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**History 391: Historical Skills and Methods, or
“Time to Go Out and Make Some History of Our Own”**

This course is meant to sharpen your tools of historical thinking, investigation, and writing. We begin with broad questions: How is knowledge of the past transmitted or suppressed in American society? How do history teachers and history textbooks approach their subject? How does history as a professional academic discipline dedicated to both research and teaching relate to these other forms of historical consciousness and learning?

If we are any good, we all start with the raw materials. In ancient Greek, the root word for history translates to, simply, "what the observer saw." I designed this course to refine your ability to evaluate and contextualize the primary sources that our forbearers bequeathed to us – cultural survivals that someone with resources decided to preserve in light of their values about what was worth preserving. Luckily, we have learned to dig for other buried cultural survivals, listening for other voices. Sources are incredibly diverse: written documents, letters, manifestos, philosophical treatises, chronicles, artifacts, photographs, police reports, court records, Congressional hearings, transcripts, songs, books, paintings, buildings, pottery shards, oral history interviews, memoirs, bones, garbage (I probably missed something). Since elites preserved the lion's share of what ended up in museums and archives, we need imagination and resourcefulness if we are to understand the lives of ordinary people who didn't leave written records and didn't build monuments to themselves. The authors of our *Short Guide To Writing about History* put it well: "Since it is hard to resurrect the life of the masses, the problem of answering the why questions of history becomes complex, sometimes uncertain, yet very fascinating." (Marius and Page, 38). Fortunately, we will look at a time period in which popular voices found many new channels of communication.

Primary sources are the clay, trees, and minerals out of which historians fashion bricks, lumber, and wires that we call "evidence." With this evidence we intend to reconstruct true and accurate replicas of past events, decisions, and changes. We want them to withstand the winds of counterargument and weather the hailstones of new evidence. But sometimes our replicas are leaky. Or maybe we just set them down in safe places that offer no fresh vistas. We are continually reevaluating, asking new questions, pushing the boundaries of knowledge, like any academic discipline. You will learn that we also love to scavenge for tools and useful concepts and methods from sister disciplines in the humanities and social sciences.

In this class, you will demonstrate through a number of written and spoken assignments your steadily improving ability to understand narrative and expository explanations that professional historians offer. When these differ, the fancy word is "Historiography." Recent assessments in our department of our students indicate comparatively lower levels of appreciation for how historians differ and construct accounts of the past.

You will also pick up a number of practical tools to form your own historical evidence out of primary sources whose full meaning is often not evident. We can uncover their secrets and put them in a context that explains them, however. And they can help us solidify our broader interpretations of the past. In my field of 20th century US history, we have no dearth of primary sources. Archivists and librarians have devised powerful print and digital systems that will help you read and write informed history. Your challenge will be to pose manageable questions and plan *actionable* research. The final project will be a research paper of 12-15 pages and a brief informal presentation. Consider it a trial run for your capstone creation, your History 511 paper, or better, your Senior Honors Thesis (should you qualify for the Honors

College).

In a class this size, collaborative work among individuals in groups with a common focus are needed to enhance student learning. We will survey many approaches to history – social, political, cultural – but will focus our research energies together on one year, 1963. Next year is the 50th anniversary of one of the most remarkable democratic movements of the 20th century, an open revolt among African-Americans that changed the country and inspired the world. The historical literature is well developed, there are some clear controversies, they are very researchable, and I have access to a set of primary sources not available through our library.

Contemporaries called it the “Negro Revolution of 1963.” Next year’s commemorations probably won't call it a "revolution." But back then, almost everyone did: President Kennedy, Martin Luther King, Jr., Malcolm X, student leader John Lewis, even NBC News, in an unprecedented 3 hour TV documentary, “The American Revolution of 1963” (which I just obtained from NBC). The black freedom struggle in 1963 riveted national and international attention and compelled concessions from all three branches of national government. “Civil Rights,” no matter how crimped and limited its popular meaning, was never before and has never since been ranked in surveys as "the nation's number one problem." 1963 shaped the policies and terms of debate about affirmative action for the next 50 years, helped generate a war on poverty with far reaching consequences for all poor people, and provided models for the women's movement, the antiwar movement, the gay-rights movement, and even reactionary movements against "forced" integration and government authority. Why are revolutionary moments often remembered as moderate and reformist in their aims and outcomes? There will be miles of unexplored territory to occupy your energies and satisfy your curiosity.

Consider the recently revised History Department goals for your education. What do they mean? This course is ambitious, but focused on learning goals 2-3, and a bit of 4.

Learning Goals for History Majors: Thinking in Time

History Graduates will be able to:

1. Analyze historical **duration, succession, and change** in terms of human **agency** and larger **systems** or structures in a wide variety of places and periods. [**Historical Comprehension**]
2. Use **historical thinking** to **contextualize** and **analyze primary** and **secondary** sources representing different points of view. [**Historical Analysis**]
3. Conduct original **research** by **investigating** and **interpreting primary and secondary sources**. [**Historical Research**]
4. Use **evidence-based reasoning** to **interpret the past coherently** while developing and presenting an **original argument, orally and in writing**. [**Historical Interpretation**]

It is not that we won't analyze human agency or grapple with changing systems and structures (people who lived history had to). We just won't be concerned that much with long range changes. We will be concerned with how different people think differently about the past, and how you can pose your own questions, investigate answers, and pull together the results in a good, if short research paper.

