

HIS3942: History Practicum

Theodore Roosevelt's America

Tuesdays Period 4 & Thursdays Periods 4-5

Keene-Flint Hall 0113

Fall 2023

Professor Sean Adams

E-mail: spadams@ufl.edu

Phone: 352-273-3354

Office: 227 Keene-Flint

Office Hours: Tuesday, 1-3 p.m;

Wednesday 2-3 pm; by appointment.

Introduction and Objectives

What is history? What do historians do? At a basic level, we reconstruct the past. But the craft of history is much more complex than a simple retelling of events that occurred decades or even centuries ago. Good historians must gather evidence, interrogate the sources that they've accumulated, and then synthesize them into an accessible narrative that instructs, informs, and sometimes entertains their audience. It is a difficult process that can take years of training. In this course, you'll get a basic introduction to the discipline.

Over the course of the semester, we'll work on analyzing primary and secondary sources, recognizing historiographic trends, developing historical arguments backed by evidence, and planning an original research project. There will be essays, as with most history courses, but we'll also be doing a number of workshop activities that will give you firsthand experience with reading, debating, and constructing history. The content matter in this particular practicum will use the life and times of Theodore Roosevelt as a touchstone. We will not focus exclusively on Roosevelt's biography; instead the context in which he lived will serve as a kind of "laboratory" for you to develop your skills as a historian. My hope is that these skills will serve your academic career at the University of Florida and in your professional career after graduation. Whether that happens is up to you and your commitment to this course and your fellow classmates.

This course is also an introduction to the history major at the University of Florida. You don't need to major or minor in history in order to benefit this course, but over the semester we will discuss various professional and intellectual opportunities offered by the History Department.



The President's Dream of a Successful Hunt (1907)

The Department of History is working to inform students about events and funding opportunities. You can learn about these opportunities by following @UFHistory on [Instagram](#), [Twitter](#), [LinkedIn](#), or [Facebook](#).

Format

This class meets face to face from 10:40-11:30 on Tuesdays and from 10:40 to 12:35 on Thursdays in Keene-Flint 0113. We will blend both lectures and discussions in each section. There are three (3) required textbooks for the course and there will be several reading and/or viewing assignments available through the Canvas e-learning site. In terms of the written work, we will blend very brief weekly assignments with some longer form essays. The details of this work, along with the performance expectations, will be discussed in class.

No late work can be accepted for full academic credit. Any make-up exams or essays must be approved by the instructor after the submission of appropriate documented evidence that supports why a make-up exam or essay is appropriate.

Attendance Policy and Expectations

Your active participation is critical for your success in this class. For this reason, prompt attendance at all sessions is mandatory. You may miss three sessions without any consequence to your grade. Each absence following that will result in the reduction of your participation grade by a full level (i.e. a B+ will become a B, a B will become a B-, and so on). Please note that arriving for class more than ten minutes late will be considered an absence. I will provide you with details regarding the guidelines, expectations, and evaluation of this written work over the course of the semester. This is yet another reason why regular attendance in this course is not optional, but mandatory. Please be respectful to your fellow students by turning off all cell phones, arriving on time, and avoid texting or making excessive noise. You may use a computer or tablet to take notes, but any distracting web surfing, game playing, or other behavior will not be tolerated. Students who do not abide by these simple rules of courtesy will be asked to leave and will not receive credit for that day's attendance and participation.

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Disability Resource Center (<https://disability.ufl.edu/>). The DSO will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Plagiarism will not be tolerated in this class, as it constitutes intellectual theft and academic dishonesty. If you turn in the work of others—this includes essays generated by AI chatbots—and try to pass it off as your own, you will fail that assignment and risk expulsion from the University of Florida. I will give you the guidelines, expectations, and other information

regarding the written work in this course, so you really have no reason to cheat. I take these matters very seriously and will prosecute vigorously if provoked. Any possible rewards derived from plagiarism simply don't justify the risk! All students must conform to UF's honesty policy regarding cheating, plagiarism, and the use of copyrighted materials, which you can find at the following address:

<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

This course adheres to UF's Policy on Academic Freedom and Responsibility. Consistent with the exercise of academic responsibility, an instructor must have freedom in the classroom to discuss academic subjects. The university student must likewise have the opportunity to study and articulate a full spectrum of ideas, opinions, and beliefs. Personal attacks, disparaging remarks, or attempts to dominate the conversation do not fall under the category of academic freedom and so they will not have a place in this class.

