

HIS 3942/13939, 28385
History Practicum (Provisional Syllabus)
From Headlines to Histories
Spring 2021

Course Meets: MWF 1:55-2:45 (period 7)
Instructors: Dr. Louise Newman, lnewman@ufl.edu
Daran Dooley, daranjaydee@gmail.com
Office hours: In person: Newman, Wed 12:45-1:30 (period 6) in Keene Flint 212
Remote: Newman, Mon, 2:45-3:30, Thursday by Zoom appointment
Dooley's hours to be added

The History Practicum

“Practicum” means doing practical work, and the history department’s practicum introduces students to the basic practices of historical investigation and analysis. It is designed to help students develop fundamental skills in critical reading, analytical thinking, argumentative writing, and historical research, all of which are needed to succeed in the major and which will serve students well in their future endeavors, no matter what profession or occupation they pursue after graduation.

These skills include learning how to:

- effectively communicate ideas about history, both orally and in writing
- find and interpret various kinds of evidence that bear on a historical problem
- identify the thesis-argument(s) in the work of others; be able to explain how the author/historian is in conversation with other authors/historians
- frame a historical research problem for consideration and compose lucid analyzes of historical documents
- provide complete citations for sources and attributions, following the Chicago Manual of Style
- employ editing techniques to improve one’s own writing
- provide constructive feedback on others’ work (peer review)
- assess the historical significance, usefulness, and expertise of works of historiography
- create a website or electronic archives to present historical information to the general public

Description of the course topic

This course could also be titled, “The History Behind the Headlines,” as topics will be drawn from newspaper headlines from January and February 2021 and may include the big stories, such as the Covid-19 pandemic, the aftermath of the Trump presidency, U.S.’s relationships to China, Russia, Iran.; the Black Lives Matter movement, environmental disasters, racial/gender concerns ranging from mass incarceration to sexual harassment—or any other topics that receive media attention in the early months of 2021. The course poses a series of basic questions for sustained reflection: How can past events help us understand present-day events? How do current actors-- politicians, journalists, social activists and others-- use (or misuse) historical information? What role might historians play in contextualizing and understanding current events?

Course objectives

- Become comfortable with the kinds of logic and inductive reasoning that historians rely upon in fashioning historical narratives (causes, contingencies, coincidences)
- Understand why dates, facts and details matter so much to historians and how they go about interpreting such information to make an argument about the significance of events
- Be able to identify and explain some of the different approaches and methodologies that historians use in trying to make sense of historical information

- Learn to work with visual and oral/aural sources-- photographs, films, oral histories, songs, and other forms of historical evidence
- Improve skills in critical reading and analytical thinking (how to identify and assess an author's thesis argument, how to effectively summarize others' work, how to participate in historiographic conversations)
- Develop the skills needed in argumentative academic writing (how to compose an original thesis-argument; how to structure formal academic essays—whether historiographical and/or grounded in primary sources; how to sequence sentences to compose cohesive (focused) paragraphs; how to introduce evidence from primary and secondary sources to support the thesis, etc.
- Practice some of the basic steps in researching and writing a paper on an historical topic, including identifying a suitable topic, formulating a historical research question about that topic, identifying and analyzing relevant primary sources to help answer the question, coming up with a hypothesis or working thesis-argument (an answer to the question) and “proving” the hypothesis by supporting it with relevant information and persuasive logic (“problem,” “solution,” “evidence”)
- Learn how to follow instructions and style sheets in order to present historical work in a professional manner, which includes learning how to introduce quotations into an essay and how to format footnotes and bibliographies correctly

Questions concerning historical argument and methodology encountered in this course

- What is the difference between history and historiography?
- What are the essential characteristics of a good historical narrative? Do historical accounts need to be objective? neutral? fair? credible? truthful? How do we know if they are these things?
- Why do historians study the past and keep writing about events that are “over”?
- Does historiography have to be presented in a particular form or genre (i.e. a written text, such as a book or article) in order for it to have validity or authority as a credible account of history?
- Should we have the same expectations of and standards for historical narratives that are presented in visual forms (films, documentaries, photographs, cartoons, drawings, illustrations) or aural/oral forms (lectures, songs, speeches, stories, interviews, oral histories) as we do of written historiography (books, articles, blogs)?
- Why are primary sources so essential to the writing of historical narratives? How do historians interpret such sources? What does a “careful” or “critical” reading of a primary source entail? What does it mean to contextualize a primary source or an event?
- What is the advantage of using many different (kinds of) sources? Why do historians value narratives that address the same issue/problem from multiple perspectives? Why do historians value accounts that offer multiple causes to explain why change occurs?