To clarify your sense of where we are going with you, please read the 2 Appendices at the end of this syllabus: 1) The American Association of Colleges and Universities "Inquiry and Analysis VALUE Rubric," and 2) HISTORY DEPARTMENT RUBRIC FOR HIS-511 (to assess learning goals 3 and 4).

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course students will be able to demonstrate the following knowledge, skills, and habits of mind:

1. Distinguish among changing forms of historical consciousness, including “collective memory,” official commemoration, commercialized history, museum curatorship, and (the focus of much of this class) scholarship written by professionally trained historians.
2. Identify and evaluate historical thinking and explanation among professional historians. This Whether their orientation is social, political or cultural. Identify when they employ narration, description, persuasion, and exposition, quantitative and qualitative analysis or a mix of both. Identify major fallacies in historical thinking, such as oversimplification, confusing contiguity and causation, and “presentism.” Make plausible inferences from limited or ambiguous sources when conclusive evidence is lacking.
3. Contextualize primary source documents and interpret different types of primary sources. Evaluate these historical sources in terms of plausibility, trustworthiness, accuracy, and corroboration. Throughout the semester we will practice, practice, practice this.
4. Explain how historical understanding has advanced through testing old interpretations against new evidence, reinterpreting old evidence in light of new questions, and debating interpretation and evidence openly and ethically.
5. Recognize the questions that can be addressed by historical research within the confines of the undergraduate semester. These questions lead to focused, researchable, interesting, and original writing.
6. Develop researchable questions inspired by primary source documents and other sources, including historians’ interpretations. Plan an effective and manageable attack on limited territory.
7. Identify and evaluate appropriate scholarly sources for investigating different kinds of research questions. Use their concepts, methods, or research results to improve your questions and approaches.
8. Synthesize evidence and communicate research findings effectively in writing and orally.

If you are confused about the meaning of some of these terms, I and our excellent *Short Guide* will help you understand them as the semester progresses.

Throughout the course, we will have a series of exercises and discussions that solidify your sense of what matters in history, what makes for good historical writing and presentation, and what the major pitfalls students encounter in their search for valuable insights and fascinating stories from the past. Hint: Everybody bites off more than they can chew.

Generally the University expects two hours for every one hour of class time. So that means officially I can ask you to spend six hours outside of class per week preparing and producing. Use that time, block it out in your calendar, be clear on the questions you are asking and the results that might satisfy you, and you will do really well. You will also lay the foundation for doing very well as a history major. And, if I may quote the *Guide* for the course, since most of you won't be history professionals: "The problems of gathering evidence, analyzing it, organizing it, and presenting it in a readable form are part of many writing tasks in the world of business government and the professions." (Marius and Page, 54)

Helpful tip: Thursday classes will be no less demanding than Tuesday classes. Approach the week as a whole in advance, by surveying the readings and questions first. Then allocate at least three hours of preparation to each. Otherwise you risk shortchanging your performance in Thursday classes.

The Structure of the Course

The first part of the course we will consider popular historical understanding and professional historical method and explanation. You will sharpen your ability to apply some basic concepts, the toolkit of

history, in light of what we know now. What do we mean by race, class, gender, nationalism, revolution, reform, agency, collective memory, methodology, historiography, and revisionism? What does it mean to say something causes something else? When can we reasonably infer that something happened in the absence of full evidence, as we "fill in holes" in our leaky replicas of the past?

In the second part of the semester, 7 groups of 4-5 students will collaborate to gather and evaluate historical sources on specific topics listed below, between September 20 and October 12. I will teach you, librarians will teach you, and you will teach each other how to use various finding aids and search engines to retrieve primary sources and scholarship. You will learn how to consult bibliographies and published scholarship without getting bogged down in details, and you will learn how to pose questions and define problems of interpretation. Of greatest value, you will sharpen your skills of summarizing, paraphrasing, note taking, and accurate quoting of past actors (this is essential to avoiding plagiarism).

In the final third of the course, each of you will narrow your own topic, identify your own sources, spin off your own thesis and conclusions, in light of the best evidence you can fashion from the primary sources, and informed by the scholarly controversies and contributions that helped you sharpen your questions.

The 7 issue areas will lead you quickly to very interesting and relevant information, around which swirl some interesting controversies among scholars. (The library is busy scanning many important book chapters and I will be providing bibliographies). Do not be intimidated by a scholar's command of the language, facts, and interpretations. We are always bringing new perspectives, new questions, and deeper insights that can complicate or even contradict some famous historian. Sometimes you find ideas that are just plain wrong, but had become entrenched among historians, because someone started a "bandwagon" interpretation, and everyone followed. I will give an example from a prize-winning book early in the semester.

Practice Identifying and Evaluating Sources.

