

HIST 5370: Research Seminar in U.S. History

Department of History / Fall 2022 / CRN 15982

Dr. Jeffrey P. Shepherd

Class Location: LART 322 / Wednesdays 1:30 – 4:20

Office Hours: Wednesdays 10:00 – 11:30 and by appointment (zoom is great too)

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Course Overview

This graduate course is open to original research projects from all topics, themes, and time-periods in U.S. history, conceived broadly. This course is particularly useful for students working on an extended MA Paper, MA Thesis, possible chapter in a dissertation, or for students hoping to publish an article. While we will cover basic steps in the research process, and we will focus on grammar and writing, this course will emphasize archival research and the use of primary source historical documents. We will also explore the growing array of online resources and databases as well as oral history methodologies. We will read two single author manuscripts for their ideas/theories and use of sources, and multiple articles that exemplify important themes for historians, put into the service of evaluating primary documents, and written in the form of an analytical narrative. We will also read two books on theory so that we are better able to ground our work in conceptual paradigms important to the Humanities and Social Sciences. We will spend some time learning how to use digitized archival collections and primary source material found on the internet. We will also learn a little bit about the “field/methodology” of “Digital History” which has gained importance for historians. We will also talk about funding sources for research, presenting papers at conferences, and other professional development issues. The class is divided into steps of the writing process, with each step graded and assessed in a peer-review format. The final paper will be between 20-25 pages, excluding footnotes.

Reading List & Resources

Jeffrey Nealon and Susan Searls – Giroux. *The Theory Toolbox: Critical Concepts for the Humanities, Arts and Social Sciences*. (Rowman and Littlefield, 2020)

Simon Gunn, *History and Culture Theory*. (Taylor and Francis Group, 2006).

Anthony Mora. *Border Dilemmas: Racial and National Uncertainties in New Mexico, 1848 – 1912*. (Duke University Press, 2011).

Luz Maria Gordillo, *Mexican Women and the Other Side of Immigration: Engendering Transnational Ties* (University of Texas Press, 2010).

COURSE EXPECTATIONS AND POLICIES

Engagement and Participation

Historical research, though sometimes conducted in solitude, actually requires engagement with a community of scholars. To that end, students are encouraged to regularly participate in discussions about the readings and the issues associated with the class. Indeed, history as “the past” and as a discussion about how we as individuals and members of a community construct that past, is political, and therefore highly contentious. When engaged in volatile topics we must remain cognizant of opposing viewpoints, underlying meanings, the complex implications of our personal viewpoints, and the highly charged world in which we live. We must respect open speech while simultaneously guarding against hateful speech and discourse that unnecessarily inflames, especially while lacking intellectual purpose or content.

Professional Conduct and Academic Honesty

As graduate students and members of the historical profession, we must maintain high standards of behavior, ethics, and respect. Productive intellectual communication and engagement stems from empathy and serious discussion about issues, theories, methods, history, and contemporary politics. Aggressive and demeaning behavior is not appropriate to the profession or the culture of learning we seek to stimulate in this class and department: it impedes intellectual discussion and hampers the educational-academic goals of all students. Students violating these expectations will receive reasonable warning until the instructor deems the behavior worthy of University attention.

This classroom is a safe space for all students. It is inclusive of all identities, backgrounds, affiliations and subjectivities. We do not simply *tolerate* diversity, we actively *embrace and promote* it as a fundamental element of our conversations in class and in our work as historians.

According to the American Historical Association and the UTEP Handbook of Operating Procedures, plagiarism and academic dishonesty will not be tolerated. The Department of History Program Guidelines prohibit all forms of cheating, plagiarism, misrepresentation, and unlawful use of others' information without proper citation and acknowledgment. Suspected violations will be submitted to the Office of the Assistant Dean for Student Affairs, with punitive actions ranging up to expulsion from the program and university. See: Section II: Student Affairs, Chapter 1: Student Conduct and Discipline, 1.3 Student Standards of Conduct through 1.3.1.3, of the Handbook of Operating Procedures. (<http://admin.utep.edu/LinkClick.aspx?link=HOOP-Section+II.pdf&tabid=30181&mid=63285>)

Covid-19 Issues

The Covid-19 pandemic has transformed life on campus. The University is holding nearly all of its courses face-to-face this fall. Offices and buildings on campus are open and they are operating under normal guidelines and regular hours. The Department of History main offices in the Liberal Arts Building will be open during regular hours, five days per week. Faculty are likely to be in their offices but some will offer hours to talk and meet via zoom. All this said, if you suspect you contracted Covid or if you were in contact with someone who tested positive, please remain home and get tested. Contact me immediately via email and let me know if you expect you will miss any classes. If you have any general questions about how the University is handling this public health crisis, please see the UTEP Main Page for Covid-19 updates, at this link attached here: <https://www.utep.edu/> and <https://www.utep.edu/ehs/COVID-19/faq.html?home>.

