted via D2L.
Class will meet to set up the presentation schedule
- 6 April Individual writing meetings in my office, as needed
- 8 April Individual writing meetings in my office, as needed

Week 13

- 11 April Individual writing meetings in my office, as needed
- 13 April NO CLASS - SOCIETY FOR MILITARY HISTORY ANNUAL MEETING
- 15 April NO CLASS - SOCIETY FOR MILITARY HISTORY ANNUAL MEETING

Week 14

- 18 April Student research presentations (15 minutes each)
- 20 April Student research presentations (15 minutes each)
- 22 April Student research presentations (15 minutes each)

Week 15

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| 25 April | Final paper due. Submitted via D2L . Student research presentations (15 minutes each) |
| 27 April | Student research presentations (15 minutes each) |
| 29 April | Student research presentations (15 minutes each) |

Finals Week

May 3 - 5:30-7:30 pm - Reserved for additional student presentations if necessary.

Diversity and Inclusive Excellence:

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.

Freedom in Learning:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodations:

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester. Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director
Disability Services, Room 119 Service Center
(605) 677-6389

Web Site: www.usd.edu/ds
E-mail: disabilityservices@usd.edu

College of Arts & Sciences Academic Integrity Policy:

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook. No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.

Instructor's Note: Given the centrality of the research, drafting, and revision process to this course, my default response to the range of options available above is that any student caught engaging in any form of academic dishonesty in HIST 480 will be failed.

Institutional Graduation Requirement Notice:

HIST 480 has been designated as an approved upper-division intensive writing course.

Goal: Students will demonstrate advanced research-based critical writing skills.

| <i>Student Learning Outcome</i> | <i>Assessment(s)</i> |
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| 1. Students will complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc. | Two formal writing assignments: a major research paper (20 pages) using Chicago style; and a historiography essay (5 pages) using Chicago style |
| 2. Students will be able to critique the validity and effectiveness of arguments presented by others in the field. | Through class discussion of topics, refinement of research questions, historiography essay |
| 3. Students will use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback. | Draft process built into the structure of the course; peer review through draft exchange |
| 4. Students will write using standard American English, including correct punctuation, grammar, and sentence structure. | Assessed during the draft process; graded in final paper |

One Final Tip:

Bad things happen to good people. If you have a horrible test, if something traumatic happens in your personal life, or if the world just seems to be collapsing around you, you need to talk to me as soon as possible. Often, there are things that can be done and allowances that can be made to help you get back on track in this class. However, I can't help you if you don't talk to me.

KEEP THIS SYLLABUS AND REFER TO IT OVER THE COURSE OF THE SEMESTER.
WHEN IN DOUBT, ASK QUESTIONS.

Updated 08 January 2016