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Required Texts

All three books should be available at the UF Bookstore and online. The two books written by Theodore Roosevelt and listed here are inexpensive paperbacks that should be available online for less than \$10.00; these same texts are available online for free. You may use whichever format you prefer.

1. Jules R. Benjamin, *A Student's Guide to History* (Boston: Bedford/St. Martin's, 2019). Any recent edition since 2013 should be fine—this is the listing for the 14th edition. Some of the pagination may be different in your version, but the material covered will be pretty obvious.
2. Theodore Roosevelt, *Ranch Life and the Hunting Trail* (Mineola, NY: Dover Press, 2009 [1889]).
3. Theodore Roosevelt, *The Rough Riders* (Mineola, NY: Dover Press, 2006 [1899]).

Grading Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

The final grade breakdown is as follows:

Grade Calculation	Grading Scale	Grade Value
Attendance/Participation 10%	100-93=A	A=4.0
Brief Assignments 40%	92-90=A-	A-=3.67
First Review Essay 10%	89-87=B+	B+=3.33
Second Review Essay 15%	86-82=B	B=3.00
Final Project 25%	82-80=B-	B-=2.67
	79-76=C+	C+=2.33
	75-72=C	C=2.00
	71-69=C-	C-=1.67
	68-66=D+	D+=1.33
	65-62=D	D=1.00
	61-60=D-	D-=0.67
	59-0=E	E=0.00

Contacts, Confidentiality, and Recording Policies

It's always a good idea to meet with an instructor to track your progress in a college course. I am happy to meet with you in person during office hours—keep in mind that you can schedule a meeting with me outside of the scheduled hours—to discuss grades, assignments, or other course-related concerns during my regular office hours or appointments. If you have a brief question about the course, feel free to drop me an e-mail. However, I cannot accept assignments as e-mail attachments in this course without prior arrangement. I also cannot discuss grades over e-mail or the phone, as student records are confidential. UF views each student, not their parent(s), as the primary contact for all communication. For more information, see:

<http://www.registrar.ufl.edu/ferpa.html>

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Honor Code and Student Conduct Code.

I will keep a personal recording of class sessions, but I am bound by the same restrictions on publication and distribution. These audio recordings are for my own use only.

Schedule of Lectures/Discussions (Subject to Change by Instructor)

Part One: Collecting and Interpreting the Raw Ore of History

Week One: Introduction to the Course and to the Discipline

24 August Expectations and Goals

Online: UF History Department Website: <https://history.ufl.edu/>

Readings: Benjamin, *A Students' Guide to History*, pp. 1-16; Kathleen Dalton, “Finding Theodore Roosevelt: A Personal and Political Story,” *The Journal of the Gilded Age & Progressive Era* 6 (2007): 363-383. (e-learning site on Canvas)

Week Two: Taking History Classes

29 August Coming of Age in Gotham: How New York Shaped the Roosevelts

31 August How to Succeed in History Classes

Readings: Benjamin, *A Student's Guide to History*, pp. 17-86.

Assignment: Lecture Notes

Week Three: How to Reconstruct the Past

5 September Rah, Rah, Rah: TR at Harvard

7 September Working With History and Memory

Readings: TR to Anna Roosevelt, 1 November 1876; TR to Martha Bulloch Roosevelt, 19 November 1876; TR to Martha Bulloch Roosevelt, 18 October 1878; Excerpt from Theodore Roosevelt: *An Autobiography* (New York: Macmillan, 1916), 23-28; Geoffrey C. Ward, "The Roosevelts at Harvard," (2014) from *The Gold Coaster: The Alumni Magazine of Adams House, Harvard College*. (e-learning site on Canvas)