I expect you to familiarize yourself steadily as we go along with the variety of sources available to historians. Here is a list of some of what you will encounter. I will fit in mini-tutorials on how to find different sources, and our library liaison will visit the class. The richer and more diverse your source base, the more informed and interesting your collaborative notes and final paper will be, if written well.

Secondary Sources

Encyclopedia articles, covering events, trends, and biographies.

Scholarly journal articles or article-length chapters in edited scholarly books. These are sharply focused.

Monographs, scholarly peer-reviewed book-length reports on sustained research on a problem.

Chronologies (very useful for understanding context and sequence and detail).

Online essays and articles by reputable scholars; and conversely, online essays and articles by unknown and/or potentially unreliable authors. We'll talk about the Web!

Documentary films (of varying quality and reliability).

Feature Films. *Forrest Gump* is not a secondary source, but *Good Night and Good Luck* could be.

Forrest Gump is a great primary source for understanding what 1990s Americans wanted to forget.

Primary Sources

Periodicals (including scholarly journals from the era under study and popular magazines or periodicals).

Newspapers (feature story, news analysis, opinion editorial, letters to the editor, photographs, advertisements, announcements). We will work with these a lot.

Books (memoirs, political commentary, various analyses for popular audiences). These are also rich sources.

Published document collections such as the Papers of Martin Luther King Jr.

Unpublished Sources in Manuscript Collections (on microfilm or digitized on the Internet or paper in any number of libraries or archives). We have some excellent, excellent manuscript collections on microfilm, many of which I have access to in digital form through ProQuest's History Vault. A complete set of guides to these collections is on Google Docs and will be made available to you. These will include unpublished speeches, memoranda within an organization, meeting minutes, correspondence with the public, diary entries, phone logs, and sometimes transcripts of audio recordings).

Government Documents. Published by local state or federal agencies, from reports of the United States Commission on Civil Rights, to the series *Foreign Relations of the United States* (a compendium of major State Department documents), to all sorts of statistical reports, to numerous congressional reports and hearings transcripts from committees (available through ProQuest Congressional Universe and extremely revealing).

Public Opinion Poll Data. Available in raw form from LEXIS-NEXIS and published form from journalism and academics.

Oral histories. Conducted by professional oral historians or citizens or students or you. (The closer to the time and the fewer "leading questions" the better). In repositories, on line, often also published.

Walter Clinton Jackson Library

We have a major university research library right here. Though the web yields up treasures daily, the physical library will be essential to fully answering your questions. The physical and online resources, in the form of paid research database subscriptions, as well as the human resources in the form of reference librarians and our own history liaison, Dr. Stephen Dew shdew@uncg.edu, are impressive and should not be overlooked.

Please familiarize yourself with the "Subject Guide for History," and the specific ones for courses I have taught, HIS 340 and HIS 332. This ought to be on your bookmarks toolbar: <http://uncg.libguides.com/his>

Course Requirements and Evaluation Criteria:

Required Readings:

Marius, Richard, and Melvin E. Page. *A Short Guide to Writing About History*. 8th ed. Boston: Pearson, 2012, or 7th ed. New York: Longman, 2010.

Various scholarly articles and primary documents in PDF form will be available through (check each place in succession): 1) Folders in Blackboard Course Documents; 2) Electronic Reserves in Blackboard; 3) Journal Finder through the Jackson Library's main search page. (If enough students request, when I get the readings back from the library, I will be happy to put them into a packet for photo duplication at Copy King on Lee St. to save you time and money, if you wish to print them out. It is not necessary to do so if you work well with PDF, but I do insist that you bring all materials to class and be able to reference passages on your laptop or tablet).

1. Attendance and Active Participation: 25%.

This class has a strong collaborative dimension. Attendance is mandatory. Active participation consists of contributing thoughtful and well supported insights to class discussions, and offering thoughtful and thoroughly written peer reviews of each other's research proposals and first drafts. The best peer reviews mix searching challenges (questions, counter-arguments) with appreciation of what someone did well. Miss more than 4 classes for whatever reason and your grade will drop. Do not offer explanations or excuses. I will make allowances only in the case of serious illness that you can document, or other dire personal or family emergency. Competing work commitments, including athletic events or early vacation plans, are not valid excuses. Plan accordingly, please.

2. Weekly Writing Exercises, 25%.

These vary from Blackboard discussion board posts to written assignments that you hand to me during class and not thereafter. No credit will be given after the due date, when we discuss the issues live. (You must be in class to receive the credit as well. If not, move on to the next assignment; you will have ample chances to make up the points). These are meant to enrich class discussion and to democratize the learning process, which won't happen unless you show up. In-class writing exercises may also earn points toward this requirement. I will ask for these as the class or I need them. **To earn a passing grade, you must have completed 10 of these by the semester's end. You may submit up to 12. I will let you know your cumulative score from time to time. If you were wondering, just e-mail me. I may even figure out the Blackboard grade center!**

Grade scale, roughly corresponding to "0," C, B, A, and A++, the following points are recorded:
"N/C, for "no credit" = The student has not addressed the analytical question (or any part of it when given a choice to write about just one question), has not formulated answers in complete sentences and coherent paragraphs, and has not provided evidence in the form of paraphrase, summary, and quotation.

