**History 293-002**  
*Seminar on Historical Method: Theory, and Approach*  
Spring 2014

T-R 9:30-10:45, NWQ B4489  
Professor: Kimberly Hernandez  
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Office: NWQ B4584  
Hours: TR 3:30-4:30, or by appointment  
Phone: (414) 229-4058

**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 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)**


(Bedford/St. Martin’s 2012)

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

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
A direct link to electronic reserve can also be found on our course D2L. You should be aware that some servers automatically block content. If you end up with a blank page after clicking on the link from D2L, look for the shield at one corner of the toolbar (on the left in Firefox, on the right in Chrome), hit the drop-down, and unblock content.

Here is information from UWM about how to gain access to our course webpage through D2L:
1. From the UWM home page, click on the dropdown menu and select D2L Course Access.
2. On the Desire2Learn Welcome screen, you will see a location to enter your username and password.
3. Type in your ePanther username (the same that you use for your campus email but without the @uwm.edu) and password (same password used for your campus email) and login.
4. 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.
5. If you have difficulty getting into the course web page try closing down your web browser and then opening it again.
6. 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; (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, a printed copy of which you should bring with you to class. 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: three unexcused absences will result in a drop of one full letter grade in the class, nine will mean automatic failure.

**Graded Components of the Course**

- Class Participation 20%
  Engaged, informed discussion (50%)
  Weekly written responses/assignments (50%)
- Topic and Initial Annotated Bibliography 10%
- Library Scavenger Hunt Assignment 10%
- Paper on The Return of Martin Guerre (4-5 pgs) 15%
- Introduction, Outline, and Refined Bibliography 10%
- Rough Draft and Peer Review 15%
  Draft (70%)
  Peer Review (30%)
- Final Research Paper (10-12 pages) 20%

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://www4.uwm.edu/Dept/SecU/SyllabusLinks.pdf](http://www4.uwm.edu/Dept/SecU/SyllabusLinks.pdf)

**A note on plagiarism: Plagiarism is the use of another’s words, thoughts, or ideas without proper credit or citation; thus presented as one’s own original words, thoughts, or ideas. ANY such representation in your written work or oral presentations will be considered plagiarism. Plagiarism is a serious offense that, once discovered, WILL result in disciplinary action consisting of loss of points AND a formal report to the Dean’s Office, which could lead to academic suspension or expulsion. Please refer to the following link for policies and procedures regarding academic misconduct: [http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm)**

**Course Schedule**

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<td>Jan 21</td>
<td>Introductions</td>
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<td>Jan 23</td>
<td>Why History Matters</td>
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Read:
1. Gerda Lerner, “Why History Matters,” in Learner, Why History Matters: Life and Thought (Oxford University Press, 1007), Ch. 12 (pp. 199-211) (On electronic reserve.)
3. Mary Lynn Rampolla, Ch. 1 “Why Study History?” (pp. 1-4)

Writing/Discussion Assignment:
In a brief informal essay (about 2 pgs.), compare the arguments of each author about why history matters and explain why you think history matters. Your own opinion may be derived from these readings, but you may (and probably should) have other ideas.

Also Read: Rampolla, pp. 22-26

In-Class Exercise: Active Reading

Week 2
Jan 28

Personal History: We Are our Own Historians

Read: (All on electronic reserve)

Discussion/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?

Also Read: Rampolla, Ch. 2a

In-Class Exercise: Source Analyses

Jan 30

History and Public Memory

Read:

Writing/Discussion Assignment:
1. Who was George Robert Twelves Hewes?
2. What caused Alfred Young to be interested in this particular historical figure?
3. What sources does Alfred Young use? What examples can you provide of Young interrogating his sources? What kinds of sources help him fill in the gaps in the historical record?
4. How do Young’s findings complicate our public memory of the American Revolution?

Also Read: Rampolla, Ch. 2b
In-Class Exercise: Source Analyses

Week 3
Feb 4
Introduction to Historiography
Read: Green and Troup, Houses of History, Ch. 1, “The Empiricists”
Writing/Discussion Assignment (About 2 pgs.):
Summarize historical empiricism and consider key terms. What is the theory itself and in what context did it emerge? How is this theory evident in the example by G.R. Elton? Finally, for discussion consider Green and Troup’s final points and questions in the last paragraph beginning on the bottom of pg. 9 and be prepared to present your findings.

Feb 6
Research Date Drawing
Periodical research review
Bring laptops or tablets to class (if you have one)

Week 4
Feb 11
Library Tour
Proposed research topic(s) DUE
Assignment in preparation for Thursday’s orientation
Read: Rampolla, 5b and 5c
Review the Information Literacy Tutorial
http://guides.library.uwm.edu/infolit

Feb 13
Library Catalog 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).

Week 5
Feb 18
Special Collections Orientation
Meet at Special Collections, 4th Floor, Golda Meir Library

Feb 20
Archives Orientation
Meeting location TBA

Week 6
Feb 25
American Geographical Society Library Orientation
Class meets at the American Geographical Society Library, 3rd Floor, East Wing (Golda Meir)
Marquette’s history blog:
http://marquettehistorians.wordpress.com/2012/04/03/lost-and-found-three-
hundred-year-old-mexican-document-found-in-milwaukee/

Feb 27

**Library Scavenger Hunt Assignment Due**
Discussion of AGSL visit and readings, maps as historical sources
Read (and be prepared to discuss): Davis, *The Return of Martin Guerre*, Introduction-Ch. 1
*Handout and discuss: Davis Paper Assignment; Annotated Bibliography Assignment*

Week 7

Mar 4

**Marxism and History**
Read: Green and Troup, Ch. 2, “The Marxist Historians”
Writing/Discussion Assignment (About 2 pgs.):
Summarize the work of the Marxist historians and consider key terms. What is the theory itself and how have historians applied Marxist theory to their analyses? How is Marxist historical analysis evident in the example by E.P. Thompson? Finally, for discussion consider Green and Troup’s final questions in the last paragraph on pg. 41 and be prepared to present your findings.

