COURSE OVERVIEW

Central to this course’s learning is to understand what historians do. Contrary to the commonly held belief that the primary task of a historian is to demonstrate the mastery of facts, we will start with the premise that the investigation of the past involves imagination. That said, however, the work of historians requires more. Historians also demonstrate curiosity, intellectual rigor, analytical sensibility, excellent reading, writing, and research skills, and above all clarity in thinking and analysis. Thus, the main objective of this course is two-fold: 1) to introduce techniques and strategies to participate in knowledge production, especially historical research, analysis, and writing; 2) to encourage you to make an inroad into this creative and contested process of recovery, discovery, and articulation. The overall scope of this course is wide, and approaches to the study of history are quite ambitious. You will engage with texts (both primary and secondary sources) critically throughout the semester, all the while finding ways to shape your own identity as both a historian and a critic. In order to meet these high standards, you will have to write well and come to the class prepared to discuss course materials with peers.

During the first three weeks of this semester, this course will explore the importance of studying history from myriad perspectives and move through the politics of history. Through discussion and writing, you will articulate why history matters in this highly unequal world. Then, the course will turn to the study of key subfields of historical studies, namely political history, social history, and cultural history, by way of reading a series of cutting-edge secondary sources (both book chapters & journal articles). It is important to keep in mind that these subfields are not mutually exclusive. They overlap in important ways, and historians often situate themselves in and draw key insights from multiple subfields (and disciplines). After the spring break, this course will introduce the world of archival and library research and ask you to locate primary sources at local archives and libraries. In the final paper, you will use these primary sources and consult secondary sources to develop an analysis of your own. You will spend four weeks to develop this final project.

COURSE REQUIREMENTS

You must complete all the course requirements to pass this course. A late written assignment will be penalized. You will lose a letter grade each class it is late. You may arrange an alternative due date, but you need to submit a typed request at least four days before the due date.
I will not accept the request via email. It is imperative that you hand in your work on time throughout the semester because I will not grant any incompletes in this course.

You are expected to attend all class meetings to pass this course, especially since it only meets once a week. If you miss two class periods, you will receive an F. You should also always bring your notebook and assigned texts to each class meeting.

15% Attendance & Participation
5% Paper #1
10% Paper #2
30% Three Summaries (10% each)
10% Primary Source Assignment/Group Project
10% Topic Statement
20% Paper #3

TEXTS (You will read approximately 100 pages a week throughout the semester.)
A Good Dictionary (indispensable!)

Readings on E-Reserve
<http://reserve.lib.umn.edu/cgi-bin/eres/>


Social History


**Political History**


Kelley, Robin D. G. “‘We Are Not What We Seem’: Rethinking Black Working-Class Opposition in the Jim Crow South.” *Journal of American History* 80 (June 1993): 75-112.

**Cultural History**


**Oral History**


ACADEMIC HONESTY: AVOIDING PLAGIARISM

Plagiarism is defined as claiming work done by another as one’s own. This includes turning in work written by another scholar or student, copying portions of another scholar’s work or student’s paper, inserting sentences taken from a book or an article without a proper citation, or claiming ideas that you read about as your own.

We will discuss ways to avoid plagiarism in the class. Instructors, professors, students, and administrators at the University of Minnesota take plagiarism seriously. The failure to live up to the principles of academic honesty will result in an F grade. If you have questions or concerns regarding plagiarism, do not hesitate to come to see me.

You are guilty of plagiarizing if:

• You directly quote (or copy) a source without placing that material in quotation marks and acknowledging your source.
• You use information from a source, and only slightly alter words or phrases without acknowledging your source and placing quotation marks around direct “borrowings.” Please see “On Paraphrasing” for details.
• You use source’s arguments, evidence, main points, and/or structure without acknowledging your source.
• You paraphrase someone else’s ideas without acknowledging your source.
• You use “facts” gathered by someone else’s research without acknowledging your source.
• Your ideas or method of analysis have been heavily influenced by someone else’s theories and you do not acknowledge your source.
• Someone else writes your paper or supplies your argument for you.
• You submit a paper obtained from a paper mill, a paper writing service, and on-line sources.
• You turn a paper in to more than one class without explicit (written) permission from all professors involved.

On Paraphrasing

It is not acceptable to use an author’s words almost verbatim (word for word) and change only an occasional word or two. When paraphrasing is acceptable, the original text is significantly recast.

Original: “In the postwar period, industrialization developed through the use of government subsidies and investment in basic infrastructure.”