Required readings

The required readings for this course include books, articles published in anthologies and academic journals, and writing that appears on websites (articles, blogs, newsletters).

Required books that must be purchased (listed in the order in which they are assigned)

- **Rampolla, Mary.** *A Pocket Guide to Writing in History*. Boston: Bedford/St. Martins, **any edition**. The tenth edition (2020) costs \$34.99 on Amazon Prime. You do not need to buy the more expensive editions. There are used copies of earlier editions available for just a few dollars. I recommend you purchase, rather than rent, this book as it will prove useful to you as a history major throughout your career at UF.
- **Desmond, Matthew.** *Evicted: Poverty and Profit in the American City*. New York: Broadway Books, 2016; Crown reprint 2017. \$15.29 on Amazon Prime. Do not buy the “summary” version of this title

because one of the things we will learn by grappling with the original/complete version is how to read a long book efficiently.

- **Clark, Anna.** *The Poisoned City: Flint's Water and the American Urban Tragedy*. New York: Metropolitan Books & Henry Holt, 2018; Picador reprint edition, 2019. \$12.19 on Amazon Prime (Used copies are available for significantly less money and if you order one early in the semester, you will have it in plenty of time.)

Articles and excerpts from books to be downloaded from Course Reserves (listed in the order in which they will be read).

IMPORTANT: You may need to have the UF VPN Client installed on your computer and be logged into the VPN Client before you will be permitted to access online course reserve materials from an off-campus location. For information on installing and using the UF VPN Client, visit <https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/>. For technical assistance with the UF VPN Client, please call the UF Computing Help Desk, at 352-392-4357.

- **Jacobson, Matthew Frye.** *The Historian's Eye: Photography, History, and the American Present*. University of North Carolina Press, 2019. (UF has purchased an e-book that you can download from course reserves.)
- **Bailey, Beth and Richard Immerman,** "Introduction," in Beth Bailey and Richard H. Immerman, eds., *Understanding the U.S. Wars in Iraq & Afghanistan*. New York: New York University Press, 2015, 1-9, 16-17. (PDF available from course reserves.)
- **Reynolds, Michael A.** "The Wars' Entangled Roots: Regional Realities and Washington's Vision," in Beth Bailey and Richard H. Immerman, eds., *Understanding the U.S. Wars in Iraq & Afghanistan*. New York: New York University Press, 2015, 21-53. (PDF available from course reserves.)

More readings may be added to Course Reserves at a future date.

"How to..." Handouts Material accessed from University Websites (Bowdoin, Purdue, University of Toronto, University of Calgary)

- "How to Read a Primary Source," <https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/>
- "Predatory Reading" <https://www.bowdoin.edu/profiles/faculty/prael/pdf/predatory-reading.pdf>
- "How to Write a Book Review," <https://hist.ucalgary.ca/atimm/writing-advice/howtos/bookrev>
- "Advice on Book Reviews," <https://advice.writing.utoronto.ca/types-of-writing/book-review/>
- <https://hist.ucalgary.ca/atimm/writing-advice/useful-writing-links>
- "How to introduce a quote "Lead in": https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/signal_and_lead_in_phrases.html

Most importantly, students will be working on research projects that will require that they identify, locate and read additional primary and secondary materials.

Graded assignments (1000 total points)

Graded assignments include a wide variety of assignments: from formatting footnotes and bibliographies to short writing exercises, to the researching of a historical topic, using primary sources. Unless otherwise indicated, all assignments must be typed and presented formally. Points will be deducted for not following instructions concerning the presentation and submission of an assignment.