"1" or check minus = The student understands part of the analytical question(s), and writes complete sentences, but the paragraphs lack coherence, and specific references to evidence are lacking.

"2" or check = The student demonstrates understanding of the question by applying its main ideas to the evidence, developing a point of view in complete sentences and coherent paragraphs. But the insights are average and the evidence isn't the best possible.

"3" or check plus = The student demonstrates full command of the question by developing a coherent thesis across the length of the essay, writing in analytically compelling and accurate sentences, and developing a theme that is sustained through the essay.

"4" or check plus plus = the essay is astonishingly insightful, well-written and supported, and goes beyond the question to provide more profound connections or comparisons or research questions.

Specifically refer to Marius and Page, *Short Guide*, pp. 194-201, for guidelines, a checklist, and a good example.

These are rigorous but informal and usually do not require citations unless explicitly requested in the case of research assignments.

3. Collaborative Annotated Bibliography, and Notes File, 25%. Completed October 14. Instructions to Follow. Either in Google Docs or Blackboard Wikis.

From September 20 to October 14, 7 groups of 4-5 people will work on seven separate problems of inquiry in 1963, the year of the "Negro Revolution" and the fateful presidential transition from Kennedy to Johnson. During these classes, the four members of the group and I will present evidence and arguments to the class, and lead discussion of sources that we agree are especially valuable or challenging. I am fully aware that those who go early in the sequence of topics will not be as aware of key issues and events in their subject area. After sign-ups in the second week, take whatever time you can to read ahead and use the various search tools covered in lectures and exercises.

Each group will collaboratively produce an annotated bibliography by October 14 that notes a variety of sources. Annotations briefly state the questions they address, their evidence, and main arguments. These are not just descriptive summaries, but rather capture the author's thesis, especially aspects that might

differ from others and generate questions for research. With primary sources, note the scope of the collection and the questions it will likely address. Do not include in this bibliography individual documents, speeches, transcripts, letters, and news articles. Here you will summarize the larger collection in which they are nested, for example, "Papers of Lee White, JFK Library, via ProQuest Digital", or "Reports of Claude Sitton and Hedrick Smith from Birmingham for the *New York Times*." Cite individual documents in your Notes Wiki, which you will plan with your team, organizing according to themes, problems, and chronology. In both Bibliography and Notes Wikis, inform the reader up front in an introductory section what *questions* guide your selection of sources and the evidence or commentary in the notes. Individually, I suggest you keep a "question journal" or "ventilation" file, something that records your thoughts about what you are discovering, and where it might lead you when you go off on your own.

Initial your bibliographic entries and notes. Multiple initials are used when the annotation is the product of joint discovery. We will focus some classes on taking notes. Our *Guide* and others on the web provide great examples. BONUS POINTS: The group or individual that discovers the best low cost software product that allows for collaboration, accommodates primary source notes, makes room for discrete comments, integrates bibliographies, tags or keywords, and chronological sorting will earn extra points on your final grade. You will also have the pleasure of showing it off to your peers as a wonder tool for them to use for the rest of their UNCG career. Our *Guide* discusses a couple on page 94, but I don't think that virtual collaboration or "cloud" backup are part of these programs.

4. Individual Research Proposal, Rough Draft, and Final 12-15 pp. Paper. 25%.

Right after Fall Break, each student will then narrow down to one or two questions that generates for you "actionable research," with the majority of your source materials coming from primary source collections.

See deadlines below and guidelines on Blackboard for writing. A 5 page proposal clearly delineating the controlling questions, secondary and primary sources, is due October 22, on Blackboard. Your 8-10 page rough draft, intended for my feedback and team peer reviews, is due November 19 (review three papers in your team and post these on blackboard). The final draft will be due December 6 at 1:45 PM in my office or history department mailbox. Also submit it through SafeAssign on Blackboard.

Footnotes and Citations:

Early assignments I will not be requiring adherence to strict citation rules. Beginning with the collaborative group bibliographies, however, I insist you practice correct and complete citation conventions. There are so many good guides, and so many good software programs now that handle this. We will talk about citations when we talk about plagiarism. The basic idea is: don't steal other people's ideas, and give your readers enough data to go find your evidence! The rest is practice! See Marius and Page, *Short Guide*, chs. 1 and 6.

By the time you do your research paper and hand it in, after taking all those notes collaboratively and individually, you will have learned most of what you need to know about how to **paraphrase**, **summarize**, **quote**, and **cite** your sources, in **footnotes** and **bibliographies**. What a joy to have this behind you, and how delighted your professors will be not to have to correct you. These are just the conventions, the etiquette, rules of the road, practices that earn you respect as a careful writer. You wouldn't show up to a dance without having learned how to tie your shoes, so why would you want to do history without knowing how to cite your sources? Okay, it is little more complicated, but not that much, considering how skillful you need to be to buy the right shoes in the first place. And although this is not a Writing Intensive course, writing and research are inextricable. You will read some very good writing and I am confident become a better writer yourself.