STUDENT RESOURCES

UTEP provides a variety of student services and support:

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Military Student Success Center](#): UTEP welcomes military-affiliated students to its programs, and the Military Student Success Center and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.
- [RefWorks](#): A bibliographic citation tool; visit the RefWorks tutorial, Fact Sheet & Quick-Start Guide.

Professional Development and Career Diversity

The American Historical Association (<https://www.historians.org/>) and the National Endowment for the

Humanities (<https://www.neh.gov/>) have been working to expand the professional horizons of history and humanities PhD graduates. Departments such as ours, through a grant from the AHA, are aware of the need to address skill sets beyond teaching and research in a “traditional academic setting.” These skill sets speak to professional “proclivities” and “good habits” that historians should develop in PhD programs. As you take this class, think about how you are simultaneously cultivating these skill sets below.

- Communication (presentation and public speaking skills, sharing research, teaching)
- Quantitative skills (grant writing and budgeting, financial management)
- Collaboration (cooperation with groups from varied backgrounds)
- Intellectual confidence (independence of mind, willingness to try new things, experiment)
- Digital literacy (digital humanities, social media, etc.)
- Problem Solving (being resourceful, creatively addressing problems, overcoming obstacles)
- Professional networking and outreach (building a community of scholars resources)

COURSE ASSIGNMENTS AND ASSESSMENT

Participation, Attendance, and Collaboration (100 pts)

Attendance is mandatory. You have one unexcused absence, and two or more absences are grounds for dismissal from the class. However, if you have extenuating circumstances that demand missing more classes, please reach out to me immediately to discuss the situation. Please arrive on time and stay until the end of class. You are encouraged to ask and answer questions, offer thoughts and ideas, and engage each other and the material. Disagreements are fine as long as they are respectful and purposeful. Throughout the semester we will have ample opportunity to work together collaboratively on the research and writing process. In fact, Peer Review is required and assessed in this course. These moments of cooperation contradict the popular image of historians working alone, hunched over manuscripts in a lonely archive. In fact, historians rely greatly on academic networks, friends and professional colleagues to improve their work. Thus, we will share our ideas, collaborate, review each other’s work, and support each other.

The Historical Profession and Professional Development (50 points)

“Being a Historian” involves more than conducting research and writing. The profession requires you to present your work at conferences, publish, find grants, and become a member of a scholarly community. In this course, you will *identify a conference* and consider submitting your paper to it: write an abstract and proposal, create a short CV, etc. You are required to *locate a journal* in which you would potentially submit your paper for publication. You must also *identify a grant or research fellowship / award* that would support your work, and write an application. These range from fellowships from historical associations, to those funded by individual libraries or archives. **Due by the end of the course.**

Communicating and Sharing Historical Research (50 points)

Communicating and sharing our research is vital for the survival of the profession and discipline. Students will provide a public presentation of approximately 8-10 minutes (per student). The public presentation will follow a standard conference format. These presentations will be open to the history department.

The Research Paper (200 points)

Your evaluation and assessment for the research paper is based largely on the *process* of research, writing, peer review, and revision. The result of this process will be a 17-25 page long research paper that is grounded in archival material and primary sources, and that speaks to the methodological, historiographical, and conceptual issues we have discussed in class. The paper must offer a significant contribution to the literature and have a clear argument/thesis statement. For extended discussion of the expectations for this paper, please see the **separate instructions distributed in class.**

Although I did not require the class to read books focused on the research process per se, there are several good “how to” books out there. I suggest consulting these.

- Kate Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 8th Ed. (University of Chicago Press, 2011) 0226816389.
 - (http://www.chicagomanualofstyle.org/tools_citationguide.html)
- Wayne C. Booth. *The Craft of Research*. 3rd Ed. Chicago Guides to Writing, Editing, and Publishing. (University of Chicago Press, 2008) 0226065669
- Jack Dougherty & Kristen Nawrotzki. *Writing History in the Digital Age*. University of Michigan Press, 2013). Open source e-book: <https://www.jstor.org/stable/j.ctv65sx57>
- Dr. William Cronin’s Historical Research Guide (We will refer to this frequently) <http://www.williamcronon.net/researching/index.htm>

Useful Resources in the Library

- *Special Collections*

(<https://www.utep.edu/library/special-collections/index.html#helpful-resources>)

