HISTORY 200, section 2
The Historian’s Craft
FALL 2011
MWF 10-10:50
ROOM 1018 JKB

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The writing of history reflects the interests, predilections,
and even prejudices of a given generation.
John Hope Franklin

The very ink with which all history is written is merely fluid prejudice.
Mark Twain

Course Description:
This course introduces history students to what the discipline is all about, especially
research, analysis and writing. You will be introduced to different approaches in
historical research and writing, cultivate analytical skills through critical reading and
discussion of primary and secondary sources, and engage in writing assignments that
require interpretation, evaluation, and analysis of these sources. You will have
opportunities to understand historiography, develop questions for research, conduct
research, formulate compelling historical arguments, and articulate your ideas orally and
in writing. You will also learn and practice techniques that will improve your writing.

History 200 and History 490 fulfill history department requirements and the University’s
advanced writing requirement. It is, by design, a rigorous course. Students should expect
to do more reading and writing in this course than in most classes; please plan your
semester accordingly. Achieving excellence in History 200 will take a great deal of hard
work and commitment. The good news is that your efforts this semester will pay
dividends in terms of your grade for this particular course as well as in your preparation
for upper division history courses down the line, including History 490. Exceptional work
may also be rewarded with history department writing awards, recommendations to
become a TA or RA, and publishing and conference presentation opportunities.

The older I get the more I'm convinced that it's the purpose of politicians and
journalists to say the world is very simple, whereas it's the purpose of
historians to say, 'No! It's very complicated.'
David Cannadine

Course Goals:
At the completion of History 200, students should be able to:
• Explain what history is, including the goals and activities of professional historians, and
how it fits in with a liberal arts education and a meaningful, engaged life
• Recognize and evaluate the strengths and limits of a variety of historical approaches
• Learn to use libraries and archives effectively for historical research
• Write a prospectus for a research paper
• Read and critically analyze a variety of primary source documents
• Read and critically analyze secondary sources, and place them in a historiographical context
• Thoughtfully read and critique the work of their peers
• Give meaningful oral presentations of their own work as well as professional articles and/or books
• Learn to document accurately (notes and bibliography) based on Turabian’s *A Manual for Writers*
• Write a well-organized and well-written research paper that integrates primary source material with historiography and uses that material to make a sound argument, clearly situated within the existing historical literature
• Identify areas for personal improvement in research, writing, and analysis

*A historian has many duties. Allow me to remind you of two which are important. The first is not to slander; the second is not to bore.*

Voltaire

*Any fool can make history, but it takes a genius to write it.*

Oscar Wilde

**Expected Learning Outcomes:**
This course aims to fulfill the learning outcomes of the History Major Program. I have adapted (somewhat) the History Department’s guidelines as follows:

Successful students in this course will:
• Gain a historical consciousness by demonstrating a knowledge of important historical methods and approaches and understanding key historical terms and theories.
• Acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid historical assertions.
• Demonstrate proficiency in using the historical method of research and documentation by skillfully and honestly using primary and secondary sources and employing proper citation formats.
• Skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.
• Demonstrate how faith and reason intersect.

This course is also designed to reflect the mission and aims of Brigham Young University. A BYU education, and this course, aim to be:
• Spiritually strengthening
• Intellectually enlarging
• Character building, and
• Leading to lifetime learning and service.
Please also see selections from the Learning Outcomes and Review Criteria for the University’s Advanced Writing classes posted on Blackboard.

_The value of history is, indeed, not scientific but moral: by liberalizing the mind, by deepening the sympathies … it prepares us to live more humanely in the present and to meet rather than to foretell the future._

Carl Becker

_The study of history is the beginning of wisdom._

Jean Bodin

**Readings:**


Other articles and documents as needed for class and for individual research projects.

Please also consult the following websites early and often. They are excellent resources for students engaged in historical research and writing.