Not Acceptable: Following World War II, industrialization developed through the use of government subsidies and investment in basic infrastructure.

Acceptable: Following World War II, government subsidies and infrastructural investments were the major factors in developing national industries.

Adopted from Professor Patrick McNamara’s syllabus, University of Minnesota
UNIVERSITY POLICIES

Grades and Grading: All papers turned in late will be marked down a half letter grade each class it is late. For example, a B+ paper turned in late by one day will become a B. There will be no exception to this policy. University-wide grading standards are as follows:

A  Achievement that is outstanding relative to the level necessary to meet course requirements.
B  Achievement that is significantly above the level necessary to meet course requirements.
C  Achievement that meets the course requirements in every aspect.
D  Achievement that is worthy of credits even though it fails to meet fully the course requirements.
F/N Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
I  Incomplete: assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Please note that a written agreement between instructor and student is required to obtain this status.

Plagiarism: Be aware that the College of Liberal Arts recommends a failing grade for any plagiarized assignments. A second offense will result in a failing course grade. See the section “Academic Honesty: Avoiding Plagiarism” in this syllabus for details.

Equal Opportunity: The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, religion, color, sex, national origin, handicap, age, veteran status, or sexual orientation. For further information, contact the Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall (612-624-9547).

Sexual Harassment: Sexual harassment is defined as “Unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment or academic advancement; (2) submission to, or rejection of, such conduct by an individual is used as the basis for employment decisions or academic decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic environment.” All faculty, supervisors, and administrators are legally and ethically obligated to take appropriate action to prevent sexual harassment. For further information, contact the Office of Equal Opportunity and Affirmative Action, 419 Morrill Hall (612-624-9547).

Disabilities: The University will provide accommodation for students with special needs. Please inform me if this may apply to you. For further information, contact the Office of Disabilities Services, McNamara Alumni Center (612-626-1333/612-625-5572).
COURSE SCHEDULE

WK 1
January 20
Introducing the Course & Screening *Who Killed Vincent Chin?* (1988)
Read: Dana Frank & George Lipsitz’s articles; Howard Zinn’s *The Future of History*

Paper # 1 (Due Next Week): Imagine yourself as a historian. Your main task is to explain why the murder of Vincent Chin took place in the way it did and when it did. The paper must be typed in 12-point font, double-spaced, and approximately 400-500 words in length. It must be submitted with page numbers and one-inch margins on all sides. It also needs to be well-organized, clear, and logical.

WK 2
January 27
Who Killed Vincent Chin? – Understanding What Historians Do
Read: Howard Zinn’s *The Future of History* & Edward Said’s *Representations of the Intellectual*. NOTE: Please bring a typed list of discussion questions (at least five). I will collect this list at the end of the class.

WK 3
February 3
What’s in History?
Read: Edward Said’s *Representations of the Intellectual*; Alexander Saxton’s essay

Paper #2 (Due Next Week): Imagine yourself as a prospective student, getting ready to apply to the graduate program in history. In the application, you are asked to explain why you want to study history at the graduate level. Articulate why history matters and how historians can play an important role in the wider world. Make sure to draw key insights from Zinn and Said’s works and synthesize them with your own understandings of history. You may want to consider the autobiographical narrative form. The paper must be typed in 12-point font, double-spaced, and 500 words in length. It must be submitted with page numbers and one-inch margins on all sides. It also needs to be well-organized, clear, and logical.

WK 4
February 10
Locating, Reading, and Summarizing Secondary Sources
Read: Cohen, Hunter, Andrews, Allman, and Fass (read these articles in this order) NOTE: Do not summarize Fass’s article

Summary #1 (Due Next Week): For the next four weeks, you will read secondary sources closely and evaluate the thesis statement and the logical structure of analysis, as well as the use of evidence (primary sources) and
secondary sources carefully. You will have to read ALL of the assigned articles. However, in writing a summary, you will only need to select TWO of the assigned articles. Make sure to explain how the author has framed the historical question and designed the historical analysis of a specific topic. Pay attention to the ways in which the author supports the stated argument throughout the analysis of the subject (or topic) under investigation. Also, explain not only the types of primary sources that the author uses but more importantly how these sources are being transformed into evidence. To write a good summary, you will have to evaluate both the text and footnotes/endnotes. The summary must be typed in 12-point font, double-spaced, and approximately 750 words in length. It must be submitted with page numbers and one-inch margins on all sides. It also needs to be well-organized, clear, and logical.