- *Library Subject Specialists*

(<https://www.utep.edu/library/people/subject-specialist.html>)

- *Oral History Collections*

(https://digitalcommons.utep.edu/oral_history/)

Assignments and Grading (400 Total Points)

- Participation, Attendance, and Collaboration (100 pts)
- The Historical Profession and Professional Development (50 points)
- Communicating and Sharing Historical Research (50 points)
- Research Paper (200 points)

Grading Scale

A = 360 – 400
 B = 320 - 359
 C = 280 - 319
 D = 240 - 279

COURSE SCHEDULE (Subject to change as needed)

Week 1 (August 24)

Introductions and Course Overview

Readings: None

>Assignments: None

>Goals/Objectives: Overview of the syllabus and writing process, choose theories to summarize next week

Week 2 (August 31)

History and Theory, Part 1 / Search Engines and Digital Databases

•Readings: Gunn, *Culture and History*

•Assignment: Summarize a theory/chapter and explain in class. Choose Theory/chapter to summarize next week

•Goals / Topics: Overview of research paper. Discuss possible topics. Why this topic? Goals for and with the paper? What are some sources you can use?

--Methods & Sources: Overview of Digital Databases, Collections, Search Engines, Resources on Lib Guides (HIST 5370 – Shepherd; Graduate level Historical Research, etc). Familiarize yourself with the online research materials on the Google Drive, link below. PDF document (WHA webinars, summer 2020; History Department Online Research Doc.)

<https://researchguides.library.wisc.edu/introhist> (Cronon’s Guide)

Week 3 (September 7)**History and Theory, Part 2**

>Reading: Nealon and Searls Giroux, *The Theory Toolbox*

•Readings: <http://www.williamcronon.net/researching/manuscripts.htm>

--Goals and Objectives: Discuss applicability of theories. Each student will explain a theory. Basic Steps in using an Archive & Manuscript Collection.

•Assignments: *Research Idea and Theory*: Bring to class a preliminary research proposal that incorporates a theoretical framework from the two books we discussed. If your theory is not in the books, please explain nonetheless. Preliminary Proposal 250 – 350 words.

--Methods and Sources: HathiTrust, Google Books.

--Sources/Methods: Portal to Texas History, Proquest, Newspapers, ROMA, county records

Week 4 (September 14)**Government Documents**

•Assignment: *Proposal #1 & Bibliography* (This is an initial, preliminary proposal for your topic, and it should be 250 – 350 words, contain the main goal/objective of your paper, preliminary argument/thesis, historiographical contributions and scholarly significance.) Explore how some of the links to resources here help with your research.

--Goals/Objectives: Basic overview of documents such as the Census, Court Cases, laws and ordinances, materials from Library of Congress, Lexis Uni – Congressional Record. We will also discuss bibliographical and notetaking software and Chicago Manual of Style (references, formatting, citations, etc)

--Sources & Methods: Cronon, <http://www.williamcronon.net/researching/writing.htm>

--<https://researchguides.library.wisc.edu/introhist>

--The 1930 U.S. Census: <https://www.archives.gov/research/census/1930>

--The 1950 Census: <https://1950census.archives.gov/>

Week 5 (September 21)**Race and Nation: Scaling from the Micro to the Macro**

*****Meet at NMSU Special Collections*****

--Read: Mora, *Border Dilemmas*

--Assignments: Document Assessment # 1. For this brief assignment, choose a chapter from the book and assess the primary sources used by Mora. specifically, draw connections between the primary sources and the argument and theoretical / conceptual framework of the book. This is not a typical book review, rather, it focuses on how Mora uses and interprets sources. 500 words, bring hard copy to class.

--Goals / Objectives: Discuss book and local sources / big questions.

--Methods & Sources: NewspaperArchive.com, journals, Amador Family Papers

Week 6 (September 28)**Oral History Methodologies and Collections**

*****Dr. Leyva will offer an Oral History Workshop*****

•Readings: Oral History guidelines and samples, Article TBA

<http://www.oralhistory.org/web-guides-to-doing-oral-history/>

•Assignments: *Oral History Analysis*. Listen to 30 minutes (at least) of an interview housed at the UTEP Institute for Oral History/Special Collections website and summarize and analyze the interview. 500 – 750 words

--https://digitalcommons.utep.edu/oral_history/

--View History Department Oral History guidelines and paperwork:

--<https://www.utep.edu/liberalarts/history/resources/faculty-resources/departamental-forms.html>

•Goals / Objectives / Topics: Summary overview of oral history methodologies and guidelines.

