

HIS 391-02: Historical Skills and Methods

MW 2:00-3:15 in MHRA 1215

Instructor: Dr. Mandy L. Cooper

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Zoom Office Hours: Mondays 11-12 and Tuesdays 1-3 and by appointment

UNCG is located on the traditional lands of the Keyauwee and Saura. Let us venture to honor them with our work together.

Course Description:

What does US history look like when women's experiences and actions are placed at the center? How does focusing on women's lives and privileging women's voices better account for, challenge, or change the ways we think about the events that have shaped the U.S. from pre-colonial times to the present?

This class is about being a historian. It's about asking questions, figuring out what happened—and making an argument about what it all means. Each of you will learn how historians research and write about history by doing it yourselves. In this class, we will explore questions of gender, race, class, and sexuality, as students research and write a paper that reflects original research on a topic of their choosing in relation to the history of women in the United States. You will practice all of the steps involved in historical research: asking and refining research questions, analyzing primary sources, evaluating the arguments in secondary sources, and making an argument of your own. By the time that you finish this course, you will be well-prepared to be successful in History 511, the capstone course for history majors.

Learning Goals for this Course:

Historical Comprehension (Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods):

- Gain a basic knowledge of women's lives in the United States
- Gain a better understanding of the intersections of race, ethnicity, class, and sexuality in the lives of American women
- Explain how gender is produced within social institutions and how these institutions affect individual lives

Historical Analysis (Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view):

- Develop skills in analyzing primary sources and historical topics – and apply those skills to develop strong analytical arguments
- To analyze scholarship and a variety of media to create original arguments in writing

Historical Interpretation (Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing):

- Demonstrate the ability to communicate analytical ideas effectively – both in discussion and in writing
- Construct a historical argument
- Evaluate a scholarly argument and critique scholars' interpretations of history
- Participate in an academic discussion

Historical Research (Conduct original research by investigating and interpreting primary and secondary sources):

- Locate and evaluate appropriate scholarly materials

- Find, interpret, and evaluate primary sources
- Write an original research paper based in primary sources and grounded in relevant historiography

General Education Student Learning Outcomes:

Writing-Intensive (Students will be able to write in genres appropriate to the discipline(s) of the primary subject matter of the course).

- In an original research paper, students will construct a historical argument based on primary and secondary sources.

Course Structure:

This is a seminar. The majority of our time will be spent in group work and in discussion of readings.

Electronic Devices:

Because much of our class period will be devoted to hands-on research, reading, discussion, and workshopping, I encourage you to bring your laptops and tablets to each class.

Recommended Readings:

Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. FitzGerald. *The Craft of Research*, (Chicago: University of Chicago Press).

Kate L. Turabian, Wayne Booth, et. al., *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (Chicago: University of Chicago Press).

Reading Assignments:

Students should complete the assigned readings for a particular lecture before class. You will need to thoroughly read the book chapters and/or articles and come to class prepared to discuss what you have read. We will discuss strategies for reading analytically (and quickly!) in class. If you miss a class, the readings will serve you well, but you should also ask a classmate if they would be willing to share a copy of their notes for that day. Students are expected to come to class having done the required reading and prepared to thoughtfully engage in the lecture, discussion, and primary source exercise.

Participation:

Participation is absolutely essential in this course. You must read the assigned material before class, and you must be fully prepared to discuss the readings and your classmates' work, when appropriate.

Short Assignments:

The primary purpose of this course is to guide students through the process of historical research and writing. Writing a solid research paper takes time, planning, and rewriting (among other things). This is not a project that can be completed the night before it is due. In order to emphasize the importance of planning and editing, I have developed a number of short assignments that will walk you through the many steps involved in producing a research paper. More information on each assignment will be provided as the semester progresses.

Annotated Bibliography:

Based on what you learned in class, our visit to the library, and your meeting with me you will assemble a bibliography of primary and secondary sources on a topic of your choice. You will work

further with that initial bibliography and add notes to the materials compiled to create an annotated bibliography for future research projects (1-2 pp.)

Primary Source Analysis:

You will submit one primary source analysis of 2-3 pages on one of the primary sources that you have identified.

Secondary Source Analysis:

You will submit one secondary source analysis of 2-3 pages on one of the secondary sources that you have identified.

Research Paper:

Your major project for this class is an original research paper of 8-10 pages. Each of the assignments—both in class and out of class—are designed to build on each other as you move through the process of writing your paper. For the last few weeks of class, we will hold a series of writing workshops to workshop parts of your paper—everything from introductions and topic sentences to citations and making your prose sing. You will submit a rough draft of your paper by Thursday, April 15 at 8AM to workshop in class and to receive feedback from me. You will then revise and resubmit your paper by Wednesday, May 5 at 3PM.