WK 5
February 17
Social History
Read: Kerber, Leong, Brooke, and Kelley (read these articles in this order)
Summary #2 (Due Next Week): Follow the instructions above.

WK 6
February 24
Political History
Read: Reynolds, Walkowitz, Klein, and Rafael (read these articles in this order)
Summary #3 (Due Next Week): Follow the instructions above.

WK 7
March 2
Cultural History
Read: Graaf and Stein; Tucker, Yokota, Blee, and White (read these articles in this order). NOTE: Please bring a typed list of discussion questions (at least five). I will collect this list at the end of the class.

WK 8
March 9
Oral History
Homework: Generate some possible topics for the final project (see WK 11 & WK 14 for details of assignments).
Things to Do: Register students at Minnesota Historical Society; remind students that the class will meet at Minnesota Historical Society on March 23; for directions to Minnesota Historical Society, visit http://www.mnhs.org/places/historycenter/location.html
March 16 NO CLASS

WK 9
March 23 Trip to Minnesota Historical Society: Meeting Debbie Miller

Primary Source Assignment/Group Project (Due Next Week): Read correspondence between Celia and Henry Forstner of New Ulm while Celia worked as a servant in the James J. Hill house (Location Number: P1715). The goal of this assignment is to analyze domestic workers’ experiences. I want you to work on this project in a group of three or four.

The tour of the James J. Hill House is mandatory; it will unquestionably aid your analysis. Visit http://www.mnhs.org/places/sites/jjhh/ for details of the James J. Hill House and its hours. Finally, make sure to consult Tera Hunter and Christine Stansell’s articles and synthesize them with primary sources under investigation. Although this is a group project, you will have to write your own paper. The paper must be typed in 12-point font, double-spaced, and approximately 600-700 words in length. It must be submitted with page numbers and one-inch margins on all sides. It also needs to be well-organized, clear, and logical.

WK 10
March 30 Developing a Topic Statement & Working Bibliography

Topic Statement (Due Next Week): In the last assignment (Paper #3), you will use primary sources that you have identified in libraries and archives to write a short research paper. Before you get started on this project, you will need to submit a topic statement, which describes your topic and its significance. In order to compose a topic statement, you will need to work on two fronts simultaneously. First, you will need to identify primary sources. In historical writing, a set of primary sources will serve as the main foundation of your analysis. They are raw materials that you use to produce knowledge! Second, you will need to consult four secondary sources, particularly journal articles and some monographs, and comprehend, in detail, what is known about your topic, especially arguments, perspectives, debates, methodologies, and theories, among others. Oftentimes, bibliographies and footnotes/endnotes in your secondary sources will provide important information about primary sources (as you learned in the class).

The topic statement needs to include following information: 1) an overview of how scholars/historians have studied the topic; 2) a description of primary sources; 3) an explanation of how you plan to integrate primary sources in your analysis; 4) a working thesis statement; and 5) a working bibliography. The topic statement must be typed in 12-point font, double-spaced, and approximately 750 words in length. It must
be submitted with page numbers and one-inch margins on all sides. It also needs to be well-organized, clear, and logical.

**WK 11**
**April 6**
Presentations of Research Topics

Homework: Work on the final paper

**WK 12**
**April 13**
Individual Consultations

Homework: Bring TWO COPIES of your rough draft

**WK 13**
**April 20**
Peer Review

Paper #3 (Due Next Week): The final paper must be based on original primary research, well-written, well-organized, and logical. It needs to demonstrate an excellent grasp of the existing literature (secondary sources), a careful analysis of evidence, and an effective synthesis of multiple sources. It must be typed in 12-point font, double-spaced, and approximately 1500-1800 words in length. It must be submitted with page numbers, one-inch margins on all sides, and the bibliography. The paper, moreover, must be proofread to avoid spelling and mechanical errors. You should use a spell-checker, but do not assume it will catch all mistakes. The final draft filled with errors will significantly hurt your final grade. Finally, the final paper needs to provide an extensive and correct documentation in the form of footnotes by using Kate Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*.

**WK 14**
**April 27**
Individual Consultations

**WK 15**
**May 4**
Last Day: Rethinking History
LOCAL LIBRARIES & ARCHIVES

Depending on your research topic, focus, and area, the following local archives and libraries can become your “home” during the course of completing your senior paper.