Week 7 (October 5)

Gender and Immigration

- Readings: Gordillo, *Mexican Women*; Erika Lee, "Asian American and Immigration History"
- Assignments: Document Assessment # 2.
- Goals / Objectives / Topics: How do you research gender in immigration documents? Can we read them critically, against the grain? Additionally, how does the author conceptualize a transnational gendered analysis? How does she use official documents to support her theoretical paradigm?
- Methods and Sources: Immigration Records & additional materials

Week 8 (October 12)

Memoirs/Autobiographies, Identity, and Memory

- Readings: Munoz Martinez, "Recuperating Histories of Violence in the Americas;" additional selections from memoirs and autobiographies
- Assignment Due: *Revised Proposal and Expanded Bibliography*. This is your "final proposal" that should reflect ongoing thinking and revisions to your idea, as well as an expanded bibliography. Must include thesis/argument, theoretical grounding, main points, and scholarly contributions. 350 – 500 words. Send via email and bring hard copy to class
- Goals / Objectives / Topics: Read the articles and explore the websites. How do the readings help us understand intersections of memory, identity, positionality, and history? Particularly about marginalized communities. What factors must historians consider when using memoirs and autobiographies as primary sources?

Week 9 (October 19)

Indigenous Peoples, Decolonization, and Research Ethics

- Readings: Oral History Association Resources on IRBs, and Champagne, "Centering Indigenous Nations within Indigenous Methodologies: and Gaudet, "Rethinking Participatory Research with Indigenous Peoples"
- Goals and objectives. How has "research" contributed to settler colonial structures and processes? How have Indigenous people challenged and subverted racist research ideologies and practices. What are basic elements of participatory and decolonial research?
- Sources and Methods: <https://digitreaties.org/treaties/>
<https://omeka.dlcs-ida.org/s/ida/page/home>
<https://www.oralhistory.org/information-about-irbs/>
- Additional TBA

Week 10 (October 26)

Maps, Space, and Place

- Readings: TBA
- Goals / Objectives / Topics: Talk about how historians use maps and incorporate questions of space and place. Also, discuss best practices for organizing your paper, writing a draft, revising (Read article, "Shitty Drafts")
- Methods and Sources: TBA

- Week 11 (November 2)** **Small Group Workshops**
****Out of Town****
 Due: *Introduction & Outline* (3 – 4 pages, single spaced, outline format).
 Workshop/peer review outlines. Pairs schedule a meeting for 1.5 hours to discuss Intro and Outline, which you will share with each other in advance. Send to me via email.
- Week 12 (November 9)** **Cultural and Popular Histories (Film, Music, Photography, Magazines, etc.)**
 •Readings: *Video*, Martha Sandweiss, “The Photograph as Historical Evidence in the Digital Age, @ minute 3:30, but listen from the beginning)
<https://www.youtube.com/watch?v=VAbUN0OLS5E>
 •Assignments: Look for research grants or fellowship, be prepared to discuss
 •Goals / Objectives / Topics: We will discuss the outline and structure of your paper. Will discuss how historians use some non-textual documents in their research and writing.
 -Methods and Sources: Popular magazines, film, photography, music databases, Film and moving pictures from the Library of Congress
<https://www.loc.gov/programs/national-film-preservation-board/resources/public-research-centers-and-archives/>
 -Research with music archives @ Yale
<https://guides.library.yale.edu/c.php?g=295826&p=1972547>
<http://www.williamcronon.net/researching/maps.htm>
 --*Ebony* and *Jet*, underground zines, movie and concert posters, political fliers
- Week 13 (November 16)** **First Draft due**
 •Bring one hard copy to class, email your partner, email copy to me. Meet in class and workshop/peer review the first draft
- Week 14 (November 23)** **No Class**
- Week 15 (November 30)** **Final Presentations**
 •Each student will present their papers in a formal, standard conference format. Your presentations should be 8-10 minutes. I suggest that you write the presentation or at least organize it as bullet points/notes. If you write it out, the presentation should be 3 – 4 pages long, double-spaced.
- Final Exam Week December 5 – 9 / Final Papers due to me via email December 7**

ADDITIONAL RESOURCES

- Densho Online Archives <https://densho.org/archives/>
- LGBTQ Archives <https://outhistory.org/>

DIGITAL HISTORY

- <https://www.historians.org/publications-and-directories/perspectives-on-history/may-2009/what-is-digital-history> ---<https://shslibraryguides.org/digitalhistory>
- https://guides.lib.uci.edu/history/history_dh#definition
- <https://ncph.org/history-at-work/tag/digital-history/>
- <https://faculty.chass.ncsu.edu/slatta/hi216/HI598/histresguide.htm>