

University of Illinois at Chicago
History 440: History Research Seminar

Class Meeting Time: Tuesday 3:30-6:00pm

Professor: Elizabeth Todd-Breland, PhD
Email: etoddbre@uic.edu

Office Hours: By Appointment

Email me to schedule a time. I look forward to meeting with you!

Method of Instruction:

This course will be taught in a synchronous and asynchronous manner. Students should expect to meet for live sessions via Blackboard Collaborate at the assigned time stated on the UIC course schedule throughout the semester, particularly earlier in the term. However, students are also expected to submit short assignments, post weekly check-ins, and complete their own research, writing, and course readings outside of our synchronous meeting times. There will also be some weeks when we do not meet for synchronous live sessions at all to provide additional time for sustained research and writing.

I will be recording class sessions or portions of the class to ensure access and equity. The recording feature for others is disabled so that no one else will be able to record a class session through Blackboard Collaborate. Recording by other means is not permitted. The recorded class sessions will only be posted on our Blackboard class website, for access by students in this class, and cannot be downloaded. You will not be able to access these recordings after the end of the semester.

If you have privacy concerns and do not wish to appear in the recording, turn off your video and notify me in writing (via email) prior to the next class session. If you want to use a pseudonym instead of your name, please let me know what name you will be using, so that I can identify you during the class session. If you would like to ask a question, you may do so privately through the chat feature by addressing your question to me (and not to “everyone”), or you may contact me by another private method, which we will agree upon in advance of class. If you have questions or concerns about this video recording policy, please contact me before the end of the first week of class.

Blackboard Site:

All assignments for the course are posted on Blackboard and you will submit all assignments for the course through our Blackboard site. Our Blackboard course site is organized to facilitate access to course materials and UIC campus resources. Students are expected to log into the course site regularly to learn about developments related to the course, post or upload assignments, and communicate with classmates. For all technical questions about Blackboard, email ACCCLearning Technology Solutions at LTS@uic.edu.

Course Description:

Prerequisite: [HIST 300](#). Recommended background: At least one 400-level history course. This course is designed to guide students through conceptualizing, researching, and writing their senior research paper, a requirement for all UIC history majors. The paper must be based on primary sources, make an original argument, and reflect a solid grasp of secondary literature about the chosen topic. Research papers must be grounded in at least one of the digital primary source collections available through the UIC Library. This course is structured as a research and writing workshop. We will explore sources, archives, writing, and the writing process. We will meet in class to set goals, consider different approaches research and writing, assess model articles, peer review and workshop your writing, problem solve, and encourage each other.

Writing is thinking! Research and writing will happen alongside each other in this class. You will have a smaller community of writing support and accountability within the class and practice the professional art of giving, getting, and using feedback. I will also read your work and provide feedback at designated times in the course. Additionally, you may consult with a faculty member with expertise on the topic of your paper, if needed, to provide more subject-specific guidance in developing your research, writing, analysis, historiography, source base, etc.

Requirements:

Participation & Engagement (30 points): Active participation requires that you come to class fully prepared having completed all required readings and assignments, make frequent contributions to class discussions that reflect a thoughtful consideration of the assigned materials, and listen attentively to others. Participation will also include workshopping and providing feedback on each other's work during our synchronous class time. We will not meet every week. Additionally, periodic short assignments and responses on Blackboard and individual meetings with Prof. Todd-Breland will also contribute to your participation and engagement grade.

Weekly Check-ins (10 points)

During most weeks this semester you will participate in support and accountability check-ins with your classmates by posting 1-paragraph work summary/progress report that describes the work that you've done each week toward meeting your research and writing goals. These updates may include accomplishments, new ideas, exciting research finds, problems to solve, writing progress, challenges, etc. Post your check-in no later than Sunday. Then, respond to at least one other student's comment by the end of the day on Monday. For the first few weeks of the semester, we will do this as a class, before creating smaller groups for check-ins and writing support.