**Wilson Library** (http://www.lib.umn.edu)

**Law Library** (http://www.law.umn.edu/library/home.html)

**Government Publication Library** (http://govpubs.lib.umn.edu/)

**James Ford Bell Library** (http://bell.lib.umn.edu/)

University of Minnesota Special Collections, 4th Floor Wilson Library

The Bell Library contains over 20,000 books, maps, and manuscripts concerning European expansion from 1400-1800. The collection focuses on European relations with non-European people and places with accounts from merchants, missionaries, travelers, etc. Contact: Brent Allison, 612-624-6895; Stekel Rippley, 612-624-7040

**East Asian Library** (http://eastasian.lib.umn.edu/)

Sub-basement, Wilson Library

The archive contains publications and primary sources on China, Japan, and Korea. Contact: Yuan Zhun, 612-624-9833

**Ames Library of South Asia** (http://ames.lib.umn.edu/)

Sub-basement, Wilson Library

The collection includes over 25,000 documents concerning mostly British-Indian interaction. The additional source materials on other countries in South Asia are also available. Contact: Don Johnson, 612-624-4857

**Immigration History Research Center** (http://www1.umn.edu/ihrc/)

Elmer Anderson Library, West Bank, University of Minnesota

The Immigration History Research Center collects and preserves materials on twenty-four American ethnic groups originating from eastern, central, and southern Europe, as well as the Near East. The research collections consist of manuscript and printed materials, often in the languages of the immigrants; papers of religious and business leaders, politicians, labor leaders, and ordinary people; archives of ethnic fraternal associations, mutual societies, and cultural organizations; and files of newspapers and periodicals, books, almanacs, and albums. Contact: Joel Wurl, 612-627-4208

**Upper Midwest Jewish Archives** (http://special.lib.umn.edu/umja/col/)

Elmer Anderson Library, West Bank, University of Minnesota

The archives collect the records of St. Paul and Minneapolis Jewish Federations, Community Centers, Talmud Torahs, the Jewish Vocational Service, Jewish Community Relations Council, Hillel, as well as various synagogue records, records of the Minnesota Rabbinical Association and women’s organizations, such as Hadassah, National Council of Jewish Women, and Mount Sinai Hospital Women’s Auxiliary. Contact: Linda Schloff, 612-625-0192
Social Welfare History Archives (http://www.lib.umn.edu/swha)
Elmer Anderson Library, West Bank, University of Minnesota
The Welfare Archives carries a wide range of primary records of national voluntary organizations in the human services. Its collection are strong in the field of public health, recreation, settlement work, child welfare, aging, race relations, community planning, immigration, vocational rehabilitation, and the role of volunteers and professionals in social work. Most of the collections focus on 1917 to the present and reveal organizations’ interests in social reform/justice. Some records, however, pre-date the First World War era. Contact: David Klaassen, 612-624-6394

YMCA Archives (http://special.lib.umn.edu/ymca/)
Elmer Anderson Library, West Bank, University of Minnesota
The YMCA Archives collects and preserves the diverse materials on YMCA programs. Generally, the collection concentrates on 1850 to the 1960s. Its extensive collection focuses on YMCA’s activities in the areas of religion, education, physical education, sports, and leisure. In particular, the records of the international division are rich and wide-ranging. Contact: Dagmer Gest, 612-625-3445

University Archives (http://special.lib.umn.edu/uarch/collection.html)
Elmer Anderson Library, West Bank, University of Minnesota
The University Archives collects and preserves University of Minnesota materials. Among the most notable collections are faculty papers, departmental records, Student Activities Center records, and Dean of Students records.

The Manuscript Division
Elmer Anderson Library, West Bank, University of Minnesota
The Manuscript Division collects, preserves, and provides access to materials in the following three major collecting areas:
• Performing Arts Archives (http://special.lib.umn.edu/manuscripts/perfart.html)
• Northwest Architectural Archives (http://special.lib.umn.edu/manuscripts/architect.html)
• Literary Manuscript Collections (http://special.lib.umn.edu/manuscripts/literary.html)
Contact: Alan Lathrop or Barbara Bezat, 612-625-3550

The Children Literature Research Collections (http://special.lib.umn.edu/clrc/)
Elmer Anderson Library, West Bank, University of Minnesota
The Collections is an internationally recognized resource in the field of Children’s literature. Contact: Professor Karen Nelson Hyle, 612-624-4817; John Barneson, 612-624-2577; Greta Bahnemann, 612-624-9182

Minnesota Historical Society (www.mnhs.org)
345 Kellogg Blvd., West, St. Paul, MN 55102, 651-296-2143

James J. Hill Reference Library (http://www.jjhill.org/)
80 West 4th St., St. Paul, MN 55102, 651-265-5500 or 1877-700-HILL