The format of written assignments will vary but in general all assignments must be typed and, when citations are required, historians use Turabian or Chicago Manual of Style (http://www.chicagomanualofstyle.org/tools_citationguide.html). These exercises will build the skills you need to complete the individual research paper at the end of the semester.

Grading Scale: A+: 98-100; A: 93-97; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 63-66; D-: 60-62; F: 59 and lower.

I cannot overemphasize how intertwined individual and group learning are. Please regard your accountability to each other as seriously as yours to me. I observe not only your peer reviews, but your preparations and contributions to small groups and general discussion.

Accordingly there are a couple of policies that directly and powerfully affect not only individual learning, but the quality and substance of group learning, achieved through respectful attention, interaction, and collaboration.

Class policy on use of electronic devices.

1) Laptop computers are permitted and in fact encouraged for those of you who work with PDFs and can do on-the-spot web-based research exercises. Laptops and tablets are not required, however. I request those with laptops to sit in the back of class so as not to distract other people's attention. Laptops should be used exclusively for taking notes, referring to documents, and performing searches related to the class. I am not a disciplinarian. But checking e-mail or Facebook or surfing the web may result in a prohibition of your laptop use in class. This will mean you will have to print out everything and take written notes.

2) All cell-phones must be turned off or silenced and stowed away. Please, no texting, no checking e-mails, nothing that would distract you, and more importantly, your neighbors from fully attending to class. This is getting to be a serious problem, folks. I observe after 25 years in classrooms that there is a measurable decline in individual attention, with serious negative impact on group learning.

A class of this nature should be half the size, but the dire budgetary situation of the University makes this kind of learning more common. I can only give you so much, so your learning and growth will depend on each other more than in the past, at the same time that some technologies contribute to the isolation and atomization of groups. (Virtual collaboration outside of class on the other hand is a requirement).

Academic Honor Code: I remind you that the URL for the University's Academic integrity policy is <http://saf.dept.uncg.edu/studiscp/Honor.html>. If you have not read it, please do so thoroughly.

Understand the obligations of the professor in situations of blatant cheating and plagiarism, understand the process of reporting, the penalties, and the alternative courses that might affect your permanent record. See **Marius and Page, *Short Guide to Writing about History, on plagiarism***. Plagiarism is the theft of quotations or ideas. Each successful instance cheapens the value of other people's honest work. How would it feel for you to know that the late nights and sweat that that you pulled together to honestly earn your B+ ranked below the some slick and sly manipulator's bogus "work." (Don't worry too much: cheaters cheat themselves out of honest learning; they waste mental energy concealing their dishonesty; and, a lot of times, they get caught, especially in my classes).

We will do a lot of brainstorming, relentless search for good questions that can lead to actionable research.

Course policy on sustainability:

Campus-wide policies are being adopted that require students, staff and faculty to act in ecologically conscious ways while at UNCG. Recycle plastic bottles or bring water in reusable bottles; turn off lights and projectors; recycle office paper, newspapers, and cardboard; print papers on two-sided paper; use scratch paper for quizzes. There are no points for this, just the grade the biosphere gives us at the end of the third millennium! Here are links to sustainability information at UNCG, including a recycling guide. <http://sustain.uncg.edu/> ; <http://www.uncg.edu/student.groups/uncgreen/index.htm>
<http://www.uncg.edu/rcy/index.htm>

Conferences: I am here to help with questions, to guide you in developing your ideas and writing strategies, and to give you careful honest evaluation of your work. Do not hesitate to visit my office hours or schedule an appointment. When appropriate, I will refer you to the Writing Center, an invaluable resource for sharpening your language tools.

Rev. Jackson Preaches: *"If you are never willing to risk saying something dumb, you'll never learn to say anything smart."* -- Rev. Jackson

Schedule of Classes and Assignments

Always check Blackboard for any assignment tweaks a week in advance, please.

Part I -- Historical Consciousness, Historical Thinking, and Historical Methods

8/21: Introductions, the Syllabus, Self-Evaluation of Research Experience

8/23/: Past Imperfect: Human Subjectivities, Remembrance, Forgetting

Marius and Page, *Short Guide to Writing about History*, "Stories about the Past Intended to Be True," 1-9, Making Inferences, 42-44, and Evaluating Materials, 48-53.

Writing Assignment: On Blackboard under "Course Documents," locate two documents I downloaded from The Library of Congress website, *Born in Slavery: Slave Narratives from the Federal Writers' Project, 1936-1938*. (If one is illegible, an unauthorized transcription is also provided, but I'd like you to read the originals).

Read both: "Interview with Ex-Slave," by Jessie Butler, and "Ex-Slave 101 Years of Age Has Never Shaken Hands since 1863," by Augustus Ladson.

