History 293  
*Seminar on Historical Method: Theory, and Approach*  
Spring 2013

T-R 9:30-10:45 HLT 341  
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Course Description
History is unique in that it is both the subject and the object of its own discipline. As such history poses particular challenges to those who read it, research it, and write about it. This course will focus on ways historians *practice* history. To practice history well means to carefully produce and wisely consume historical arguments. In this course we will consider what history is and why it is valuable, read and discuss the way that others have written history, and also *do* history for ourselves by learning historical methods and historiography, critically evaluating sources, and writing historical analyses. By the end of this course you should be able to effectively conduct research, carefully evaluate and engage with sources to the point of constructing your own interpretation, and notice and interrogate historical claims and assumptions, even those that surround us in our everyday lives.

Course Objectives
1. To expose students to a wide range of primary sources such as speeches, letters, laws, court decisions, journalistic accounts, oral histories, photographs, and film footage.  
2. To teach students how to analyze such sources in the context of the key historical developments.  
3. To teach students about the various types of historical inquiry, the varied uses of history, and the development of historical analyses and practices.  
4. To develop students’ critical thinking skills.  
5. To improve student communication both written and oral.

Texts (available for purchase at the UWM bookstore)
*Mary Lynn Rampolla, A Pocket Guide to Writing in History, 7th Edition* (Bedford/St. Martin’s 2012)—*Not Required, but Strongly Recommended*  
Michael Wayne, *Death of an Overseer: Reopening a Murder Investigation from the Plantation South* (Oxford University Press, 2001) This text available electronically through Golda Meir Library Catalogue

**Texts also available for two-hour checkout at Course Reserves in the Golda Meier Library**
Additional Course Readings on electronic reserve and posted to the Course D2L
All other assigned readings will be available for free online through electronic reserves or the UWM course D2L site (our course management system).

Here is how to find readings on electronic reserve:

Direct Link: [http://www4.uwm.edu/libraries/ereserve/hernandez/HIST293h.html](http://www4.uwm.edu/libraries/ereserve/hernandez/HIST293h.html)

OR:

1. Go to the UWM library’s main web site at: http://www.uwm.edu/Libraries/
2. At the bottom of the page click on Course Reserve. This will take you to the course reserve page
3. Under “Instructor” find “Hernandez, Kimberly” and press search
4. Click on “HIST 293 Electronic reserve readings”
5. Find the reading you are looking for and click on the title
6. You can also access electronic reserve through the link posted on D2L.

Here is information from UWM about how to gain access to our course webpage through D2L:

1. Open your web browser and go to the UWM home page: [http://www.uwm.edu](http://www.uwm.edu) (OR go directly to the D2L login page at [http://D2L.uwm.edu](http://D2L.uwm.edu) and skip to #3 below).
2. From the UWM home page, click on the dropdown menu and select D2L Course Access.
3. On the Desire2Learn Welcome screen, you will see a location to enter your username and password.
4. Type in your ePanther username (the same that you use for your campus email but without the @uw.edu) and password (same password used for your campus email) and login.
5. On the MyHome screen find the area called My UW-Milwaukee Courses
   a. Click on [Search] with the textbox empty to see all the Active courses you are enrolled in (students are not able to see course sites until the Instructor has designated them as Active). Alternatively you can type a search string (for instance: psych 101) and click on [Search].
   b. In the search results list double click on the word Semester at the top of the column to organize your courses by semester, displaying the current semester first.
6. If you have difficulty getting into the course web page try closing down your web browser and then opening it again.
7. If using a public computer remember to always logout when you are finished.

If you have problems gaining access to D2L contact the UWM Help Desk at: [help@uwm.edu](mailto:help@uwm.edu); (414) 229-4040 or (if outside the Milwaukee area) (877) 381-3459

Class Format and Responsibilities
This course is designed as a seminar. Seminars are organized in small groups devoted to cooperative analysis and discussion. This means that you will be responsible for maintaining active, informed engagement with course content and for coming to each class prepared to discuss the assigned reading. Although I will provide instruction, my primary responsibility is to help shape course content and to challenge you to think about it. You must keep up with reading assignments (which need to be completed on the date they are listed in the course schedule), submit writing assignments on time, and participate. You should make every effort to attend each class; absences will adversely affect your grade, more than seven automatically results in a failing grade in the class. Your participation grade will reflect your attendance, quality of discussion questions, and level of informed engagement.
**Graded Components of the Course**

- Class Participation 20%
- Weekly Assignments/Quizzes 20%
- Paper on *Death of an Overseer* 15%
- Paper on *The Return of Martin Guerre* 15%
- Research Proposal 20%
- Research Proposal Presentation 10%

*All* graded components of the course must be completed in order to receive a passing grade.

In case of emergency that keeps you from finishing coursework, you must be passing the class (up until time of emergency) in order to receive an I (incomplete) as a final grade.

Anyone who needs special assistance should see me during the first week of classes. This includes anyone who must miss class due to activities such as military service, sporting competitions, and/or religious observance.

Please review university policies on final exams, incompletes, complaints/appeals, accommodations for students with disabilities, absences due to religious observance or military service, sexual harassment, and academic misconduct (i.e. cheating and plagiarism) at: [http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf)

**Writing Assignments**

Writing Assignments are assigned along with weekly readings (readings and writing assignments for each class session are listed on the date due). These are designed to help you focus on the readings and to provide you with notes that will be helpful during class discussion.