Meeting with a Writing tutor (5 points)

Writing is an important part of this course. It is required that you utilize the resources of the UIC Writing Center by scheduling an appointment with a writing tutor. Tutors and other writing support is available remotely. Visit the [UIC Writing Center](#) website to schedule an appointment and learn more about their support services available: <https://writingcenter.uic.edu/> After your session with a tutor, submit a short paragraph explaining how the feedback or assistance from the writing center helped you to plan, develop, revise, or otherwise improve your project—include the date and time of your appointment and the name or your Writing Center tutor.

Different Archives/Different Histories Conference & Response—Oct. 29-30 (5 points)

UIC's Institute for the Humanities is hosting a conference on the importance of archives to cultural understanding. This semester, we will be discussing archives and you will be using archival sources for your research. For this assignment, you will attend at least one keynote or panel at the virtual conference and write a 1-2 page reflection.

Please [Register for the conference](#) well in advance:

<https://huminst.uic.edu/event/conferences/different-archives-different-histories/schedule-2/>

Student Presentations (5 points)

Toward the end of the semester, you will make a brief presentation about your research project. This Celebration of Knowledge is an opportunity to learn about your peers' projects and celebrate your work together.

Research Paper (45 points)

Paper Proposal, 2 pages + Bibliography (10 points) DUE: Sun. 10/5

Rough Draft (15 points) DUE: Sun. 11/15

Final Paper, 12-15 pages (20 points) DUE: Tues. 12/8

Academic Honesty:

All assignments submitted MUST be original work for this course. Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgment of the ideas and work of others, submission of work to fulfill course requirements, and sharing of work with other students. These ethical considerations are not intended to discourage students from studying together. The University policy regarding [academic integrity and plagiarism](#): <https://dos.uic.edu/conductforstudents.shtml>

Accessibility:

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. Students who face or anticipate disability-related barriers while at UIC should connect with the [Disability Resource Center \(DRC\)](#) at drc.uic.edu, drc@uic.edu, or at (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, students must disclose disability to the DRC, complete an interactive registration process with the DRC, and provide their course instructor with a Letter of Accommodation (LOA). If you have a LOA, please email it to me as soon as possible, preferably within the first two weeks of class. I will work with students and the DRC to implement approved accommodations.

Regardless of race, ethnicity, gender, gender identity, sexual orientation, socioeconomic status, geographic background, religion, age, disability, language, or culture, we expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of our class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, engagement, accurate assessment or achievement, please notify me as soon as possible.

CLASSROOM POLICIES:

Please arrive to our synchronous class sessions on time and stay for the duration of the class session.

Please familiarize yourself with UIC's [community standards and conduct policies](#):
<https://dos.uic.edu/conductforstudents.shtml>

Community Agreements: Ground Rules for our Classroom Spaces

- Be Present, as much as possible
- Actively listen and respect others when they are talking
- Be respectful and open to different perspectives; Seek to understand, not to judge
- Take space/make space
- Use participants' stated names and pronouns
- Be mindful of one another's privacy: Identities stay, Learning leaves
- Challenge with care. Challenges can be an opportunity to learn something new. Do not be afraid to respectfully challenge one another by asking questions and debating ideas, but do not engage in personal attacks.
- Ask for, and offer, help when needed

The above agreements extend to the synchronous and asynchronous parts of this online course. For more on best practices and how to make the most of online learning see UIC's [Guidelines](#) for Netiquette and Best Practices for Online learning:

<https://accc.uic.edu/news-stories/make-the-most-of-online-learning-netiquette-best-practices/>

A few key guidelines from this list adapted to the context of this course include:

- **Select a quiet space**

If possible, try to find a space for your online classes that is quiet and as free of distractions as possible.

- **Actively participate & Introduce yourself repeatedly**

Keep engaged through speaking or chat. Note your name before speaking so that attendees know who is speaking.

- **Mute yourself when not speaking.**

This reduces background noise such as sirens, typing, barking, eating, or a private conversation, that can distract the session.

- **Be mindful of tone**

With online communication, be extra mindful of tone. Be cautious when using humor, idioms, sarcasm, or CAPS. It's quite easy for misunderstandings to develop online because you aren't able to use tone of voice (audio) or facial expressions (video).