Assignment: The Past in Context

Week Four: Primary Sources

12 September Rough and Tumble: Party Politics in the Gilded Age

14 September Using Primary Sources Effectively

Readings: TR's Diary of the 1882 NY Legislative Session via the [Theodore Roosevelt Center's Digital Library](#); New York Times, 24 January 1882 and 15 February 1882; "The Cyclone Assemblyman," from Edmund Morris, *The Rise of Theodore Roosevelt* (New York: Coward, McCann & Geoghegan, 1979), 159-182; "My Heart Was Nearly Breaking," from Kathleen Dalton, *Theodore Roosevelt: A Strenuous Life* (New York: Vintage, 2002), 77-109. (e-learning site on Canvas)

Assignment: Primary Source Evaluation

Week Five: Secondary Sources

19 September Booker T. Washington's America

21 September How Historians Work

Readings: Historiography Packet (e-learning site on Canvas)

Assignment: Historiography Analysis

Week Six: Biography and Autobiography

26 September Cowboy: TR and the American West

28 September Making Sense of “the West” in American History

Readings: Roosevelt, *Ranch Life and the Hunting Trail* (entire book)

Assignment: First Review Essay, due on Friday, 29 September 2021 at 11:59 pm.

Part Two: The Many Ways to Make History

Week Seven: Careers in History

3 October The Literary TR

5 October What CAN'T You Do With a History Major?

Online: Links will be emailed out and available on the e-learning site on Canvas.

Week Eight: Research Questions

10 October Walking the Beat: TR and the Rise of Modern Policing

12 October How to Develop an Argument in History

Readings: Benjamin, *A Student's Guide to History*, pp. 87-139; Don Arp, Jr., “Reformer or Political Performer? Theodore Roosevelt, the NYPD, and the Motivations of Reform,” *White House Studies* 14 (2020): 211-221; “Police Commissioner,” from Paul Grondahl, *I Rose Like a Rocket: The Political Education of Theodore Roosevelt* (New York: Free Press, 2007), 213-244. (e-learning site on Canvas)

Assignment: Research Questions

Week Nine: I Was There?

17 October The Spanish American War

19 October Remembering War

Readings: TR, *The Rough Riders* (entire book).

Assignment: Second Review Essay, due Friday 20 October at 11:59 p.m.

Week Ten: Figures Don't Lie

24 October "That damned cowboy is president of the United States!"

26 October History in the Numbers

Reading: Benjamin, *A Student's Guide to History*, pp. 140-213

Assignment: Research Strategies

Part Three: A Useful History

Week Eleven: Digging into the Archives

31 October "This Great Enterprise": TR and the Panama Canal

2 November Panama Canal Collections at UF

Readings: J. Michael Hogan, "Theodore Roosevelt and the Heroes of Panama," *Presidential Studies Quarterly* 19 (1989): 79-94. (e-learning site on Canvas)

Assignment: Annotated Bibliographies

Week Twelve: Historians and the Land

7 November Conservation and the Birth of Environmentalism

9 November Reading the Environment

Readings: ["Speech of President Roosevelt at laying of the cornerstones of gateway to Yellowstone National Park, Gardiner, Montana, April 24, 1903," Theodore Roosevelt Papers. Library of Congress Manuscript Division.](#)

Week Thirteen: Historians and Policy

14 November The Square Deal and the Good Trust

16 November A Usable Past

Readings: Susan E. Wilson, "President Theodore Roosevelt's Role in the Anthracite Strike of 1902," *Labor's Heritage* 3 (1991): 4-23; William Murphey, "Theodore Roosevelt and the Bureau of Corporation: Executive-Corporate Cooperation and the Advancement of the Regulatory State," *American Nineteenth Century History* 14 (2013): 73-111. (e-learning site on Canvas)

Assignment: Brief Historical White Paper

Week Fourteen: History and Losers

21 November Bull Moose and 1912

Assignment: Brief Prospectus

23 November Thanksgiving Holiday—No Class Session

Week Fifteen: History in Objects

28 November TR in American Popular Memory

2 December The History of Things

Readings: [“Teddy Bear”](#) in the National Museum of American History; [“Showing Support With Roosevelt Campaign Souvenirs,”](#) Theodore Roosevelt Center Blog, 13 June 2020; [“The Heartbreaking, Controversial History of Mount Rushmore,”](#) National Geographic Online, 28 October 2020

Assignment: Sagamore Hill Proposal

Week Sixteen: Reflections on TR and History

5 December Wrapping it Up

Final Project Due: 11 December 2023 by 2:30 p.m.