



**History 591.01E—Historical Methods
Spring 2015 Syllabus**

Instructor: Dr. Jessica Brannon-Wranosky

Class Meets: W 5:30-8:10PM

In Building/Room: Art 111 (Double check classroom location in the online schedule first day of class.)

Office Located In Ferguson Social Sciences (SS) 107

Office Hours: MW Noon-2:00 PM in Person OR by appointment.

Email: Jessica.Wranosky@tamuc.edu

(Email is the best way to reach me, also you may leave a non-urgent message by calling my office phone or in my box in the History Department Office in SS 111.)

Office Phone: (903) 886-5224

Office Fax: (903) 468-3230

Website: located inside “eCollege” inside your “myLeo” account

(<https://leo.tamuc.edu/>)

COURSE INFORMATION

MATERIALS:

Required Texts:

HIST 591.01E Historical Methods (24219)

- 1) REQUIRED—*Beyond the Archives: Research as a Lived Process*, by Gesa E. Kirsch and Liz Rohan, eds. (ISBN 978-0809328406). Southern Illinois University Press.
- 2) REQUIRED—*A Manual for Writers of Research Papers, Theses, and Dissertations*, Eighth Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing), by Kate L. Turabian (ISBN 0226816389). University of Chicago Press. MUST BE 8th Edition.
- 3) REQUIRED—*The Elements of Style*, Fourth Edition, by William Strunk Jr. and E. B. White (ISBN 0-205-30902-X). Longman Publishers.
- 4) REQUIRED—*Writing Well in the 21st Century: The Five Essentials*, by Linda Spencer. (ISBN 978-1-4422-2758-3). Rowman & Littlefield Publishers.
- 5) REQUIRED—*Historical Research in Archives: A Practical Guide* by Samuel J. Redman published by the American Historical Association. Students may either purchase this book directly from the American Historical Association’s website **or for a reduced price directly from the course on the first day of class.** Keep in mind that this reading will be assigned very early in the semester and shipping usually takes a couple of weeks.

Any additional reading assignments, such as brief articles, videos, or primary documents, will be supplied by the instructor in class or through e-college OR through student’s individual research efforts.

Additional Class Materials: Paper and Writing Implements for taking notes & access to a computer, working email, and Internet.

Course Description:

This course introduces students to the methods of historical research, including the framing of research questions; the location, analysis, and evaluation of sources; the construction of argument and counter-

argument; and the presentation of results. The goal of this course is to guide each student through the preparation of a conference-length paper or publishable article as well as the process of proposing that paper to an appropriate conference or scholarly journal.

Student Learning Outcomes:

Students will demonstrate their understanding of processes of conducting and utilizing primary historical research.

COURSE REQUIREMENTS		
Explanation of Evaluation Criteria:		Grade Breakdown:
Research Paper	45%	A = 89.5-100
Research Portfolio	25 %	B = 79.5-89.4
Ind. Peer Review & Presentation	10%	C = 69.5-79.4
<u>Class Attendance and Participation</u>	<u>20%</u>	D = 59.5-69.4
Semester Total	100%	F = 0-59.4

Required Readings: All of us will read and discuss the books on the list. They are available for purchase at the campus bookstore, through the Internet, and at many regional book retailers.

TURNITIN.COM: All typed assignments, exams, papers, and reviews must be uploaded to the appropriate listing in the course’s turnitin.com space. Each student will need to use the specific course identification number and password to register to this class’ turnitin shell. This information and directions for use will be provided to students in a separate document.

Research Paper (45% of the final grade): Students will conduct primary and secondary research on an approved topic and utilize this research in the original creation of a primary research paper of between 6000-7500 words. This word count equates to approximately 20-25 pages of reasonable font, unjustified, with one inch margins. The 20-25 pages includes a bibliography (not a works cited—there is a difference), all notes, illustrations, and images, and associated text boxes. **The body of the paper (excluding the bibliography, illustrations, notes, images, and textboxes) must be at least 3000 words.** The paper with all inclusions may not be more than 30 pages—no exceptions. The purpose of this assignment is to produce a piece of original research appropriate for either delivery at a conference or submission to an academic journal in article length. More information regarding this assignment will be provided to students in a separate document.