[http://www.brown.edu/Student_Services/Writing_Center/resources_writers/article_lodewick.html](http://www.brown.edu/Student_Services/Writing_Center/resources_writers/article_lodewick.html)

[http://www.bowdoin.edu/writing-guides/](http://www.bowdoin.edu/writing-guides/) (be sure to look at all the topics covered, via the side panel)

**Assignments and Grading:**

**In-class workshop assignments and quizzes: 25%**

Part of class time will be spent engaged in activities that are designed to help you think critically about class readings and to practice the research and writing skills you are developing. Some of these activities will come in the form of in-class short essay quizzes. The questions I ask about readings will require you to think broadly about themes and methods in historical research and will also serve as a starting point for class discussions. “Workshop assignments” may include, for example, putting a series of sources into proper citation format, rewriting sentences for clarity, grammar, and style, speed reading a historical monograph, identifying the argument(s) of a secondary source, and analyzing primary sources. **Workshop assignments not completed in class are due the following class period.** WARNING: only some workshops are listed on the syllabus; even if a particular day is not specifically designated as a “workshop” day does not meant we won’t have one.
History 200 is a class that you CANNOT skip. You will not be able to make-up work you miss and I will not be able to teach you, individually, the skills that you will learn by coming to class.

**Manuscript Collections Assignment: 4%**

For this assignment you will need to find a manuscript collection in special collections at the HBLL or another archive (such as the Utah Historical Society or special collections at the Marriott Library). For some of you, the collection you use for this assignment will be an important primary source for your research paper. All of you, however, need to find a collection that is related in some way to your research topic—even if you plan on using other sources for your paper. You are required to write a short paper (one page single-spaced, plus at least one page of notes) that includes a brief description of the collection, a discussion of how it relates to your topic and how you plan to (or could) use it in your research paper, and an assessment of the source’s perspective/biases. At the top of your paper you must include a full citation for the collection as it would/will appear in your bibliography. You also need to attach a page of sample research notes you’ve taken as you’ve looked at the collection. I will be looking to see if you are carefully noting correct folder and box numbers, authors of documents, types of documents, page numbers, quotation marks when necessary, etc. Due **Sept. 19**th.

**Prospectus and Prospectus Presentation: 7%**

The purpose of the prospectus is to provide an overview of the field you are studying, to make a case for the approach you will take, and to come up with a plan for finishing your paper. It could be considered a “road map” for your research and thinking as you continue working on your paper for this class. A Prospectus should include an essay, a schedule, and a bibliography. See Blackboard for specific directions and criteria for evaluating a prospectus. Due **Oct. 12**th or **14**th.

**Mass Media Research Assignment: 4%**

For this assignment you will need to conduct research for your final paper using a mass media source (consider the various types of media sources discussed in After the Fact, chapter 14) and write a short paper (one page single-spaced, plus at least one page of notes) that discusses the source you consulted, why it is a useful source, the limits of the source, what it tells you about your topic, and how you plan to use it (or could use it) in your research paper. Please include full citations for the source as it will appear in your paper as well as a page of sample research notes. Due **Oct. 19**th.

**Research Presentation (secondary source): 4%**

This presentation includes an oral and a written component. You will have 5 minutes to tell the class about the most significant secondary source on your research topic, including why it’s significant to the field (and its relationship to the field) and how it fits with your project. Your short (one page single-spaced) paper will do the same. You may NOT read your paper for your oral presentation. Your paper should include a full citation of the source as it will appear in your bibliography. Please include end/footnotes if necessary. Due **Oct. 24**th.
Research Presentation (primary source): 4%
This presentation also includes an oral and a written component. You will have 5 minutes to tell the class about the most significant primary source(s) you are using for your paper and how it/they fit(s) with your paper’s argument. Your presentation should also evaluate this source (what it allows you to do, its limits, biases, etc). Your short (one page single-spaced paper) will do the same. You may NOT read your paper for your oral presentation. Your paper should include a full citation for the source(s) as it/they will appear in your bibliography. Please include end/footnotes if necessary. Parts of both this and your secondary source research presentation will likely appear in some form or another in your final paper. Due Oct. 26th or 28th.

Peer Review Work: 5%
An important part of being a historian is giving feedback to other scholars and evaluating their work. Peer review helps us to refine our ideas and writing. It can stop us when we’re headed off course and spark new directions for further research and analysis. Take a look at the acknowledgments section of any historical monograph and you can get a sense of the importance of peer review. It’s so important that nothing gets published without going through a formal peer review process. (Other historians will read your manuscript and make recommendations to the publisher on whether they think it merits publication, why, or why not, and make recommendations to the author on what they should do to improve the project before it’s published). Most of us try out our ideas on our peers (and get suggestions from them) by presenting our work at academic conferences. We also evaluate each other’s work in book reviews and during the tenure process. In this class you will start to develop the skills to effectively evaluate your peers’ work. Some of your peer review work will be done in class, some of it outside of class (notably your peer review of the prospectus presentations which will take place Oct. 14th and peer reviews of your research paper drafts, due Nov. 14th and 28th). More information to follow.

