

Thinking Like a Historian
Sophomore Seminar
HIS 317N S2012

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Thinking Like a Historian is a lower division seminar for History majors/potential majors. This seminar aims to train students to read, write and think like historians and to understand history as a professional discipline. The class will introduce students to history research as a professional discipline: research methods, types of sources, historiography, and structure of research papers. Students will read a wide range of primary sources, examine how different historians have developed competing interpretations of particular topics, and develop the framework for a research project.

Requirements:

- 1) Conscientious reading and active, informed participation. Students will take turns as discussion starters. You cannot participate if you do not attend class, so every unexcused absence after the first two will result in a penalty of three points off the participation grade. Please note, however, that attendance is the only the first prerequisite for participation, so that perfect attendance and complete silence will result in a poor grade. You should read the assigned material for each day before coming to class.
- 2) Writing: three short response papers based on the readings structured around key questions for historians, and a detailed research paper outline.
- 3) Group projects on primary sources for oral presentations and a written product.

Notes:

- * The instructor reserves the right to make changes in the syllabus.
- * If you need any accommodation under the provisions of the ADA act, please inform the instructor as soon as possible.
- * Students are expected to uphold irreproachable standards of academic integrity. I will assign the penalty of a 0 score for any form of academic dishonesty (cheating, plagiarism etc). The Office of the Dean of Students maintains an excellent website about academic honesty policies at UT. See www.utexas.edu/depts/dos/sjs.
Note: **NO** website may be used for papers or projects in this class without the explicit permission of the instructor. Any such unauthorized use constitutes academic dishonesty.
Unauthorized use of websites for papers or projects will result in a 0 score.

* Email: I am a good email correspondent and you are welcome to email me. Please note, however, that all emails should include the appropriate form of greeting and be signed with your name. I will not reply to any emails that do not include these essential courtesies.

Grading:

Three short papers 30% (10% each)
Three group projects 30% (10% each)
Research project framework 20%
Participation 20%

- Please note that this class will utilize plus and minus options for final grades. The scale will be:

A 93-100; 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 or lower.

Reading:

Books:

Natalie Zemon Davis, The Return of Martin Guerre (Harvard University Press, 1984)

Eric Hinderaker, The Two Hendricks: Unraveling a Mohawk Mystery (Harvard University Press, 2011)

James E. Crisp, Sleuthing the Alamo: Davy Crockett's Last Stand and Other Mysteries of the Texas Revolution (Oxford University Press, 2005)

Other readings:

Are available either in online journals through the PCL website.

Date Topic

1/17 Introductions

1/19 Many ways to tell a "story": The Return of Martin Guerre
Watch the film – time to be arranged

1/24 Natalie Davis and The Return of Martin Guerre
READ: Natalie Davis, The Return of Martin Guerre (all)

1/26 Other historians read The Return of Martin Guerre
READ: AHR Forum: The Return of Martin Guerre.
The American Historical Review, Vol. 93, No. 3. (Jun., 1988), pp. 553-603.
(Articles by Robert Finlay, 'The Refashioning of Martin Guerre' and
Natalie Zemon Davis, 'On the Lame')

1/31 The Return of Martin Guerre

WRITE: Key issues for historians: sources, method, interpretation, historiography

2/2 Exploring Sources: using court cases - choose one of three sets of material

1. 17thc New York [Minutes of the court of Fort Orange and Beverwyck \[electronic resource\]](#)

2. 18thc England
www.oldbaileyonline.org

3. 19thc Louisiana
<http://louisdl.louislibraries.org/cdm4/results.php?CISOOP1=all&CISOBOX1=court&CISOFIELD1=CISOSEARCHALL&CISOOP2=exact&CISOBOX2=&CISOFIELD2=CISOSEARCHALL&CISOOP3=any&CISOBOX3=&CISOFIELD3=CISOSEARCHALL&CISOOP4=none&CISOBOX4=&CISOFIELD4=CISOSEARCHALL&CISOROOT=/lapur&t=a>

2/7 Student projects from court cases

2/9 The politics and peoples of empire

READ: Hinderaker, The Two Hendricks pp.

2/14 The Two Hendricks

WRITE: Key issues for historians: sources, method, interpretation, historiography

2/16 Student historians look at key issues

READ: Hinderaker, The Two Hendricks

2/21 Exploring sources: using narrative sources

Jesuit Relations

http://epe.lac-bac.gc.ca/100/206/301/lac-bac/jesuit_relations-ef/jesuit-relations/index-e.html

<http://puffin.creighton.edu/jesuit/relations/>

OR

Martha Ballard's Diary

<http://dohistory.org/diary/index.html>

2/23 Historians on the Iroquois

READ: Forum on the Iroquois Influence Thesis, William and Mary Quarterly 33 (1996), 587-636.

2/28 Student historians and the author on the historian's task: Prof. Eric Hinderaker, University of Utah (Skype interview)

3/1 Student projects from sources

3/6 UWC presentation

- 3/8 Plagiarism workshop
- 3/13 Spring Break
- 3/15 Spring Break
- 3/20 19thc War, immigration, politics
READ: Sleuthing the Alamo
- 3/22 Historians debate the western expansion
READ: AHR Forum "Borders and Borderlands"
Jeffrey Adelman and Stephen Aron, "Borders and Borderlands," AHR 104.3 June 1999,
pp. 813-841
"Responses" (by Haeflim, Schmidt-Nowara, Wunder and Hamalainen, and Adelman and
Aron), AHR 104.4 October 1999, pp. 1221-1239.
- 3/27 Meet the source: De la Pena diary at the Center for American History
- 3/29 Digital newspapers – sources
- 4/3 The Alamo and Western expansion
WRITE: Key issues for historians: sources, method, interpretation, historiography
- 4/5 Student projects from digital newspapers
- 4/10 Students' plot research topics: archives, sources, topics, questions
- 4/12 Find a primary source: campus archives (Briscoe Center, Benson Library, LBJ
library, HRC, Law Library or PCL)
- 4/17 Find a source II
- 4/19 Research paper proposal
- 4/24 Individual meetings
- 4/26 Workshop paper frameworks
- 5/1 Workshop paper frameworks
- 5/3 Wrap – turn in revised frameworks for research paper