Research Portfolio (25% of the final grade): Students will complete a series of assignments connected to archival and digital research training, which they will show proof of their completion and participation at the end of the summer semester in a research portfolio. Portions of this portfolio will include a research proposal, a working annotated bibliography, a research trip plan and budget, copies of finding guides/aids and physical archival and primary research, copies of digital research, and portions of students’ own individual writing placing their research into historiographical context. More information regarding this assignment will be provided to students in a separate document.

Responsible Conduct of Research Online Training (part of the Research Portfolio grade): All students in the course are required to undergo online Responsible Conduct of Research training offered by the Texas A&M University-Commerce Center for Undergraduate Research and Creative Activities. Links to this training and further instructions are included in the course eCollege web space. This is a multi-hour activity for which students will need to reserve time to complete. Students must complete this successfully by the due date, bring a printed copy of the completion to class the night it is due in order to receive permission from the instructor to continue in the course. This training counts as the required training by the Texas A&M University-Commerce Graduate School and Department of History.

Individual Peer Review & Presentations AND Weekly Group Peer Reviews: All Students will turn in the final copy of their research paper with correctly formatted cover page, foot/endnotes, page numbers, and embedded images and charts to the class via the corresponding discussion form in an attachment in either Microsoft Word and/or pdf format no later than Wednesday, April 1, 2015 at the beginning of class—no exceptions. All students are required to print a copy of each paper for each of their classmates and one for the professor. Each student will bring a copy of each classmate's paper line by line edited for content, grammar, style and format by the class designated for each paper. We will discuss 2-3 papers per night starting Wednesday, April 8, 2015. Each student will also serve as an **individual peer reviewer (10% of the semester grade)** for one other classmate. This individual peer reviewer will lead the discussion with a 10 minute presentation on the paper being discussed giving a quick summary introducing the paper and its author, providing a brief overview of suggestions for improvement of the paper AND pointing out strengths and successes of the paper.

The peer review process, as all academic reviewing, is not personal and should not be aimed or taken as such—emotional outbursts or disrespect of the professor, fellow students, or guest speakers will not be tolerated in any form or at any time and may result in the student performing such behavior being dismissed from the class meeting immediately, withdrawn from the course, and academic misconduct charges being filed against the student with the University.

Attendance and Class Participation (20% of the final term grade): Class attendance is crucial to your success in this course. Developmental activities occur every day this class meets, and absences will adversely affect your grade. Habitual absences and tardiness are unacceptable. It is highly encouraged that you are in class promptly so that you do not miss anything or disrupt the rest of the students. Additionally, participation in the class and online is a large part of this portion of the grade. Each student must be involved in both in class and online discussions in order to receive credit for class participation. Simply being physically present is not enough. If a student does not participate in class regularly each week, that week's credit is not earned by the student. Furthermore, if a student is caught using email, accessing non-class related websites, or social networking of any kind during lecture or class activities, the entire class gets a fair warning, no second chance will be issued. On the second occurrence, the ENTIRE class will receive an F as their daily grade. At any time, the professor reserves the right to ban technological devices from classroom use.

Please do not wear headphones turned on or off during class. Have all mobile communication devices turned to silent and put away during all class meetings.

Finally, Peer Reviews and Reports are part of both the attendance and participation grades and the Research Portfolio, and thus should be taken seriously and effectively utilized.

Twitter Class Participation: Students must sign up for a Twitter account by the first day the class meets (Wednesday, January 21, 2015). Please log on to www.twitter.com to do so.

Students may sign up to "follow" Dr. Wranosky's Twitter feed by following @JessicaWranosky on Twitter. Dr. Wranosky will not always use the class's hashtag when tweeting because she sends out other relevant academic information via Twitter, and students may want access to this information. It is important to note that Dr. Wranosky's Twitter feed is an extension of her public service, research, and professional persona. As such, all activity and/or expressions by her in this mode represent her as an individual and not necessarily a professor or employee of the State of Texas or the Texas A&M University System. All expressions, though, using the course hashtag will directly relate to content, experience, or information useful to this course.