Mar 6

**The Annales School**
Read: Green and Troup, Ch. 4, “The Annales”
Writing/Discussion Assignment (About 2 pgs.):
What did historians of the Annales School hope to achieve? In what context did this approach emerge? From your reading of the coverage and the example by Fernand Braudel, what do you find useful or exciting about this approach? What are some drawbacks? Consider Green and Troup’s points and questions on pgs. 94-95 to help guide you in your critical analysis.
Also Read:
Rampolla, 3b-2; 7c
Writing Assignment:
What questions do you have about writing an annotated bibliography?

Week 8

Mar 11

**Theory in Practice**

**Ethnohistory**
Read: Green and Troup, Ch. 7, “Anthropology and Ethnohistorians”
Writing/Discussion Assignment (About 2 pgs.):
What is ethnohistory and in what context did it emerge? From what disciplines other than history do ethnohistorians borrow? What are some areas of history that have particularly benefited from ethnohistory? What are main criticisms of this approach? How does the example by Inga Clendinnen illustrate the strengths of ethnohistory? Finally, for discussion consider Green and Troup’s final points and questions regarding Clendinnen’s piece and be prepared to present your thoughts.
Also Read (and be prepared to discuss): Davis, Ch. 2-3

Mar 13

**Topic and Initial Annotated Bibliography DUE**
Read (and be prepared to discuss): Davis, Ch. 4-5
Discussion/Writing Assignment:
Which historical theory(ies) does Davis put into practice? How does it advance her objectives in this narrative?
In-Class: Review and discuss final questions on Davis and the paper assignment

Spring Break March 17-21

Week 9
Mar 25
Davis Paper Due
Gender and History
Read:
Green and Troup, Ch. 10, “Gender and History”
Writing/Discussion Assignment (About 2 pgs):
What is gendered historical analysis and in what context did it emerge? From which other sub-disciplines of history do historians of gender borrow? How have gendered historical analyses transitioned (what has been covered and why)? What does Catherine Hall show in our example from her article? Finally, for discussion, what thoughts or questions do you have in response to the questions put forth on the Hall article by Green and Troup (on pg. 260)?
Also read: Rampolla, 4c-4d; 5a
In-Class: Moving from topic to research question; crafting a thesis

Mar 27
Film as history
In-class screening and discussion: Sommersby (Arnon Milchen, 1993; 2010)

Week 10
Apr 1
Cultural History
Writing/Discussion Assignment:
Why does Darnton believe the printers’ apprentices killed the cats of the master printer’s family? As he unpacks this one event, what does he show us about French cultural, labor, and social history? What evidence does he use to support his opinions? What are strengths and weaknesses of Darnton’s approach?

Apr 3
Historians at work: searching for clues
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?
   American Heritage 50:5 (September 1999)
   http://www.americanheritage.com/content/would-jfk-have-pulled-us-out-
vietnam

Question: What does Stern think the evidence suggests about this question?

In-class handout and discuss: Introduction, Outline, and Refined Bibliography Assignment

Week 11

Apr 8  Oral History
Read:
Green and Troup, Ch. 9, “Oral History”

Writing/Discussion Assignment:
What is oral history? In what context did this practice emerge? What are benefits of oral history? What are shortcomings? What do we learn from the sample reading by Alistair Thompson about the personal memories of World War I veterans in Australia? Finally, for discussion, in this instance how does oral history intersect with public memory? How does this coverage make you think of other readings and/or discussions we have covered in this class?

Also read: Rampolla, 4e; 5d-5f

In-Class: drafting your research paper


Writing/Discussion Assignment:
What happened to Luigi Trastuli and why did some workers remember the details of his death wrong? What does Portelli show us about social, labor, and cultural history through interpretations of this incident? Do the differing stories mean that historical interpretation is useless? Why or why not?

Week 12

Apr 15  History in a postcolonial world
Read: Green and Troup, Ch. 11, “Postcolonial Perspectives”
Writing/Discussion Assignment (1-2 pgs.):
What is postcolonial history and in what context did it emerge? What are main objectives of postcolonial historians? What are some of the greatest achievements (to the time this book was published) and what challenges do postcolonial historians face? Pay careful attention to the last two pages of Green and Troup’s coverage (pgs. 284-285). In a sense we’ve come full-circle from the empiricists. How so? How does our example by Henretta Whiteman illustrate the postcolonial perspective? What do we learn about European contact with American Indians and white settlement in the Americas from the perspective of White Buffalo Woman? In what ways does Whiteman’s analysis challenge western historical thinking?

Apr 17  Introduction, Outline, and Refined Bibliography DUE
Research and writing—Bring your drafts to class
Read:
Rampolla, 6-7a
In-Class: When to cite

Week 13
Apr 22  
  *Chicago Manual of Style*
  Read: Rampolla, 7b

In-Class: How to cite

Apr 24  
  *Organization, style, and grammar—Bring your drafts to class*
  Read:
  Rampolla, 4f-4g

  **Research Paper Drafts Due via email to your group and to me by 5:00 pm Sunday, April 27**

Week 14
Apr 29  Peer Review of Drafts, Group #1
May 1  Peer Review of Drafts, Group #2

Week 15
May 6  Peer Review of Drafts, Group #3
May 8  Peer Review of Drafts, Group #4

**Final Paper Due by noon Thursday, May 15** (*hard copies only*)