A Note on Expectations and Supports

All of our lives have been transformed by the COVID-19 pandemic, but the impacts of this crisis have disproportionately impacted some communities more than others. The ongoing harm caused by racism and inequality has also been further exacerbated by this crisis. Some may be living in different spaces, taking on new responsibilities for the care of family members, attending to your own health or the health of others, and dealing with new work and financial pressures, among a host of other issues. The circumstances in our city and world are constantly shifting. I encourage you to prioritize your safety, health, and wellbeing. I compiled a list of some of UIC's wellness resources and student supports on our course Blackboard page (counseling, food resources, hardship support services, etc.). Please let me know if there are other ways that I can be of

support to you during these challenging times or provide access or referrals to campus resources to support you.

As a teacher, I always learn so much from my students. This is my first time teaching a fully online course and I anticipate that I will learn quite a bit from you about what is working and what isn't working along the way. As the semester unfolds, our plans may shift. I appreciate your flexibility, patience, and grace as we learn together. It is important that I extend this same flexibility, patience, and grace to you. The deadlines listed for assignments are intended to help you build your research and writing skills and keep you on track to complete the final paper. Keeping up with the schedule of assignments is important because much of our work together will include reflections on completed assignments and your research and writing progress. However, after you review the syllabus and throughout the semester, please contact me if you have questions or concerns about any deadlines or course expectations. I want to be flexible and meet your needs as much as possible. I am committed to supporting your success in this course and your wellbeing.

Readings and Course Materials

All course materials are available via Blackboard, online, or through the [UIC Library](#):

<https://library.uic.edu/>

It will also be helpful to consult with *The Chicago Manual of Style*. 17th ed for footnotes, citations, and bibliographic [formatting](#):

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

CLASS SCHEDULE

WEEK 1: Introduction

Aug. 25th—LIVE SESSION on Blackboard Collaborate

Work on throughout the week & Complete before Next week's Live Class (Tues. 9/1)

1. *Read:* [The 12 Cs of Historical Thinking](https://thinkingthroughhistory.wordpress.com/2016/06/10/historical-thinking-as-12-cs/)
<https://thinkingthroughhistory.wordpress.com/2016/06/10/historical-thinking-as-12-cs/>
2. *Brainstorm:* Think about a topic for your project. Be prepared to discuss possible project topics in Week 2 Live Class session

Due: Sun. 8/30- Mon. 8/31

3. *Post:* Weekly Discussion Board Check-in Post. Post your paragraph by Sunday 8/30. Then, respond to at least one other student's post by Mon. 8/31.

Due: Mon. 8/31

4. Read & Write: Wendy Belcher, *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success, 2nd Edition*, Section: Feelings About Writing, pp. 15-24. Submit your written responses to the prompts from the Belcher reading on Blackboard.

WEEK 2: The Writing Process and Finding a Topic

Sept. 1st—LIVE SESSION on Blackboard Collaborate

Work on throughout the week & Complete before Next week's Live Class (Tues. 9/8)

1. Read & Write: Wayne Booth, et. al., *The Craft of Research* (Chicago: University of Chicago Press), 2003. (“From Topics to Questions”). Use this reading to continue to narrow your research topic and move toward writing research questions.
2. Read & Write: Read Lena Giger, “The Right to Participate and the Right to Compete: Stanford Women’s Athletics, 1956–1995,” *Herodotus* (Spring 2019). This article won the [Raymond J. Cunningham Prize](#) for the best article published in a history department journal written by an undergraduate student in 2019. Take notes on this model article using the prompts from Belcher on Evaluating a Model Article.
3. Research: Review the [UIC Library digital collections](#) on the History research guide page (Specifically: the Newspapers, Digitized Primary Sources, and Government Documents tabs): <https://researchguides.uic.edu/history>. Note any particularly interesting collections.

Due: Sun. 9/6-Mon. 9/7

4. Post: Weekly Discussion Board Check-in Post. Post your paragraph by Sun. 9/6. Then, respond to at least one other student's post by Mon. 9/7.