Each student must "tweet" (meaning post an original comment of their own) something relevant in connection to the calendar's current assigned readings or if nothing is assigned for reading that week research activities, questions, or items of interest (or a connection) and also respond to at least 3 to fellow students' tweets on a regular basis each week during the course of the semester. Both tweets and responses need to include the course hashtag **#HIST591**. If a student fails to use the hashtag #HIST591 in a tweet or response for the course, there is no way to follow that post and thus no

credit is received for that post or response. Please remember to use **#HIST591** in all tweets and responses for this course.

!!!A WORD ABOUT TWITTER—Your tweets and responses need to be professional (as they will be able to be viewed publicly potentially by all Twitter users worldwide. If you already have a Twitter account, I highly suggest you set one up only for academic purposes using your university email and your name only—no cute little nicknames. Do not post anything that you would not want future employers, the president of the university, and me to read on this account—BAD IDEA. The purpose of this portion of the course is to create a live-time discussion over course material and provide students with practice and experience using Twitter in an academic and professional environment. What you had for breakfast and how late you stayed out last night (or what you did, for that matter, while out) is not appropriate academic Twitter material.

IF YOU ARE NEW TO TWITTER: Google questions like “how to set up a Twitter account” and “how to follow someone on Twitter” and “what is a retweet” and “what is a hashtag and how to use it on Twitter” and IMPORTANTLY—“How to delete a Tweet.”

Email me if you have any questions. Once you have set up an account, please tweet a hello or welcome message of some kind using the class hashtag **#HIST591** so that I can make note of everyone’s access and Twitter visibility.

Class Calendar and Dates: While it is highly unlikely that the dates for the reading and assignments would change, I reserve the right to do so if the need presents itself. Any such changes will be announced in class or via the course website. The reading and writing assignments are due at the *start of class* and considered late thereafter.

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Internet browser software (Internet Explorer and Mozilla Firefox work best)
- Word Processor (MS Word)

Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COMMUNICATION AND SUPPORT

Emailing the professor’s university email address (Jessica.Wranosky@tamuc.edu) is the very best way to reach Dr. Wranosky. In every email, please make sure to provide your full name at the end, which course you are enrolled in, and a description of what your request or question is.

Dr. Wranosky will communicate with students through the email address they have on file in MyLeo (make sure yours is up to date and working throughout the semester), eCollege announcements, and the “Professor’s Forum” discussion forum in the class. Please check these areas daily and before attending class. If an emergency arises, Dr. Wranosky will post the announcement for the class in all three of these locations.

In all forms of class communication including all online forums, students are expected and required to maintain a respectful tone and use semiformal to formal language.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the '*Help*' button on the toolbar for information regarding working with eCollege

COURSE AND UNIVERSITY PROCEDURES/POLICIES
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A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

BOTTOM LINE—PLAGIARISM, CHEATING, OR ACADEMIC DISHONESTY WILL NOT BE TOLERATED IN THIS CLASS (OR ANY OF MY OTHER CLASSES) IN ANY MANNER. This includes using more than 20% of any material produced for another course by the student for this course. You must turn in original work produced for this course.

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Academic Integrity: It is expected that university students demonstrate a high level of maturity, self-direction and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity and the capacity for self-direction in personal behavior.

Academic Honesty: University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possessions of examinations or examination materials, forgery, the participation in hindering classmates' learning environment or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) If any type of academic dishonesty is discovered in this class, you will receive a zero for the assignment, have the possibility of receiving a zero for the course, and the Dean of Students may become involved.

“The Code of Student Conduct” located in *Texas A&M University-Commerce Student Guidebook* covers those issues listed above. I make all efforts to follow all guidelines and regulations and expect students to do the same. If you are not familiar with the “The Code of Student Conduct,” it is highly suggested that you review all of its material. If you have any questions, please contact the appropriate office or me.

Additional Course Resources: Additional resource links are available on the course website.