Oral Presentation:

Each student will present their project in a 7-8 minute presentation. Students will sign up for a time slot on one of the last three days of class. This is a chance both to present your research and argument and to receive feedback from your peers.

Grading Scheme:

Participation: 15%

Short Assignments: 10%

Annotated Bibliography: 10%

Primary Source Analysis: 10%

Secondary Source Analysis: 10%

Rough Draft: 10%

Final Paper: 20%

Oral Presentation: 15%

Attendance Policy:

You are expected to attend class. However, given the circumstances of the COVID-19 pandemic, if you encounter extenuating circumstances that mean that you will miss class, you should speak to me personally to make arrangements to ensure that you do not fall behind.

Late Work:

The assignments for this class are designed to build upon each other and guide students toward the production of an original research paper. As a result, it is essential that students turn in all assignments, on time.

Academic Integrity:

Plagiarism and academic dishonesty will not be tolerated. Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents,

articles, webpages) must be properly cited. If you use someone else's exact words they must be enclosed in quotation marks and be followed by a citation. If you put someone else's ideas into your own words, you must also use a citation. Plagiarism includes copying and pasting any text from the internet into a document without using quotation marks and a citation.

Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find the full Academic Integrity Policy, here: <https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view>.

Academic Support & Disability Accommodations:

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS - <https://ods.uncg.edu/>), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all students in it and will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations, but you do need to have documentation from OARS for whatever accommodation you have been approved for.

COVID-19 Policies:

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](mailto:OARS@uncg.edu) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Contra Power Statement:

As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. **Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.**

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or mechappe@uncg.edu
- University Police (reporting agent): 336.334.4444

For more information on UNCG's policies regarding harassment, visit [UNCG Sexual Harassment Policy](#)

Classroom Conduct:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

Health and Wellness:

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling [336-334-5874](tel:336-334-5874), visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes: <https://youtu.be/Mb58551qxEk>

Religious Observance:

The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify both myself and your TA in advance of the date of the religious observance.

Policy on Children in Class:

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

- 1) I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Writing Center:

The Writing Center provides support for all types of writing assignments. Since you pay for the Writing Center via your student fees, you should take advantage of it to improve your writing. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

Speaking Center:

Besides providing help for in-class presentations, the Speaking Center has useful resources and tips for students who are shy about speaking up in class or section. Visit <https://speakingcenter.uncg.edu/> for more information.

Office Hours:

I am always happy to discuss any questions or concerns you have regarding this course. I am always available during office hours, and you are welcome to schedule an appointment outside of those times by emailing me.

History Department Websites:

History Department website: <https://his.uncg.edu>

Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

Syllabus Updates:

Please note that readings and due dates are subject to change. I will notify you of any changes to the course schedule in class.

Course Schedule

Wed., Jan. 20	Introduction Research Scavenger Hunt
Mon., Jan. 25	Why Study History? Reading: Michel-Rolph Trouillot, “The Power in the Story” in <i>Silencing the Past: Power and the Production of History</i>
Wed., Jan. 27	Reading Secondary Sources Reading: Salevouris and Furay, “Reading History” in <i>The Methods & Skills of History: A Practical Guide</i> In-Class Activity: Reading Quickly & Analytically. Bring in your copy of Alexandra Finley, “‘Cash to Corinna’: Domestic Labor and Sexual Economy in the ‘Fancy Trade,’” <i>Journal of American History</i> , September 2017. **Note: Do not read this before class.
Mon., Feb. 1	Reading Primary Sources Reading: Salevouris and Furay, “Evidence” in <i>The Methods & Skills of History</i> . Primary Sources: -Margaretta Mason and Lydia Maria Child Discuss John Brown, 1860 -Susie King Taylor Assists the First South Carolina Volunteers, 1862-1864 -“The Evil Shadow of Slavery No Longer Hangs Over Them”: Charlotte Forten Describes Her Experiences Teaching on the South Carolina Sea Islands, 1862
Wed., Feb. 3	Virtual Instruction Session with Library
Mon., Feb. 8	What kind of historian are you? Readings: Salevouris and Furay, “Historiography,” and Cullen, “What’s the Story with History” Assignment: Based on the types of historians that are described in your readings, what kind of historian are you? What are you most interested in? What questions, themes, concerns? If you don’t feel like you’re any of these types of historians, explain why.
Wed., Feb. 10	How to Take Notes Reading: Mary Lynn Rampolla, “Reading Actively in History,” in <i>A Pocket Guide to Writing in History</i> Assignment: Bring in one possible secondary source and one possible primary source that you might use this semester.

In-Class Activity – Notetaking on Primary and Secondary Sources.