Draft of Research Paper: 7%
A polished draft of your research paper (after it has gone through peer review) is due Nov. 18th (at your required consultation with me). We will be talking extensively about what a history research paper looks like over the course of the semester. We will also talk about my expectations of your paper at this stage in the process.

Research Paper: 35%
This is what it’s all about! The ultimate goal of this course is for you to research and write a primary source based, argument driven, historiographically grounded paper. Your final paper should be between 10 and 12 pages (double-spaced, one-inch margins, 12 pt. Times New Roman font). It may deal with any topic in American history although I urge you to choose a topic dealing with 19th or 20th century history—which will make finding sources easier. You should have a solid base of primary sources (no specific number is required—this will depend entirely on your topic) and at least 8 secondary sources (both articles and books). More details about the paper will be provided in class. See Blackboard for grading rubric. Due Wednesday Dec. 9th.
Final: 5%
Take home essay and/or project-based exam. More information TBA.
Due: no later than 2 PM Wednesday Dec. 14th.

Late Policy:
Writing assignments will be marked down 10% every day they are late. In-class work cannot be made-up. Late final exams will not be accepted. Please see me beforehand to make arrangements in the case of University-excused absences.

Internet Policy: I strongly discourage using laptop computers to take notes in this class. If you have to use a laptop, you may use it only for note-taking. That means that you turn off email notifications, instant messaging, and similar programs and keep only one window open—your note-taking document. This policy is intended to help create a positive learning environment for all students. Research shows that students who multitask, or go back and forth between note-taking, Facebook, YouTube, email, solitaire, and other windows have a significantly decreased ability to retain information conveyed in class or to understand concepts beyond a surface level. More importantly, the negative effects of multitasking—distraction and reduced retention—extend to students within viewing range of other students’ laptop computer screens. For a brief explanation see http://news.stanford.edu/news/2009/august24/multitask-research-study-082409.html

Course Schedule:
Week 1 August 29-Sept. 2
Monday: Introductions and Practicing History

Wednesday: History and Historians

Friday: Library Resources and Research Workshop
*Meet in HBLL 2234

Week 2 Sept. 5-9

Monday: No class—Labor Day

Wednesday: Reading, Studying, and Research—the Basics; and Perspectives in History Turabian, 5-47; “The View from the Bottom Rail: Oral History and the Freedpeople” and “Whose Oral History?”

Friday: Sources Workshop
*Meet in HBLL 2234
**Week 3  Sept. 12-16**

*I HIGHLY recommend that if you haven’t done so already that you meet with me individually this week (preferably during office hours).

Monday: Special Collections at BYU  
*Meet in the L. Tom Perry Special Collections, HBLL*

Wednesday: “The Mirror with a Memory: Photographic Evidence and the Urban Scene”  
*Please come prepared to talk about your topic and possible sources today*

Friday: Historiography  

**Week 4  Sept 19-23**

Monday: “USDA Government Inspected: The Jungle of Political History”  
*Library Manuscript Paper due in class*

Wednesday: *The Journal for the History of Childhood and Youth* reading, TBA

Friday: Library Workshop—Efficiency in Reading and Analysis  
*Meet in HBLL—right outside the history section—1st floor north end*

**Week 5  Sept. 26-30**

Monday: The Basics of Writing  
Trimble, 3-101

Wednesday: “Sacco and Vanzetti: The Case of History versus Law” and “The Mending Wall”

Friday: Library Workshop—Using Microfilm Sources  
*Meet in HBLL family history/microfilm*

**Week 6  Oct. 3-7**

Monday: “Dust Bowl Odyssey: The Collective History of a Migration”

Wednesday: TBA

Friday: No Class  
*Required Consultations* (9-11:30 AM and 1-2:30 PM)
Week 7  Oct. 10-14
Monday: “The Decision to Drop the Bomb: The Uses of Models in History” and “Truckstop Atomic Science”

Wednesday: Prospectus Presentations
Friday: Prospectus Presentations

Week 8  Oct. 17-21
Monday: “From Rosie to Lucy: The Mass Media and Images of Women in the 1950s”