University Specific Procedures:

Federal ADA compliance: Those students with special needs (recognized and documented by Texas A&M University-Commerce) should notify me immediately so I can discuss the availability of appropriate instructional aids or accommodations. These conversations will be confidential. If you do have special needs, you must register with the Office of Student Disability Resources and Services here at TAMU-Commerce.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

ADDITIONAL HELPFUL RESOURCES FOR STUDENTS
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Parking: If you have parking issues (including not being able to find a parking space) there are a number of general and student lots available on campus, but if you need further help please contact the TAMU-Commerce Bursar's Office to obtain information on getting a parking permit. Therefore, parking issues should not cause tardiness or absence.

Illness: If you have health related issues (including needing a physician's attention and documentation for missed class/assignments) the TAMU-Commerce Student Health Services Center is located in Henderson Hall. By paying student fees, you have the right to see a physician free of charge or for a nominal fee. Student Health Services is located in Henderson Hall, behind University Police and across from Prairie Crossing, on the corner of Lee St. and Monroe St. Their phone number is (903) 886-5853.

Have a good semester, and please feel free and empowered to approach me with any questions.

TENTATIVE SCHEDULE CLASS AND ASSIGNMENT SCHEDULE

	Date	Class Activity	Reading Assignments	Due Dates
wk 1	January 21	Class Introductions and Beginning Training 1) What is historical & archival research? 2) Who Do You Think You Are Discussions (we will meet for entire class period and you will need to take notes every class including this one)		
wk 2	January 28	Research Training and Discussion 1) How to Find Archives & Finding Guides Discussion 2) Who Do You Think You Are Discussions	Turabian Parts 1 & 2 <u>AND</u> <i>Historical Research in Archives: A Practical Guide</i> by Samuel J. Redman	Working Topic & 3-8 Sentence Explanation
wk 3	February 4	TENTATIVE: Research Training and Discussion— 1) TAMU-C Archives Tour-Confirmed with Andrea Weddle, Director of Archives and Special Collections 2) Class Discussion of <i>Beyond the Archives</i>	<i>Beyond the Archives</i>	
wk 4	February 11	Research Training and Discussion— 1) Digital Research Training; 2) Citation Lecture	Turabian Part 3	Responsible Conduct of Research Training Due
wk 5	February 18	Research Training and Discussion	<i>Writing Well in the 21st Century</i>	
wk 6	February 25	Research Training and Discussion— discussion of writing style & editing	<i>The Elements of Style</i>	Research Proposal Packet (See Assignment)
wk 7	March 4	TENTATIVE: Research Training and Discussion—visiting Hopkins County Historical Society Museum (Sulphur Springs, TX)	—Off Campus Class Meeting—	Verbal Update on Research & Writing Process
wk 8	March 11	<i>Independent Research & Online Discussion</i>	<i>Professor phone, online, or in person meetings as needed</i>	
SPRING BREAK MARCH 16-22 NO CLASSES				
wk 9	March 25	<i>Independent Research & Online Discussion</i>	<i>Professor phone, online, or in person meetings as needed</i>	
wk 10	April 1	***Research Papers Due In Completed * Final Draft Form (This is <u>NOT</u> a rough draft). Wednesday, April 1, 2015 at the beginning of class*** Students will need to bring enough full copies of their papers, stapled, for each student in the class plus one for the professor—including foot/endnotes, cover		

pages, bibliography, and any appendices.

wk 11	April 8	(WK 1) Peer and Professor Paper Reviews	Student Papers Scheduled for this week's review	
wk 12	April 15	(WK 2) Peer and Professor Paper Reviews	Student Papers Scheduled for this week's review	
wk 13	April 22	(WK 3) Peer and Professor Paper Reviews	Student Papers Scheduled for this week's review	
wk 14	April 29	(WK 4) Peer and Professor Paper Reviews	Student Papers Scheduled for this week's review	
wk 15	May 6	(WK 5) Peer and Professor Paper Reviews	Student Papers Scheduled for this week's review	**Final Portfolio Due**
wk 16	May 13	(WK 6) Peer and Professor Paper Reviews	Student Papers Scheduled for this week's review	