- Written instructions for major assignments (those worth 100 points or more) will be distributed at least one week before the assignment is due.
- Assignments must be submitted on-line through the course website on Canvas, located at lss.at.ufl.edu.
- Students should keep electronic copies of all their work in case any problems arise in the submission, grading, or the recording of assignments.

The final course grade is based on 1000 points, determined as follows:

Short Assignments (700 pts)— some are begun in class— all are finished after class & uploaded to Canvas

- **Interpreting Visual Sources:** Take (or find) a photograph and analyze its historical significance
- **Interpreting Written Sources:** Analyze the meaning/value/usefulness of a written primary source
- **Identifying/Locating relevant primary and secondary sources** for an historical topic and citing them in a bibliography using appropriate and consistent formatting (Chicago Manual of Style is the preferred format for all history papers.)
- **Reading Strategies-- (close reading, predatory reading, efficient reading, reading from the “outside in”):** Restate thesis arguments from historical monographs of different lengths (articles and books)
- **Notetaking:** Writing summaries, posing questions
- **Structuring an Argument:** Assess how an historian organizes an academic essay, setting forth a problem or question, answering the question or solving the problem by assembling and assessing evidence, and explaining the significance of the topic
- **Reading/Writing Skills, Abstracts, summaries:** Write accurate and thorough summaries of articles and books
- **Reading/Writing Skills, Placing Secondary Sources in a larger context:** Analyze a historiographic conversation among historians
- **Writing Skills, Book review:** Write a critical book review suitable for publication in a scholarly journal or posting on an academic website (such as History News Network)
- **Writing Skills, Quoting, Paraphrasing, Citing Sources:** Introduce a quotation into a text and cite the source using one of the three accepted forms (parenthetical notes, footnotes, endnotes)
- **Writing Skills, Composing a Perfect Paragraph**
- **Writing Skills, Effective Introductions, Satisfying Conclusions**
- **Revising Writing, Peer Review—**Commenting in a helpful way on a fellow student’s writing

Longer Assignments (300 pts)

- Prospectus (Research Question, Primary Source Analysis, Timeline/Chronology, Preliminary Annotated Bibliography) (100 pts)
- Final Project (Title Page, Abstract, 5-page paper with footnotes, Bibliography) (200 pts)

Grading Scale

Letter grades for the course will be assigned according to the following point scale:

Please note that in this course, to receive a full A, you must earn at least **950 out of 1000 points**.

Letter Grade	Total Points	GPA Equivalent
A	950-1000	4.0
A-	900-949	3.67
B+	875-899	3.33
B	850-874	3.0
B-	800-849	2.67

C+	775-799	2.33
C	750-774	2.0
C-	700-749	1.67
D+	675-699	1.33
D	650-674	1.0
D-	600-649	0.67
E	<600	0

Policies regarding attendance, participation and assignments

- This course has a significant “workshop” component, which requires students’ presence every session.
- Students are expected to have completed all reading and writing assignments by the beginning of class on the date specified on the syllabus. Whenever possible, students should have hard copies of the readings (books, articles, photographs, book reviews, etc.) in front of them—this is critically important for a Zoom class because you will need your screen to talk to your classmates, so unless you are working with multiple screens, you will not be able to work off electronic copies during class.
- In general, no late work will be accepted unless accompanied by documentation from the Dean of Students or Health Services of a serious illness. However, in the case of exceptional or unforeseen circumstances, students needing an extension of a deadline may request one from the instructor, in advance of the deadline.
- To ensure that students are learning the necessary skills, which build one upon the other, students must complete and submit assignments in the sequence in which they are assigned. If circumstances arise that may cause you to fall behind, please let the instructor know about those circumstances as soon as possible.