- Mon., Feb. 15 Beginning a Project: Choosing a Research Topic
Reading: Booth, et. al, “From Topics to Questions” and “From Questions to a Problem” in *The Craft of Research*
Assignment: Submit a research question
- Wed., Feb. 17 Beginning a Project: Making a Schedule
Reading: selections from *The Clockwork Muse*
Assignment: Create a schedule for the rest of the semester.
- Mon., Feb. 22 Finding Primary Sources – Online Databases
Reading: Booth, et. al, “From Problems to Sources,” in *The Craft of Research*
Assignment: Find one online database that you could use for your project this semester. Post it and a short summary of its usefulness, etc. to the appropriate discussion forum.
In-Class Activity: Using Online Databases
- Wed., Feb. 24 Finding Primary Sources – Special Collections/Archives
Reading: Kali Nicole Gross, “Exploring Crime and Violence in Early Twentieth-Century Black Women’s History,” in *Contesting Archives: Finding Women in the Sources*, ed. by Nupur Chaudhuri, Sherry J. Katz, and Mary Elizabeth Perry
In-Class Activity: Find a source about women/a woman in an archive. (one that is obvious, and one that isn’t).
- Mon., Mar. 1 Evaluating Primary Sources – The Question of Perspective
Reading: Stephanie E. Jones-Rogers, “Introduction” in *They Were Her Property*, and Thavolia Glymph, “Introduction” in *Out of the House of Bondage*.
Primary Sources:
-Catharine Beecher on the “Duty of American Females” (1837)
-Angelina Grimké on Women’s Rights (1837)
****Primary Source Analysis Due**
- Wed., Mar. 3 NO CLASS, HEALTH & WELLNESS DAY
- Mon., Mar. 8 Finding Secondary Sources
No Readings. Read ahead for Wednesday.
- Wed., Mar. 10 Evaluating Secondary Sources
Reading: Thavolia Glymph, “The Gender of Violence” in *Out of the House of Bondage* and Booth, et. al, “Engaging Sources,” in *The Craft of Research*
****Secondary Source Analysis Due**
- Mon., Mar. 15 Individual Meetings with Professor
- Wed., Mar. 17 Individual Meetings with Professor

- Mon., Mar. 22 Understanding Historical Debates – Historiography, Part 1
 Reading: Rebecca Edwards, “Women’s and Gender History” in *American History Now*, ed. by Eric Foner & Lisa McGirr
****Annotated Bibliography Due**
- Wed., Mar. 24 Engaging with Historical Debates – Historiography, Part 2
 Reading, Laura F. Edwards, “The Legal World of Elizabeth Bagby’s Commonplace Book: Federalism, Women, and Governance,” *Journal of the Civil War Era* 9, No. 4, (December 2019)
- Mon., Mar. 29 Crafting an Argument
 Readings: Danielle L. McGuire, “Walking in Pride and Dignity” in *At the Dark End of the Street* and Tiya Miles, “Circular Reasoning”: Recentring Cherokee Women in the Antiremoval Campaigns.” *American Quarterly* 61, No. 2, June 2009.
- Wed., Mar. 31 Writing Workshop: Introductions
 Reading: Cullen, “Defining Introductions” in *Essaying the Past*
 Assignment: Post your introduction to the discussion forum by Tuesday, April 1 at 8AM. Read your teammates’ introductions and be prepared to workshop them in class.
- Mon., Apr. 5 Writing Workshop: Topic Sentences
 Reading: Cullen, “Strong Bodies: The Work of Topic Sentences” in *Essaying the Past*
 Assignment: Using your current draft, copy and paste all of your topic sentences into an outline. Post this outline to the discussion forums by Friday, April 2 at 5PM.
- Wed., Apr. 7 Writing Workshop: Analysis of Primary Sources
 Reading: Cullen, “Strong Bodies: Exposition and Evidence” in *Essaying the Past*
 Assignment: Post a 1-2 page section of your paper representing what you consider the best/most engaging of your analysis of primary sources to the discussion forums by Tuesday, April 6 at 8AM.
- Mon., Apr. 12 Writing Workshop: Historiography and Historical Context
 Assignment: Post a one page historiographical/historical context section of your paper by Friday, April 9 at 5PM, along with an updated bibliography.
- Wed., Apr. 14 Writing Workshop: Citations
 Assignment: Post current draft by Tuesday, April 13 at 8AM. Read your teammates’ footnotes, look at the formatting, and check the use of quotations, paraphrases, etc.
- Mon., Apr. 19 Writing Workshop: Prose

Assignment: Post Rough Draft by Thursday, April 15 at 8AM. Read your teammates' rough drafts & come to class prepared to workshop them.

Wed., Apr. 21 Oral Presentations

Mon., Apr. 26 Oral Presentations

Wed., Apr. 28 Oral Presentations

Final Papers Due Wednesday, May 5 at 3PM