

FALL 2018
HIST 440

Senior History Research Seminar

Prof. Marco Torres

Class Time: Tuesdays and Thursdays, 11am to 12:15pm.

Classroom: Behavioral Science Building (BSB), Room 165.

Office hours: Tuesday and Thursday 330-430pm (Walk-ins welcome. Appointment preferable!)

Office: University Hall 1009

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History 440 is a required class for History majors. It is designed to guide students through completing the senior research paper. The goal is to help you conceptualize your individual project, conduct research grounded in primary sources, and compose a historical narrative and analysis of primary documents in conjunction with secondary sources. This is an opportunity to demonstrate that you have mastered the research and analytical skills of the historian!

There is no specific theme for this class. You are expected to formulate your own topic, in consultation with the instructor, based on your interest and the knowledge you gained in History classes you have taken thus far.

The first part of the class focuses on History as a humanistic discipline and professional endeavor. We will discuss diverse approaches to research, writing, and methods of argumentation. We will ask questions such as: "What is history?" "How is historical knowledge produced and for what purpose?" "What is the difference between history and memory?" "How do historians conceptualize the past and present it to the public?" "Is it possible to find an 'objective historical truth'?" "What does it mean to revise and re-evaluate the meaning of the past as new documents come to light our present-day concerns change?"

The second part of the class will be devoted to your own independent research and writing. You should start working on formulating a topic, including conducting preliminary research, as soon as you can. Be sure to discuss your ideas with the instructor to get approval for your topic by week 6 at the latest. In deciding on a topic, think about specific issues and / or geographical areas you find intriguing. Some questions to consider: Are there any questions from other History courses or readings you wish you had a chance to explore more in-depth? Is the research feasible within the limited time-frame of the semester and your source readily available locally or digitally? In the last several weeks of the class, you will primarily meet with me individually to discuss your project. In addition, we will have a few group meetings to exchange ideas and feedback.

Main course text book: John Tosh, *The Pursuit of History: Aims, Methods, and New Directions in the Study of History*, Sixth Edition, (London and New York: Routledge, 2015).

This book can be purchased at the UIC bookstore.

Additional required readings are available Blackboard for HIST 440 [and CRN 3660](#).

Assignments:

Participation/Reading responses: This course meets twice a week. Discussion is the primary activity of this class. Students are expected to read the assigned works, attend all classes, and participate in discussions. There are six reading responses due for the quarter: 2, 4, 5, 6, 9, and 10. These are short reading responses, no more than a page or two, meant to facilitate class discussion. They are due on Wednesdays of that week before noon, so I can have time to read them.

Favorite book presentation (Due 9/11 and 9/13): Present your favorite historical academic books that you may have read for a previous class or for your own interest or research. Your presentation should include: 1. Introducing the book and the author. What historical genre does it fit into? (political history, social history, cultural history, etc.) 2. What is the book fundamentally about? Avoid summarizing it but focus on the key arguments. 3. What are the book's sources? 4. Why do you find this book compelling? 5. What new things did you learn (these include not only facts, but interpretations, arguments, sources, etc.) 6. How might this book help to research/conceptualize your own paper? The presentation should be about 15 minutes long. You are encouraged to bring notes or an outline to base your presentation on. You are encouraged to bring handouts or visual materials. Consider this as a mini-lecture for the class on a book that you would like them to read. You will be evaluated on content (i.e. be sure to address points 1-5 of the assignment description), clarity, and logical structure.

Research progress report 1 (To be presented 10/16 and 10/18. Written component due 10/19): The first research progress report will consist of the written and oral part. The written part should include the following: 1. Formulate your topic in the form of a research question or set of questions. 2. Explain the historical context and the significance of your questions in how this context is understood. 3. Identify what you think might be the most significant challenge in conducting your research. It could be finding a particular source, answering a question about a specific issue. How do you plan to overcome this challenge? 4. Attach a copy of bibliography divided into primary and secondary sources. 5. Attach a schedule under Final Paper to help you pace the project. The oral part of the assignment will be presenting your progress report to the class and answering questions from students and instructor. The individual oral presentation should be around 15 minutes.

Research progress report 2 (To be presented 11/28 and 11/29. Written component due 11/30): Present your topic and your research update to the class. Be prepared to answer questions about your project.

Paper proposal (Due Monday 11/12):

The proposal should include the following sections: 1. The main topic/question; 2. The historical context; 3. Significance of your research and potential intellectual contribution; 4. Outline of the

paper; 5. An updated schedule of completion. The proposal should be 3-5 pages (excluding the bibliography and the schedule of completion).

Paper draft (Due Monday 12/03):

This is a critical step towards your final paper. The draft should be as complete as possible, but it does not have to be the full draft. Rather work on formulating the main arguments and analytical points to showcase how you use and contextualize the primary sources. You may present parts of the draft in the form of an outline.