Wednesday: Library Workshop TBA
*HBLL room ____
*Mass Media Research Assignment due

Friday: No class

Week 9  Oct. 24-28
Monday: Research Presentations (secondary source of your choosing)

Wednesday: Research Presentations (secondary and primary sources)

Friday: Research Presentation (primary source of your choosing)

Week 10  Oct. 31- Nov. 4
Monday: Writing and Editing
Trimble, 105-161

Wednesday: Using Turabian
Bring your Turabian book to class

Friday: Group Editing Workshop
*Bring 2 copies of your historiography section and several paragraphs of your paper to class

Week 11 Nov. 7-11
Monday: Primary sources workshop
*Bring copies of 2-3 primary sources you are using in your research paper (not ones you talked about for your research presentation)
Wednesday: Bring your introduction and revised historiography section to class (2 copies)

Friday: No Class
Consultations advised!

**Week 12 Nov. 14-18**

Monday: Peer Review and Self-Evaluation Workshop
*Draft of Research paper due in class* (bring 2 copies)

Wednesday: The Relevance of History Workshop
*HBLL room ___

Friday: No class
*Required Consultations* (8:30-11:30 AM and 1:00-3:00 PM)
*Polished Draft due* (bring two copies to your consultation)

**Week 13 Nov. 21-25**

No class: Happy Thanksgiving. But . . . KEEP WORKING ON YOUR PAPER!!!!

**Week 14 Nov. 28-Dec. 2**

*You must go over your paper with the FHSS Writing Lab sometime between Nov. 28th and Dec. 8th* (see information below).

Monday: Teaching History
*Bring a revised copy of your paper* to class for peer review

No class Wednesday and Friday
*Required Consultations* (9:30-11 AM)

**Week 15 Dec. 5-9**

Monday: Family History

Wednesday: Publishing, Presentations, and Careers in History
**Final Draft of Research paper due in class** (also turn in on Blackboard as a Turn-it-in Assignment)

**Final Exam:**
**Due** no later than 2 PM Monday Dec. 14th
**FHSS Writing Lab**: To get help with your paper’s organization, structure, focus, tone, and documentation style, you can go to the FHSS Writing Lab in 1049 JFSB to meet one-on-one with a peer advisor. All advisors are students from our college and are trained in APA, Turabian, and some AMA, ASA, and MLA.

To prepare for a tutorial, take
- a copy of the assignment
- a hard copy of your draft, whatever stage it may be in
- a list of questions and concerns you have about your paper

A typical tutorial lasts about 30 minutes. The tutor will focus mainly on improving organization, analysis, logic, use of evidence and detail, or other major aspects of writing. After working with these issues, the tutor can also help you find effective ways to say what you mean by examining sentence structure, word choice, grammar and mechanics, format, etc. This is, of course, one of the last things you review before you submit your paper: getting the ideas right should dominate your thinking in the early stages of writing.

Proofreading: Since the Writing Center emphasizes developing long-term writing skills rather than turning out edited papers, Writing Center tutors do not proofread. They can, however, give you tips on how to do it. If you have major concerns about your proofreading skills, you can make an appointment with the grammar tutor. He or she will not edit your paper, but will train you to do your own grammar, usage, and mechanics proofreading.

**Please Note:**
In the interest of student learning, this syllabus and assignments are subject to change at the discretion of the professor.

BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the **Honor Code** requirement to be honest but also to assist other students in fulfilling their commitment to be honest. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. And although rare, students have failed assignments and my classes because of honor code violations (I am also required to report any violations to the Honor Code Office for University disciplinary action). See [http://www.byu.edu/honorcode](http://www.byu.edu/honorcode) for specific examples of intentional,
inadvertent plagiarism and fabrication, falsification. If a website suggests that “it's collaboration not copying,” don't believe it!

**Title IX** of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for **Students with Disabilities** Office (378-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 378-5895, D282 ASB.

**Respectful Environment Policy:**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others . . . We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."

"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010.

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010.

BYU provides free **counseling** services to students. Our college’s liaison at the Counseling Center is Jim McArthur. BYU also provides 24 hour, seven days a week emergency help. During regular business hours call the Counseling Center at 422-3035. After hours a counselor can be reached by calling 422-2222.