General course policies

- Students requesting accommodation must register with the Dean of Students Office (<https://www.dso.ufl.edu/>) and obtain proper documentation to be submitted to the instructor. **Instructors are not obligated to grant accommodations after the first week of the semester.**
- Students can complete their evaluations in their Canvas course menu under GatorEvals.
- All students must adhere to the University of Florida's standards of academic honesty. UF students are bound by The Honor Pledge, which states: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” A copy of the student code of conduct/honor code may be found at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

The student code of conduct forbids plagiarism, which includes the following:

- Turning in a paper that was written by someone else (i.e., papers written by another student, a research service, or downloaded off the Internet); or written by you for another course.
- Copying work written by another author without using quotation marks and without acknowledging the source through a commonly accepted style of footnoting.
- Paraphrasing text written by another author without referencing that author within the text and by using a commonly accepted style of footnoting.
- Using someone else’s idea or concept without acknowledging the original author and source in the text and by using a commonly accepted style of footnoting.

Class meets **MWF at 1:55pm (period 7); Friday sessions are always conducted via Zoom.**

Class will **NOT** be held on the following dates:

- Jan 18 (M) Martin Luther King’s Birthday
- Feb 15 (M) Presidents’ Day
- Mar 24 (W) University-designated “Recharge” Day
- Apr 2 (F) Good Friday

Schedule of Readings and Assignments

Part 1. Historical Methodologies and Approaches—Learning from the Professionals

Week 1. 1/11 (M), 1/13 (W). Thinking about History

What is history? How is it created? Who is history for? How should history be presented?

- Read (for Wed 1/13): **Jacobson**, *The Historian's Eye* (download from Course Reserves), pp. 153-157. Print out the following 4 photographs & commentary and be prepared to discuss in class.
 - Give the Brother More Time, Washington, DC., 2010 (pp. 24-25)
 - Abandoned Shopping Center in Lexington, Kentucky, 2010 (p. 101)
 - Chinga la Migra, Phoenix Arizona, 2010 (pp. 116-117)
 - Dog Tag Garden Memorial, Boston, Massachusetts, 2011 (pp. 118-119)
- Read (for Wed 1/13): **Rampolla**, *Pocket Guide to Writing in History*, ch. 1-2
- **Subscribe to *The New York Times*** (it's free for UF students) and begin following news stories, keeping a journal about which stories most interest you. By week 4, you should be honing in on one story that you intend to make the basis of your final project.

Asst 1.

Find or take a photograph of something that has recently occurred that you feel is historically significant or will have historical significance in the future; then in 300 words or less, explain why you have chosen/taken it. You may want to consult Rampolla, pp. 14, 33-39 for guidance about interpreting visual sources. Photograph and analysis are due Mon, 1/18 by 10pm. There is no class meeting on 1/18, so be prepared to discuss your photograph in the classroom (or remotely) on Wed, 1/20 (100 pts) **(Individual Asst)**

Week 2. --,1/20 (W), 1/22 (F). Presenting History using new technologies: Websites, Podcasts, Blogs/Newletters

In advance of class on Wed, 1/20, look over the following website:

<https://historynewsnetwork.org/>

Asst 2.

Identify a website that contains an archive and a website that contains blogs about history (they can be the same website if appropriate), explaining what you admire about these resources. You are encouraged to consult with a librarian to assist you. Due Sunday, Jan 24, by 10:00 pm (50 pts) **(Group Asst)**

Asst 3.

Submit Journal (2 entries)

In-Class Activity on 1/22: Create a Google Doc so students in your group can contribute their notes, links, observations, etc. We are going to be making a list of the most interesting/useful blogs, newsletters and podcasts that connect present events to past events. My contribution to this list is Heather Cox Richardson's "Letter from an American." Richardson is an academic historian who writes a daily newsletter (her way of identifying her writing) that is emailed to people on her subscriber list. She picks event(s) being reported on by major media outlets and elaborates on their significance by enlarging the context/perspective through which can interpret them.

Week 3. 1/25, 1/27, 1/29. Writing about Recent History, Part 1: Historiographic Arguments

Topic: 9/11 and The Wars Against Terror in Afghanistan and Iraq

Read for Mon (1/25):

Bailey & Immerman, "Introduction," pp. 1-9 and footnotes on pp. 16-17.

(Available from Course Reserves—hereafter indicated by CR).

Keep track of how long it takes you to read these ten pages; and when you are finished, **take some notes for yourself and be prepared to show them in class on Mon 1/25**. What were the most important things you learned? What questions do you have?