WEEK 3: Sources

Sept. 8th—LIVE SESSION on Blackboard Collaborate

Guest: Jeff Wheeler, Reference and Liaison Librarian for History

Work on throughout the week & Complete before Next week's Live Class (Tues. 9/15)

1. Read: Booth, et. al., *The Craft of Research* (“Using Sources”)
2. Read: Hernández, Kelly Lytle. *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965*. UNC Press Books, 2017. Introduction—on “The Rebel Archive.”
3. Research & Writing:
 - A. Identify 1-3 specific relevant primary source digital collections with materials related to your research topic/questions from the [UIC Library digital](#)

[collections](#) on the History research guide page (Specifically: the Newspapers, Digitized Primary Sources, and Government Documents tabs):
<https://researchguides.uic.edu/history>.

- B. Identify 3 specific secondary sources related to your research topic that you can access through the [UIC library](#) or other online sources.

Due: Sun. 9/13-Mon. 9/14

4. *Post:* Weekly Discussion Board Check-in Post. Post your paragraph by Sun. 9/13. Then, respond to at least one other student's post by Mon. 9/14.

WEEK 4: Narrowing the Project: Sources and Strategies

Sept. 15th—LIVE SESSION on Blackboard Collaborate

Work on throughout the week

1. *Research & Writing:* Continue the research for your project by identifying, reading, and analyzing primary and secondary sources. Take notes throughout this process.
2. *Writing:* Take notes in preparation to discuss the following during your one-on-one meeting with Prof. Todd-Breland: What is your topic? What attracted you to the project? Why does this interest you? What research questions do you plan to explore? What works made you want to go in this direction? What primary and secondary sources are available? How can this project add to our historical understanding of some topic, idea, or period?

Due: Sun. 9/20-Mon. 9/21

3. *Post:* Weekly Discussion Board Check-in Post. Post your paragraph by Sun. 9/20. Then, respond to at least one other student's post by Mon. 9/21.

WEEK 5: Research/Writing Time!

Sign up for meeting w/ Prof. Todd-Breland

Sept. 22nd—NO LIVE SESSION

Work on throughout the week

1. *Research & Writing:* Continue the research for your project by identifying, reading, and analyzing primary and secondary sources. Take notes throughout this process.
2. *Writing:* Start drafting your project proposal. 2-page essay and a preliminary

bibliography of primary materials (archival sources, newspapers, government documents, etc.) and secondary materials (scholarly texts, books, articles, etc.).

Due: Sun. 9/27-Mon. 9/28

3. *Post:* Weekly Discussion Board Check-in Post. Post your paragraph by Sun. 9/27. Then, respond to at least one other student's post by Mon. 9/28.

WEEK 6: Research/Writing Time!

Sign up for meeting w/ Prof. Todd-Breland

Sept. 29th—NO LIVE SESSION

Work on throughout the week

1. *Research & Writing:* Continue the research for your project by identifying, reading, and analyzing primary and secondary sources. Take notes throughout this process.

Due: Sun. 10/4-Mon. 10/5

2. *Post:* Weekly Discussion Board Check-in Post. Post your paragraph by Sun. 10/4. Then, respond to at least one other student's post by Mon. 10/5.

Due: Mon 10/5

3. *Writing:* Project Proposal. Submit your 2-page Project Proposal essay and a preliminary bibliography of primary materials (archival sources, newspapers, government documents, etc.) and of secondary materials (scholarly texts, books, articles, etc.).

WEEK 7: Research/Writing Time!

Oct. 6th—NO LIVE SESSION

Work on throughout the week

1. *Research & Writing:* Continue the research for your project by identifying, reading, and analyzing primary and secondary sources. Take notes throughout this process.

Due: Sun. 10/11-Mon. 10/12

2. *Post:* Weekly Discussion Board Check-in Post. Post your paragraph by Sun. 10/11. Then, respond to at least one other student's post by Mon. 10/12.

Due: Mon. 10/12

3. *Read & Write*: Belcher, 153-168. On Refining Your Works Cited. Post response on Discussion Board: Are you consulting with the appropriate literature/historiography for your project? How are you situating your project within existing literature/historiography? Are there ways that you need to scale back or expand your literature review? Did you learn anything new about citation practices? Other reflections on the content from this section?

WEEK 8: Coming in From the Archives. Designing the Paper.