1. A paper about *Death of an Overseer*. See instructions listed under **in the course schedule below.** (Formatting and style instructions for this assignment will follow in separate hand-out.) Length: 4-5 pages Due: 

2. A paper about *The Return of Martin Guerre*

3. A Research Proposal, with assignments designed to help you get there…(Formatting and style instructions for this assignment will follow in separate hand-out.) Length: 

   Due: 

4. Draft Research Proposal by the time of your presentation to the class

**Course Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th></th>
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<tr>
<td>Jan 22</td>
<td>Introduction</td>
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<tr>
<td>Jan 24</td>
<td>Why History Matters</td>
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Reading Assignment (Read the following, complete the writing assignment, and come to class prepared to discuss)


4. Rampolla, Ch. 1 “Why Study History?” (pp. 1-4)

Writing Assignment
Write and informal essay (3-4 pages) in which you
1. Compare the arguments of each author (Gerda, Cronon, Judt, and Rampolla in “Why Study History”) about why history matters
2. Explain why you think history matters. Your own opinion may be derived from these readings, but you may (and probably should) have other ideas that these authors ignored.

In-Class Exercise: Active Reading

Week 2
Jan 29
Historical Awareness and the Uses of History
Tosh, Ch 1, “Historical Awareness” and Ch. 2, “The Uses of History”

Writing/Discussion Assignment (2-3 pgs)
What connections from this reading on historical awareness and the uses of history might be applied to last week’s readings? After reading these first chapters of The Pursuit of History what new insights do you have about historical awareness and the uses of history? What works of history have you read in the past that comes to mind as you read these pages? What thoughts would you like to discuss or questions would like answered during class discussion?

In-Class Exercise: Source Analysis

Jan 31
Historians at Work: Searching for Meaning
Assignment
Read the following articles and answer the questions below:
Questions: Why do we need to know about George Robert Twelves Hewes? What does this essay help us to understand about how a historian works?

Week 3
Feb 5
Library Tour

Feb 7
Personal History: We Are our Own Historians
Reading Assignment (all on electronic course D2L)
Writing Assignment
Answer the following questions about each of the assigned readings

Search for evidence: Make a list of the kinds of evidence the authors used. For example, in “A Family Record” one thing McConkey used was his parents’ marriage certificate. What kind of information did he find in this certificate? What did he learn from the photographs?

Search for interpretation: Find phrases in which the authors provide meaning for details and events, and which in other ways they provide interpretation for their stories.

Search for uses of memory: What evidence do the authors derive from memory? How reliable is memory?

Assignment in preparation for Tuesday’s orientation
Review the Information Literacy Tutorial
http://guides.library.uwm.edu/infolit

Week 4
Feb 12 Library Research Orientation
Meet in Library Instruction Room B in the North Commons of the Daniel M. Soref Learning Commons (first floor west wing of Golda Meir Library. See map under Week 3 of course D2L).
Due Tuesday: Library Scavenger Hunt Assignment

Feb 14 Tosh, Ch. 4, “The Raw Materials”
Rampolla, Ch. 2, “Working With (and Evaluating) Sources”

(Begin Reading Wayne, Death of an Overseer)

Week 5
Feb 19 Archives Orientation
Meet in Library Classroom A, North Commons
Library Scavenger Hunt Assignment DUE

Feb 21 Special Collections Orientation
Meet at Special Collections, Fourth Floor, Golda Meir Library

Week 6
Feb 26 Rampolla, “Annotated Bibliography”; “Bibliography”
The Historical Context of Personal History

Reading Assignment
   http://www.newyorker.com/archive/2002/03/04/020304fa_FACT1

Writing/Discussion Assignment
1. How do the authors relate personal histories to the immediate historical contexts?
2. What interpretations do they offer for the events they describe?
Discussion/Questions on Wayne, Death of an Overseer
Feb 28  American Geographical Society Library Orientation
Class meets at the American Geographical Society Library, 3rd Floor, East Wing (Golda Meir)

Week 7

March 5  Assignment
1. Po-Yi Hung and Abigail Popp, “Learning to Do Historical Research: A Primer How to Frame a Researchable Question”
   http://www.williamcronon.net/researching/questions.htm
2. Stillman Waggstaff and Jesse Gant, “Learning to do Historical Research: A Primer. What are the Documents”
   http://www.williamcronon.net/researching/documents.htm
   http://www.williamcronon.net/researching/searching.htm

March 7  Tosh, Ch. 5, “Using the Sources

Week 8

March 12  Research Proposal Project: Topic and Initial Annotated Bibliography DUE

Assignment
Read the following articles and answer the questions about them to discuss and then turn in at the end of class
   Question: What do these passages reveal about the difficulties of historical research?
   Question: How did Patterson piece together evidence about Keating’s mysterious sources?
   http://www.americanheritage.com/content/would-jfk-have-pulled-us-out-vietnam
   Question: What does Stern think the evidence suggests about this question?”

March 14  Writing Instruction; Go over writing guides
Discussion/Questions on Wayne, *Death of an Overseer*
Spring Break, March 18-22

Week 9
March 26  Death of an Overseer Paper DUE
Tosh, Ch. 6, “Writing and Interpretation”

March 28  Tosh, Ch. 7, “The Limits of Historical Knowledge”

Week 10
April 2  Tosh, Ch. 3, “Mapping the Field”

April 4  Tosh, Ch. 8, “History and Social Theory”
(Begin Reading Davis, The Return of Martin Guerre)

Week 11
April 9  Tosh, Ch. 9, “Cultural Evidence and the Cultural Turn”


Week 12
April 16  Research Proposal Project: Introduction, Research Question, and Refined Bibliography DUE
Tosh, Ch. 10, “Gender History and Postcolonial History”

April 18  Discuss Davis

Week 13
April 23  Tosh, Ch. 11, “Memory and the Spoken Word”


Week 14  Davis Paper Due
April 30  Student Presentations
May 2  Student Presentations

Week 15
May 7  Student Presentations
May 9  Student Presentations

FINAL Research Proposals Due in the History Department by Noon Thursday, May 16