Final paper (Due Friday 12/14):

Students will write a 12-15 page double-spaced research paper that analyzes a particular event or historical process. The paper will be based on primary and secondary sources as well as the knowledge you have acquired in the class. Detailed instructions on the final paper will be posted later in the semester.

Statement on plagiarism:

If you take words from any source (including internet), you must use quotation marks and acknowledge the source with proper citation in your footnotes. Even when you use your own words but have borrowed an idea from another source, you must reference it. Presenting someone else's work as your own can result in the disqualification of your paper and a failing grade for the class.

Grading:

Class participation/responses = 20%

Favorite book presentation = 10%

Research progress report I = 5%

Research progress report II = 5%

Paper Proposal = 10%

Paper draft = 10%

Final Paper = 40%

Midterm grades:

There are no midterm grades in this class, but you can follow your progress by checking the blackboard site. Your scores for specific assignments will be posted within 1-2 weeks of assignment due date.

Late work:

I will deduct one third of a letter grade per day for late work. An A will become an A- if it is one day late.

Electronic devices:

Cell phones need to be turned off and put away for the duration of the class. Laptops and other electronic devices suitable for taking notes may only be used in class to the extent and purposes permitted by instructor. Do not use social media in class. Using electronic devices in ways which are distracting to other people, irrelevant to class, or counterproductive to learning is not acceptable.

Disability accommodation:

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following: <http://drc.uic.edu/guide-to-accommodations>.

Grievance Procedures:

UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's "Nondiscrimination Statement". Students are also urged to read the document "[Public Formal Grievance Procedures](#)". Information on these policies and procedures is available on the University web pages of the Office of Access and Equity: <http://oae.uic.edu/>

Class Schedule:

Week 1: (8/28, 8/30)

- 8/28: Introductions, syllabus, and class overview.
- Reading for Thursday 8/30: Benjamin Wallace-Wells, *The Fight over Virginia's Confederate Monuments* <https://www.newyorker.com/magazine/2017/12/04/the-fight-over-virginias-confederate-monuments>

Week 2: (9/04, 9/06)

- Tosh, Chapter 1 and 2
- Blackboard: Eric Hobsbawm "Mass Producing Traditions: Europe 1870-1914" in *Representing the Nation: A Reader*, Edited by David Boswell and Jessica Evans
- Reading response due 9/5 12pm.
- Reminder: Friday is last day of Add/Drop.

Week 3: (9/11, 9/13)

- Tosh Chapter 3
- Favorite history book presentations.

Week 4: (9/18, 9/20)

- Tosh Chapters 4 and 5
- Blackboard: Mary Elizabeth Perry, "Finding Fatima, a Slave Woman of Early Modern Spain."
- Reading response due 9/19 before 12pm.

Week 5: (9/25, 9/27)

- Tosh Chapters 6-7
- Bring questions about writing style, structure of history papers, citation, etc..
- Reading response due 9/26 before 8pm.

Week 6: (10/02, 10/04)

- Tosh, Chapter 8
- Blackboard: Karl Marx, The Eighteenth Brumaire of Louis Bonaparte, parts I and VII.
- Reading response due 10/3 before 12pm.

Week 7: (10/09, 10/11)

- Individual research: No class meeting for the week.
- Work on your research progress report.

Week 8: (10/16, 10/18)

- Presentations.
- First Research project report due Friday 10/19.

Week 9: (10/23, 10/25)

- Tosh, Chapters 9 and 10.
- Blackboard: Dipesh Chakrabarty, "Postcoloniality and the Artifice of History: Who Speaks for "Indian" Pasts?"
- Blackboard: Joan Scott, "Gender: A Useful Category of Historical Analysis."
- Reading response due 10/24 before 12pm.

Week 10: (10/30, 11/1)

Tosh, Chapters 11, 12, and Conclusion

- Blackboard: Kathleen M. Blee, "Evidence, Empathy, and Ethics: Lessons from Oral Histories of the Klan."
- Blackboard Krystyna von Henneberg, "Monuments, Public Space, and the Memory of Empire in Modern Italy."
- Reading response due 10/31 before 12pm.
- Reminder: Friday, October 2 is last day for Withdrawal.

Week 11: (11/06, 11,08)

- Individual conferences

Week 12: (11/13, 11/15)

- Individual conferences
- Proposal due by email Monday 11/12

Week 13: (11/20, 11/22)

- Thanksgiving Holiday: No class this week.

Week 14: (11/27, 11/29)

- Individual conferences
- Second Research Progress Report Presentations
- Second Research Progress Reports due Friday 11/30.

Week 15: (12/04, 12/06)

- Individual conferences
- Draft due by email 12/3

Week 16: (12/11, 12/13)

- Individual conferences

Final paper due Friday, December 14, 2018.