Oct. 13th—LIVE SESSION on Blackboard Collaborate

Work on throughout the week & Complete before Next week (10/20)

1. *Research & Writing*: Continue the research and writing for your project.
2. *Read & Write*: Draft an outline for your paper. You can choose the format for this, but start by answering the prompts on Belcher, p. 399. Post your outline before meeting with Prof. Todd-Breland. Please make your outline is as detailed as possible at this point.

Due: Sun. 10/18-Mon. 10/19

3. *Post*: Weekly Discussion Board Check-in Post. Post your paragraph by Sun. 10/18. Then, respond to at least one other student's post by Mon. 10/19.

WEEK 9: Write! Write! Write!

Sign up for meeting w/ Prof. Todd-Breland

Oct. 20th—NO LIVE SESSION

Work on throughout the week

Research & Writing: Flesh out your outline with structured prose.

Due: Sun. 10/25-Mon. 10/26

1. *Post*: Weekly Discussion Board Check-in Post. Post your paragraph by Sun. 10/25. Then, respond to at least one other student's post by Mon. 10/26.

WEEK 10: Write! Archives Conference

Sign up for meeting w/ Prof. Todd-Breland

Oct. 27th—NO LIVE SESSION

Work on throughout the week

1. *Research & Writing*: Flesh out your outline with structured prose.

2. Different Archives, Different Histories Conference Oct. 29-30.
<https://huminst.uic.edu/event/conferences/different-archives-different-histories/schedule-2/>
Attend at least one Keynote or panel and write a 1-2-page reflection (Due: Mon. 11/2)

Due: Sun. 11/1-Mon. 11/2

2. *Post:* Weekly Discussion Board Check-in Post. Post your paragraph by Sun. 11/1. Then, respond to at least one other student's post by Mon. 11/2.

WEEK 11: Keep Writing!

Nov. 3rd—NO LIVE SESSION—ELECTION DAY*VOTE*****

Work on throughout the week & Complete before Next week's Live Class (Tues. 11/10)

1. *Read & Write:* Read Belcher, 76-84 on Making a Good Argument; What is the argument of your paper? Revise your paper draft to ensure it is an argument-driven paper.
2. *Research & Writing:* Continue drafting your paper. Post full “0” draft of your paper to Blackboard before next week's class meeting. This rough draft should be as complete as possible—a full essay with continuous prose, footnotes, etc.

Due: Sun. 11/8-Mon. 11/9

3. *Post:* Weekly Discussion Board Check-in Post. Post your paragraph by Sun. 11/8. Then, respond to at least one other student's post by Mon. 11/9.

WEEK 12: Peer Review Workshop

Nov. 10th—LIVE SESSION on Blackboard Collaborate

Work on throughout the week

1. *Research & Writing:* Continue revising your paper—including feedback from peer review.
2. *Prepare:* Prepare for student presentations

Due: Sun. 11/15

3. *Submit:* Complete first draft to Prof. Todd-Breland on Blackboard. Incorporate any useful feedback provided by your peer reviewer before submitting.

Week 13: A Celebration of Knowledge: Student Presentations Part I

Nov. 17th—LIVE SESSION on Blackboard Collaborate

Work on throughout the week

1. *Reading & Revising:* Read and complete Belcher, pp. 212-213 on Claims for Significance and Introduction & Conclusion Checklists (303 & 305)
2. *Writing:* Continue revising your paper in response to readings above and feedback from peers and Prof. Todd-Breland

Due: Sun. 11/22-Mon. 11/23

3. *Post:* Weekly Discussion Board Check-in Post. Post your paragraph by Sun. 11/22. Then, respond to at least one other student's post by Mon. 11/23.

Week 14: Revise, Revise, Revise

Nov. 24th—NO LIVE SESSION

Work on throughout the week & take a break for the days off!

1. *Writing:* Continue revising your paper in response to readings from last week and feedback from peers and Prof. Todd-Breland
2. *Prepare:* Prepare for student presentations

WEEK 15: A Celebration of Knowledge: Student Presentations Part II

Dec. 1st—LIVE SESSION

Work on throughout the week

1. *Writing:* Continue revising your paper

FINAL PAPERS DUE TUESDAY 12/8