Course Description
This course introduces history majors and minors to the fundamental practices and theories of the discipline, namely, the ethical reading, researching, writing, and citing of history. Unlike other history classes, this course draws on a wide range of places, periods, and themes. Instead, and more determinedly, this course teaches the fundamental skills of the historian’s craft. These include the ability to construct a research project; to find and interpret reliable primary and secondary sources; to evaluate and understand primary sources; to identify and critique an author’s thesis and argumentation; and to cite evidence and scholarship authoritatively.

Course Objectives
This class is set up as a ‘workshop’ where you will be asked to identify and analyze the ways in which history and experience have been constructed. Our primary goal will be to develop an historical interpretation of the transformations and tensions of urban life in Tucson during the first half of the twentieth century. In order to accomplish that goal, the course requirements – the assigned readings, the lectures, and the written assignments – aim to provide you with the necessary tools to evaluate the past. At the same time, this course is designed to further your academic skills. In particular, students will gain experience in: organizing, controlling, and handling information to effectively use as evidence in developing an argument; thinking comparatively and using comparisons as a way to analyze information; learning how to read monographs and journal articles written by historians, for historians, and; learning how to assess or evaluate arguments made by historians. In effect, you will be ‘doing’ history as professional historians ‘do’ history.

Course Requirements and Evaluation

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
<tr>
<td>Assignments</td>
<td>45%</td>
</tr>
<tr>
<td>Research Project Inventory</td>
<td>10%</td>
</tr>
<tr>
<td>Research Project Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Storyboard Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Detailed Outline &amp; Thesis</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Review</td>
<td>5%</td>
</tr>
<tr>
<td>Log Book</td>
<td>5%</td>
</tr>
<tr>
<td>Essay</td>
<td>35%</td>
</tr>
</tbody>
</table>
Readings (books available at the University of Arizona Bookstore)

Required Books

Recommended Books

D2L Course Website
Course announcements, articles, and assignment information will be regularly posted on our D2L
Course Website. Students should frequently log on and will be held accountable for all information
posted there. If you have any difficulty accessing this site, please contact me immediately.

To access your course on D2L you must have a UA NetID and be officially enrolled in the course
for at least 24 hours. Your browser must be compatible with D2L.
1. Go to http://d2l.arizona.edu
2. Click on the "Check that your browser is compatible" hyperlink. (That's step Number 2 in
the student login instructions.)
3. Click on the UA NetID Login button on the top left side of the screen.
4. Enter your UA NetID and password—this is the same information you provide to access
your UA Webmail.
5. Once you are inside, click on the (+) symbol beside the Semester and Department names.
Then click on the hyperlinked Course Name.
6. On the Course Home page, take a look at the blue and red navigational bars along the top
of your screen. Click “Content” to get to the syllabus, etc. for your course.

Class Participation, Reading, and Attendance
Students are expected to read and complete every assignment, to attend every class, and to
participate vigorously. History courses as a rule require a substantial amount of reading. As a
summer course, this aspect is only magnified. You will be expected to read 3-4 hours each night as
well as work on your project, for the next day’s class.

The accumulation of more than two absences will result in a reduction in your final grade.

Students are expected to participate maturely in class, giving their fullest attention to the instructor
and other students and helping to cultivate an environment of mutual respect. As a courtesy to your
classmates, please do not arrive in class late or leave early.

Turn off cell phones before arriving in class. Do not text in class. If using a laptop, do not engage in
activities unrelated to class.

Disruptive participation will result in a reduction of 20% of your course grade. For further
information about UA policies concerning disruptive or threatening behavior in class, see these
Websites:
http://policy.web.arizona.edu/~policy/disrupt.shtml
http://policy.web.arizona.edu/~policy/threaten.shtml
**Academic Integrity**
Students are responsible for compliance with all University policies regarding academic integrity as well as with the American Historical Association standards for historical scholarship. Please refer to the following webpages for information regarding plagiarism:

- [http://deanofstudents.arizona.edu/codeofacademicintegrity](http://deanofstudents.arizona.edu/codeofacademicintegrity)
- [http://history.arizona/undergraduates/plagiarism.php](http://history.arizona/undergraduates/plagiarism.php)
- [www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism](www.historians.org/pubs/free/professionalstandards.cfm#Plagiarism)

Ignorance of the code will not be accepted as an excuse for infractions of the code. Any case of plagiarism or other forms of cheating will result automatic semester grade of **E**. All cases, after due procedures, will be reported to university officials for further action.