In a 300-400 word essay on Blackboard Discussion Board, answer the following, with a mix of paraphrase and direct quotes. Obviously you can't make generalizations, but you can make *inferences* and judgments about reliability. How can you tell whether a memory 60 years old is accurate? So sketch out an essay that answers analytically and succinctly the following, with supportive evidence:

Questions: 1) What range of behaviors do you discern in slave owners' treatment of slaves and slaves' responses, especially when children and family members were always at risk of being sold and exported? 2) Understanding "collective memory" to mean ordinary people's common sense understanding of their past and the stories they tell, answer: How does each interview reflect attitudes about a) the African past, b) reasons for Africans' passage to the New World, and c) Native American's actions?

Bonus: As a last sentence, venture a generalization that might be turned into a research question, "Whereas it was possible to represent the slave past as _____, _____, and _____, the best inferences we can make suggest _____, _____, and _____ might have been more common. What makes generalization difficult?"

NB: In writing, the ratio of paraphrase and summary to direct quotation varies, but don't go below .66.

That is, don't quote directly more than a third. This forces you to pick only the quotes that have unique language that cannot be done justice to in any other words than those uttered by the historical subject.

And for related discussion in class: Read this condensed news article by a nonfiction historical writer:

Rachel L. Swarns, "Meet Your Cousin the First Lady: A Family Story, Long Hidden," *New York Times* (June 16, 2012). URL: <http://www.nytimes.com> (Accessed August 16, 2012)

Optional reading: An appreciative but critical review of her book: Edward Ball, "The First Lady's Family, review of 'American Tapestry': The Story of the Black, White, and Multiracial Ancestors of Michelle Obama, by Rachel L. Swarns, *New York Times* June 14, 2012. URL: <http://www.nytimes.com> (Accessed August 16, 2012). Book reviews rock; there is simply nothing like them to help distill research results and crystallize questions.

Why do we sometimes hide from the past? Question Everything!

8/28: All Our Pasts: Commonly Held Stories, Occluded Histories, the "Cultural Curriculum"

Wineburg, Sam, et.al., "Common Belief and the Cultural Curriculum: An Intergenerational Study of Historical Consciousness." *American Educational Research Journal* 44, no. 1 (2007), 40-76. How is historical knowledge transmitted across generations and within popular culture? What do people choose to avoid and why? What assumptions about the Vietnam War are commonly held, what experiences have been suppressed, what divides people still?

Assignment: Find a form on Blackboard Course Documents, "Evaluating Scholarly Research." Fill it out. Hand in a hard copy at the start of class.

Also, if available from Blackboard Electronic Reserves (there is a backlog in processing), read:

Loewen, James W. *Lies My Teacher Told Me : Everything Your American History Textbook Got Wrong*. New York: New Press, 1995, Ch. 9 "Down the Memory Hole: The Disappearance of the Recent Past," 233-247. Do you agree? Why, implicitly or explicitly, does Loewen think the recent past gets marginalized in history texts and teaching?

8/30: Whitewashing Conflict? History Teaching and History High School Textbooks

For discussion and in-class brainstorming. Be prepared for an in-class writing exercise on any of the following: By making heroes and telling stories about why people succeed and fail, how do American teachers exhibit biases of nationalism or class? What half-conscious images or ideas need to be questioned to understand the past more fully?

Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: New Press, 1995, ch.1. "Handicapped by History: the Process of Hero-Making," 8-27; Ch. 7 "The Land of Opportunity," 194-207. (34 pp.).

Wineburg, Sam, and Chauncey Monte-Sano. "'Famous Americans': The Changing Pantheon of American Heroes." *Journal of American History* 94, no. 4 (2008): 1186-202. (14 pp.)

Read Also: Marius and Page, *Short Guide to Writing about History, Thinking about History*, pp. 29-32 (Only); and "Historical Fallacies," 39-42. Do we really still believe St. Denis carried his own head to the site of his monastery after he was beheaded? What seemingly irrational beliefs are commonly held today? Can you find one of the fallacies in a history text or popular history?

9/4: Creative Questioning – Keywords, Changing Meanings, and Controversial Social Typing

Assignment: TBA

Marius and Page, *Short Guide to Writing about History, Historical Questioning, 32-39.* How we frame questions is half the work. How we relate to our limited evidence to larger problems of explanation is the rest of the work. Look carefully at how these scholars frame their problem of explanation and present evidence in a context that helps us understand it, and vice versa.

Katz, Michael B., and Lorrin R. Thomas. "The Invention of 'Welfare' in America." *Journal of Policy History* 10, no. 4 (1998): 399-418 (18 pp.). What does careful attention to the changing meaning

of the keyword "welfare" teach us about changes in American politics and society since 1940? What do you need to know about politics and policy to fully explain this linguistic change?

Tip: in reading scholarly articles, firm up your understanding of the main lines of argument first, in this case how they explain the arc of changing meanings and associations with the word welfare. If you do this, you have my permission to skim the survey of early 20th century meanings, and focus on the 1940s to the 1990s. And see, that the question only asked about politics and society since 1940. So read the questions carefully.