Read for Wed (1/27):

Handout: “Predatory Reading”

<https://www.bowdoin.edu/profiles/faculty/prael/pdf/predatory-reading.pdf>

Then applying the tips you learned from the Handout, read Reynolds, “The Wars’ Entangled Roots,” pp. 21-53. (CR)

Keep track of how long it takes you to read these thirty pages; and when you are finished, **take some notes for yourself**, but this time imagine that you are going to be tested on this material and that you may use your notes during the test, but not the original source material. What questions do you think your instructor will ask you? (Write a few of them down.) Then take notes that would allow you to answer those questions.

Asst 3. due Thurs 1/28 at 10pm
Take Notes on Reynolds

For Fri 1/29. Elements of Style, workshop

Week 4. 2/1, 2/3, 2/5.

Peruse the following website

https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html

Asst 4 Paraphrasing/Summarizing/Writing Abstracts (Reynolds) (100 pts) Jan 29

Week 5. 2/8, 2/10, 2/12. Historically-Informed Analyses that depend upon skillful storytelling, part 1

Topic: The chicken/egg problem of Poverty and Homelessness

Read (for Mon):

Desmond, *Evicted* (Historically-informed Ethnographic Work).

Instructor’s Guide to how to read this book contained on Canvas.

REF: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

UF students have free access to the Chicago Manual of Style if they use their VPN client and access the website from UF’s library’s website

<https://uf.catalog.fcla.edu/uf.jsp?st=UF025591062&ix=pm&I=0&V=D&pm=1&fl=ba>

Asst 5. Understanding the Purpose and Presentation of Footnotes

Week 6. 2/15, 2/17, 2/19. Historically-informed Journalistic Work

Topic: Disparate Racial Impacts of Environmental Disasters of Human Origin

Read (for Mon): Clark, *The Poisoned City*

Asst 6. Book Reviews

Part 2. Doing History

Week 7. 2/22, 2/24, 2/26

Asst 7. Submit Journal

Week 8. 3/1, 3/3, 3/5

Conferences with instructors on Fri, 3/5

Week 9. 3/8, 3/10, 3/12

Conference with instructors on Fri, 3/12

Week 10. 3/15, 3/17, 3/19

Conference with instructors on Fri, 3/19

Week 11. 3/22, -- 3/26

Asst 8 Prospectus Due

Week 12. 3/29, 3/31, 4/2

Week 13. 4/5, 4/7, 4/9

Week 14. 4/12, 4/14, 4/16

Asst. 10 Final Assignment Due

Detailed schedule

Week 1.

- What skills do students need to succeed as history majors?
- What impact does history have on every-day individuals?
- Interpreting photographic evidence

Skills: Understanding historical jargon and narrative conventions
Analyzing visual material

1. M 1/6 Introduction—What is History, What is it good for? How are historical accounts created?

Headlines *versus* Histories (Documents, Textual Evidence, Chronologies, Narratives) What's the difference between a primary source that documents an event, a journalistic chronicling of an event and a historical analysis of an event? What have been the major headlines since the start of the New Year (2021)? Which of these headlines do you think will become the basis for histories yet to be written?

Purchase Rampolla, *A Pocket Guide to Writing in History*. any edition, preferably a later one. (Make sure to always have the book on hand—you never know when I might ask you to consult it.)

2. W 1/8 From Headlines to Histories – Using Visual Evidence

Have read for class: Jacobson, pp. 153-157, 24-25, 101, 116-117, 118-119.
Print out the following 5 photographs and be prepared to discuss them in class.

- Give the Brother More Time, Washington, DC. 2010 (24-25)
- Abandoned Shopping Center in Lexington, Kentucky, 2010 (101)
- Chinga la Migra, Phoenix Arizona 2010 (116-117)
- Dog Tag Garden Memorial, Boston, Massachusetts, 2011 (118-119)

Subscribe to the *New York Times* (free for students)

Start keeping track of a news story that you think has legs (i.e. will be in the news for several months and has lasting historical significance (due in week 8)

3. F 1/10 Analyzing Photographs

Assignment due at start of class: News Article with Analysis of a Photograph (ungraded but required for continuation in the course)

Be prepared to show your classmates a photograph that you feel has significant historical value. Choose a photograph that is fundamental to a news story that you believe will one day serve as a primary source for a historical narrative. Consult Rampolla, pp. 14, 33-39 for guidance about interpreting visual sources.