**Student Resources**

**UA Libraries:** Students are strongly encouraged to familiarize themselves with UA libraries as soon as possible. Reference librarians are available to assist you with any questions you may have. For more information, visit the library Website: [http://www.library.arizona.edu/](http://www.library.arizona.edu/)

**Writing Assistance:** The Writing Skills Improvement Program offers tutoring and writing workshops for undergraduates seeking assistance with their prose. For further information, see the WSIP Website: [http://wsip.web.arizona.edu](http://wsip.web.arizona.edu)

**Writing Center:** The English Department offers individualized peer tutoring to assist UA students with their writing. For more information about the Writing Center, see the Writing Center Website: [http://english.arizona.edu/index_site.php?id=287](http://english.arizona.edu/index_site.php?id=287)

**DRC**
Students who require accommodations to participate fully in this course should register with the Disability Resource Center and contact me as soon as possible to discuss access issues. Information about the DRC can be found at the following website: [www.drc.arizona.edu](www.drc.arizona.edu)
Unit One: Locating Sources

Class #1 (M 6/6) What is History?

Class #2 (T 6/7) Launching a Project
Rampolla, pp. 1-19
Mann, pp. 204-261

Class #3 (W 6/8) @ the Law Library
Arnold, “Questions about murder and history”
Muir and Ruggiero “Introduction to History from Crime”

Class #4 (Th 6/9) No Class: tracking down sources

Class #5 (F 6/10) @ the Arizona State Museum

Unit Two: Evaluating Sources

Objective
To initiate a research project quickly and efficiently.

Task
- familiarize yourself with course materials & readings
- familiarize yourself with the Library and the Online Tutorials
- familiarize yourself with database searching
- visit local archives / repositories
- prepare inventory of materials

Class #6 (M 6/13) Critical Thinking
Inventory due
“Ways of Reading”
Truzzi “Sherlock Holmes”

Class #7 (T 6/14) Analytical Reading
Rampolla, pp. 20-38
Becker, “Everyman his own historian”
Dr. Johnstone’s guide for note-taking
Secondary source analysis template

Class #8 (W 6/15) Documents & Manuscripts
Ginzburg, “Clues”
Howell and Prevenier, “From Reliable Sources”

Class #9 (Th 6/16) Images & Maps
Gaskill, “Visual History”
Dr. Crane’s guide for analyzing images
William Cronon on Photographs
http://www.williamcronon.net

Class #10 (F 6/17) Oral History
Portelli, “The Death of Luigi Trastulli”
Unit Three: History & Theory (from ideas to text)

Class #11 (M 6/20) Social History
Proposal due
Thompson “Preface to The Making of the English Working Class”
Tabili “Race is a Relationship”
Scott “Women’s History”

Class #12 (T 6/21) The Cultural Turn
Darnton “The Great Cat Massacre”
Chartier “Text, Symbol, and Frenchness”

Class #13 (W 6/22) Microhistory & Everyday Life
Levi “On Microhistory”
de Certeau “Walking in the City”

Class #14 (Th 6/23) Language & Narrative
Detailed Outline and Thesis Statement due
Stone “Return to Narrative”
McCullagh, “The Meaning of Texts”

Class #15 (F 6/24) Truth & History
Arnold, “How it really was”
McCullagh, “Truth and Fairness”

Objective
Develop an understanding of the different ways of viewing the past.

Help with Writing
Rampolla, pp. 39-85
Kane & Ogden, “Outlining”
Troyka, “Writing Arguments”
Kane & Ogden, “Introductions”
Troyka, “Writing Paragraphs”

Tasks
- develop essay argument
- construct complete narrative
- prepare group presentation

Unit Four: Voice & Vision

Class #16 (M 6/27) Peer Review
Essay Due
Guidelines for giving feedback

Class #17 (T 6/28) History on Film
The process of making a historical film

Class #18 (W 6/29) Ethics in History
Storyboard Presentation #1 & #2
Bellesiles, “The Origins of Gun Culture”
Lindgren, “Fall from Grace”

Class #19 (Th 6/30) Writing Workshop
Storyboard Presentation #3 & #4

Unit Five: Working Words - Revising

Class #20 (F 7/1) No Class: Individual Work
Class #21 (M 7/4) No Class: July 4
Class #22 (T 7/5) No Class: Individual Work
Class #23 (W 7/6) Submit Essay (final draft) and Project Binder
Class #24 (Th 7/7) Arizona Historical Society Museum

Tasks
- begin revising essay
- make group presentation

Rewrite
Reword
Revise