Lisa Levenstein, "From Innocent Children to Unwanted Migrants and Unwed Moms: Two Chapters in the Public Discourse on Welfare in the United States, 1960-1961," *Journal of Women's History* 11.4 (2000) 10-33. Whereas the first essay cut vertically through a long chronology with a keyword, this one wants to show how two episodes can mark a key change in "public discourse." How does the historian draw on media sources to substantiate her claims that, comparatively, northern attitudes towards welfare moms of color were turning sharply negative? What role did the media play in relation to public officials and social movement activists?

9/6: Figures Don't Lie but Liars Figger: Quantification and Representation in Capturing Ordinary Lives

Assignment: TBA

Marius and Page, *Short Guide to Writing about History*, Quantitative Data and History, pp. 44-47.

Dust Bowl Odyssey," ch. 12 in Davidson, James West, and Mark H. Lytle. *After the Fact : The Art of Historical Detection*. 5th ed. Boston: McGraw-Hill, 2004, 288-315 (27) What can humanistic analysis of photographs and novels reveal about the past, and what collective processes can only be captured through careful use of statistics?

Wineburg, Sam, and Susanne Wilson. "Peering at History through Different Lenses: The Role of Disciplinary Perspectives in Teaching History." In *Historical Thinking and Other Unnatural Acts : Charting the Future of Teaching the Past*, edited by Sam Wineburg, 139-54. Philadelphia: Temple University Press, 2001. (15)

9/11: Strengths and Weaknesses of Working with Media Sources – The Media and Civil Rights Assignment TBA.

Compare: George Barrett, "'Jim Crow, He's Real Tired'," *The New York Times Magazine*, March 3, 1957; and Ted Poston, "The Negroes of Montgomery," *New York Post*, 6/15/1956, and 6/19/56, in *Reporting Civil Rights*, v. 1, 266-279.

Donovan, Robert J., and Ray Scherer. ch. 1. "Police dogs, fire hoses, and television cameras: shock waves from the South," 3-22, in *Unsilent Revolution: Television News and American Public Life, 1948-1991*. New York: Cambridge University Press, 1992.

Charles M. Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle* (Berkeley: University of California Press, 1995), ch. 14., "The Rough Draft of History," 391-405.

Think about what different journalists captured and didn't capture when they brought their own standards and judgments of newsworthiness to the increasingly visible civil rights movement in the South of the late 1950s and early 1960s.

9/13: Historical Debate and Question Framing -- The Black Freedom Struggle at Its Watershed

Jackson, Thomas. *From Civil Rights to Human Rights: Martin Luther King, Jr., and the Struggle for Economic Justice*. Philadelphia: University of Pennsylvania Press, 2007, chs. 6, and epilogue. (In Blackboard Course Documents find also a Stanford University press release about Stewart and James MacGregor Burns' book, *A People's Charter*, that spurred this author to investigate and in large part disagree with their conclusions).

See also the continuing dialogue in professional journals and the press, in book reviews and

especially, Letters to the Editor.

Assignment: answer in 300-400 words: What are the essential issues in this long running dispute between Jackson and Burns? Quite independently, how does this discussion of civil rights and economic justice in 1963 change the way you think and ask questions?

Supplementary reading (a very good overview of the black freedom movement, despite my differences of interpretation): James MacGregor Burns and Stewart Burns, *A People's Charter: The Pursuit of Rights in America* (New York: Knopf, 1991, 1993), ch. 13 "Everybody Sing Freedom," 305-337, with the thesis stated clearly on pp. 326, 334.

9/18: "Historiography" -- What Is It and How Can It Help Me?

Hall, Jacquelyn Dowd. "The Long Civil Rights Movement and the Political Uses of the Past." *Journal of American History* 91, no. 4 (2005), 1235-1263 (28).

Chafe, William H. "The End of One Struggle, the Beginning of Another, and Comment, by J. Mills Thornton III." In *The Civil Rights Movement in America*, edited by Charles W. Eagles, 127-56. . Jackson: University Press of Mississippi, 1986.

Carson, Clayborne, "Civil Rights Reform and the Black Freedom Struggle," and "Comment," by Steven F. Lawson, In *The Civil Rights Movement in America*, edited by Charles W. Eagles, Jackson: University Press of Mississippi, 1986, pp. 19-38.

Assignment: TBA

Part II: Crisis to Crisis: 1963, the "Negro Revolt," and White Response -- Research Problems Approached Collaboratively

[NB: I will in the next couple of weeks take the time to more precisely delineate required readings and assignments. Expect amended pages 12-14, which you should staple to the back. Assignments will always be clear on Blackboard under announcements, and clarified in class in response to your questions].

In the next week or so, pick one of the following seven topics around which you would like to do research. Have a backup if the one you pick is filled.

9/20: Police Dogs, Fire Hoses, and Children in Jail: Birmingham, Alabama as a Local Movement, a National Crisis, and an International Civil Rights Spectacle

Readings and assignment: TBA

Group Reports on collaborative work in progress on bibliography, notes, and *actionable* research questions.

Marius and Page, *Short Guide to Writing about History*, 54-61, Gathering Information, Focusing on a Topic. "Asking questions, being skeptical of the answers, and then asking still more questions, is an essential part of all historical writing you will do." 57
So, remember, keep a question journal.