To upload to Canvas by the end of Friday's class: A copy of the photograph, along with your description and analysis of the photograph, including whatever you could find out about who took the photograph and explaining what it shows-- what historical value might the photograph have in the future? (max word count 300 words).

Week 2. January 13, 15, --

Topic: **Research methods, protocols, conventions of historical writing**

Skills: Becoming familiar with how historians currently present historical information in specific narrative forms (historiography, memoir, historical romance, documentary film, museum exhibits, websites, podcasts and so forth); contemplating how the form/genres for the presentation of historical information may change in the future

Readings: Rampolla, *A Pocket Guide...* ch 1

4. M 1/13

Make sure you have read Rampolla's chapter titled, "Why study History."
Open Book Quiz may be given at the start of class. Be able to define the terms, comparison, contextualization, causation, continuity and change, interpretation, periodization, argumentation, synthesis.

Unit 1. The U.S. War on Terror**Week 3**

Topic: **9/11 and the U. S. War on Terror**

Readings: **For Wed: Bailey and Immerman**, eds. "Introduction," to *Understanding the U.S. Wars in Iraq & Afghanistan*, 1-17; **two book reviews** of *Understanding the U.S. Wars...* which students will have to locate using Smathers/Onesearch and/or other search engines.

Skills: Active reading of a secondary source
Preparing for class discussions
Summarizing an Historiographic Essay/Article
Paraphrasing key ideas
Understanding how historians explain origins and causes ("roots") of major events

7. M 1/22 Martin Luther King, Jr. Holiday—no class meeting

8. W 1/22 Assessing the Emerging Scholarship on 9/11

Using the OneSearch search engine on Smathers' library home page, locate Kyle Longely's book review titled "The New Forgotten Wars," which was published in *Diplomatic History* in 2016, and then find one more review of Immerman and Bailey's anthology on your own, using library/internet search engines, such as OneSearch, J-Stor, Google Scholar, etc. Bring a hard copy of these two reviews to class and be prepared to discuss what academic reviewers are obligated to do in a book review; and what these two reviews have in common.

9. F 1/24 Explaining the "Causes" of the Wars against Iraq and Afghanistan

Actively read **Reynolds**-- in the way that you did for Bailey/Immerman in week 2-- paying particular attention to how the thesis-argument(s) of Reynolds' essay build(s) slowly from the first paragraph. Look up the instructions for Assignment 2 on Canvas, and do stage one for Wed, which entails identifying 5-7 sentences from Reynolds' essay that contain his main arguments and then paraphrasing each of the sentences. You will need to print out two copies of these two "paragraphs" and bring them to Wednesday's class.

Asst 2. Summarizing an historiographic article-- Reynolds (50 pts) is due at the start of Friday's class. The Rampolla and Lewis & Clark readings assigned for this week are meant to help with this assignment. Instructions on Canvas.

Week 4. January 27, 29, 31

Skills: Understanding how archives/sourcebooks are assembled
Analyzing written primary sources
Analyzing how primary sources are used to support interpretative claims
Differentiating between reportage and editorials (opinion pieces)
Differentiating between journalistic and historiographical accounts
Differentiating among different types of secondary sources
Comparing two secondary sources on the same topic, looking for interpretative differences and similarities
Using the past as a lens to focus on the present
Learning to format bibliographies following the Chicago Manual of Style

Rael's advice regarding how to read a primary source: <https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/>

10. M 1/27 Impeaching a President...
What insights might studying Watergate yield about the present moment (2019-20)?

Read **Olson** and **Naftali's** chapter in *Impeachment*.
Study the chronology provided in Olson.

11. W 1/29

12. F 1/31 **Asst 2. Summary of Reynolds returned and discussed.**
Asst 3. Formatting a Bibliography (50 pts) is due at the start of Friday's class. Instructions on Canvas.