9/25: The Student Nonviolent Coordinating Committee (SNCC, or "Snick") and Grassroots Empowerment in Southwest Georgia and Mississippi

Reading (on the power of images):

Leigh Raiford "Come Let Us Build a New World Together": SNCC and Photography of the Civil Rights Movement" *American Quarterly*, Vol. 59 No. 4 (Dec, 2007) p. 1129-1157. (28 pp.)

Marius and Page, *Short Guide to Writing about History*, Identifying Key Sources, Secondary Sources, 69-76.

In class strategies for searching.

9/27: "'Liberal' Carolina Hit By Total Integration Drive": Greensboro and Urban North Carolina
Marius and Page, *Short Guide to Writing about History*, Identifying Key Sources, **Primary Sources**, 76-84

All Students will read, and the group will report its findings from the Greensboro VOICES oral history project.

Readings and assignment: TBA

10/2: Crisis Management to Legislation: The Kennedy Administration, Congress, and the Civil Rights Bill

Readings and assignment: TBA

Introduction to ProQuest Digitized microfilm. Introduction to the John F. Kennedy Library website.

Was Kennedy exercising “moral leadership” or was he a “bystander” to a revolution? How influenced by Cold War pressures from abroad was he, to clean up America’s sullied image of racism?

Marius and Page, *Short Guide to Writing about History*, Recording Information and Ideas, 89-99.

10/4: The March on Washington for Jobs and Freedom: Roots, Meanings, and Legacies

Readings and assignment: TBA

Contrasting viewpoints on the purposes and legacies of this famous event.

10/9: Making a Hero, Making a Villain: Martin Luther King Jr., and the Culture of Celebrity

Readings and assignment: TBA

Differing assessments of King’s “moderate” role and charismatic leadership. The FBI’s campaign to discredit him.

Marius and Page, *Short Guide to Writing about History*, Making Initial Inquiries, 61-69.

Assignment: In 300-400 words, compare Martin Luther King Jr. biographies in Wikipedia and American National Biography, available through the library research portal. Which seems more reliable? Which is more in-depth? What are the sources for each? One is written by an academic expert, in fact the senior editor of the Martin Luther King Jr. papers at Stanford, published in 2000. The other is written by collective authors and updated at their discretion and that of Wikipedia's editors. Understanding that we need to be skeptical of all historical accounts, what is the value of the expert compared to that of an open democratic forum? How does each render the epochal events of King’s life: early influences on his evolving theology and nonviolence; the Montgomery Bus Boycott; the Birmingham campaign of 1963 and the March on Washington; “Bloody Sunday” and the Selma to Montgomery March; The Chicago Campaign; King’s opposition to the Vietnam War; the Poor People’s March and Memphis Sanitation Strike?

10/11: Lyndon Johnson Crafts a Kennedy Legacy after the Assassination: Civil Rights and a War on Poverty

Readings and assignment: TBA

Remarkable rescue of the Civil Rights Bill, which was dead in the water by November 1963.

10/12: Group Collaborative Wikis Completed, Composed of Extensive Annotated Bibliography,

FALL BREAK

10/22: Monday: 5 page proposal clearly delineating the controlling questions, secondary and primary sources, is due.

10/23: Research and Writing Are as Symbiotic as They Are Sequential! Planning your strategy with

the end in mind.

Marius and Page, *Short Guide to Writing about History*, pp. 9-23 Basic Principles for History Essays (quiz on this, read this twice) PARAPHRASE AND PLAGIARISM 23-28

10/25: Research Strategies, Writing and Interpretation of Sources

Marius and Page, *Short Guide to Writing about History*, Organizing Your Essay, 100-105

10/30: Writing and Interpretation of Sources Continued

Marius and Page, *Short Guide to Writing about History*, Writing and Revising Drafts, 105-113

11/1: Writing and Constructing an Argument

Marius and Page, *Short Guide to Writing about History*, Simple and Direct Writing, 124-131:

11/6: Writing and Revising, Reshaping Questions and Returning to Research

Marius and Page, *Short Guide to Writing about History*, Word Forms and Punctuation, 131-139,

11/8: Uncovering Your Tracks -- Show Clear Trails Back to Your Sources

Marius and Page, *Short Guide to Writing about History*, Documenting Sources, 144-163

Optional: Sample Student Research Paper, 164-180

11/13: Research and Writing – No Class

11/15: Research and Writing – No Class

11/19: Monday. A rough draft, at least 10 pp. for my feedback and your peer review is due.

11/20: Peer Review discussions. Attendance absolutely required -- no exceptions.

11/22: No Class, Thanksgiving Break

11/27: Individual Reports by Group. Informal, but substantive, outlining the main conclusions and sharing the most compelling piece of evidence you can find. They'll have to be brief, but we can queue up Power Point presentations. Just remember: 15 people a day!

11/29: Individual Reports by Group.

12/6: Hard Copy of the 10-12 pp. Final Paper Absolutely Due in My Office or Box in the History Department and Submitted Electronically through SafeAssign