

[DRAFT: THIS SYLLABUS WILL BE FINALIZED AFTER OUR FIRST CLASS]

Political History and Historical Methods

3 credits, L&S Credit Type B

8:00-9:15 am, L151 Education

John Balz, jbalz@wisc.edu

Office hours: 8:30-9:30 am Tuesday, Thursday, 406 North Hall

This course introduces political science students to historical thinking – what it means to think like a historian. One major theme of this course is learning how to “do history.” Students will ask historical questions, find source primary and secondary source materials, evaluate and interpret the meanings of primary sources, and develop analytical arguments. A second major theme of this course is the compatibility of narrative and argument. What are the tension points between each? How can a compelling story fit together with good historical practices?

The course will use written texts, podcasts, and oral interviews as mediums to address both themes. Students will think historically in the context of political history and have opportunities through two research assignments to develop their skills as historians and storytellers. Class time will include a variety of activities including full-class discussion, small group work, exercises for working with primary sources, individual presentations, and constructive engagement with work by fellow classmates.

Grading

This course follows an experimental grading system that is designed to give you control over the grade you want to earn. I know that students enroll in courses for many reasons based on interests, schedules and degree requirements. I know that college is a unique chance to experiment intellectually. Finally, I understand that students, like professors, have busy calendars. I agree with those instructors who question whether grades interfere, rather than support, students’ ability to grow and learn, both personally and professionally.

Your final grade will be based on points earned. The logic behind point allocation is two-fold. First, it sets a floor at which you know that if you meet basic requirements on class participation and assignments at a quality level you can earn a B grade (83 points). Second, it offers an opportunity to raise your grade through additional effort and assignments for the two major research assignments that expand the total size of the point pool and thereby increase your likelihood of achieving the grade you want to target.

Your final grade will be calculated on the basis of the points earned during the semester. Currently, there are a total of 109 points possible on the syllabus, which means nine bonus points are already built into the class. I may add one or two extra points throughout the semester that you can earn for attending history-related events on campus and writing

a short reflection about them. I will let you know about those events as they arise, but I cannot make any guarantees in advance.

Each point corresponds to one percentage point (see percentage breakdown above). The standard grading scale will be: 93-100 (A); 88-92 (AB); 83-87 (B); 78-82 (BC); 70-77 (C); 60-69 (D); below 60 (F).

The points are earned as follows:

Participation (up to 43 points)

Self-reflection journal entry

>90% 2 points

>70% 1.5 points

<70% .25 points

Handing in a late entry (up to 24 hours after deadline) -.5 points.

Class participation

>90%: 28 points

>70%: 21 points

Final self-assessment

>90% 3 points

>70% 2 points

<70% .5 points

Oral history (up to 25 points)

Oral history based on four interviews with three transcriptions (25 points)

Oral history based on three interviews with two transcriptions (19.5 points)

Oral history based on two interviews with one transcription (14 points)

Final project (up to 41 points)

Recorded history project: Historical comment, historical snapshot, critique of collection (up to 41 points)

Recorded history project: Historical comment OR Historical snapshot (up to 26 points)

Assignments

1. **Participation** (includes small-group work, full class discussions, group presentations based on in class-assignments) (up to 43 points)
 - a. **Up to five online journal entries between up to October 25** (the first seven weeks of class; up to 10 points, up to 2 points per entry)
 - i. During the first seven weeks of the semester you will keep a journal of reflections and notes what history is, how historians “do history,” and what lessons they offer you. This journal is intended

to help you pursue your final recorded history project with more confidence about what doing history means to you.

- ii. You can choose the number of entries you want to complete (up to 6). You are not required to complete any entries if you wish.
 - iii. For each entry, I will post a prompt on Canvas. A strategy I recommend for writing journal entries is to read the prompt two times on Monday after class. Then don't think about the journal entry for two days. Return to the prompt on Wednesday night or Thursday morning and begin to write.
 - iv. The journal should be a google doc that you share with me. All of your entries will be in the same google doc. Each entry should be approximately one page (double-spaced) or about 275 +/- 25 words.
 - v. The journal entry is due at 11:59 pm Friday at the end of each week in order to give you some time to incorporate reflections from Friday activities if you choose.
 - vi. I will primarily offer comments on entries throughout the semester that are designed to help you prepare for working with historical sources in your final project. I may offer limited comments on writing style and grammar, but my focus is on your ideas. I will also provide a grade for each entry evaluates the quality of your reflection.
 - vii. Journal entries also apply on the week when fellow students give oral presentations.
 - viii. At times, I may ask you to share your ideas verbally with the class. For specific entries, I will ask you in advance via email.
- b. **Participation during in-class exercises and discussions.** (up to 30 points)
 - c. **End of semester self-evaluation:** Students will complete a self-assessment evaluation form at the end of the semester, which will factor into the final grade. Details will be provided near the end of the semester. (up to 3 points)
2. **Oral history project** (up to 25 points)
 3. **Final project** (up to 41 points)

Oral history project

Choose an event that occurred before you own lifetime. Record between one and three relational interviews with people who lived through the event and were affected by it directly or indirectly. However many interviews you choose to do, at least one interview should be with someone who is not a relative. Each relational interview should last at least 30 minutes. You are welcome to hold the interview for as long as you and your interviewee need.

Oral history points

- *Class presentation* about your interviews will take place on October 18, 21 or 25. Each presentation will last approximately 10 minutes. Six minutes for your presentation and four minutes for questions. Oral presentations are not required. If a large enough group of students do not want to give presentations, we will not hold class that day. (up to 6 points if based on one interview; 8.5 points if based on two interviews; 11 points if based on three interviews)
- *Oral history annotated bibliography* (up to 1 point)
- *1-page handout* for the class that includes basic biographical information about the people and their connection to the event. (up to 1 point)
- *Transcriptions* of up to three of the interviews you conducted. You will submit these materials on the day of your presentation. You will submit all of your recordings regardless of whether you transcribe them. (up to 3 points for each transcription)
- *Write a 2-page reflection* about the interviews, including your thoughts on what sorts of difficulties you faced, how you dealt with particular subjects and how you managed your ethical responsibilities to the interviewee. Use the Fujii reading to help you assess your interviews. (up to 3 points)

Components of oral history assignment (all materials are due on the day of your class presentation)	Possible points
Class presentation based on one interview	6 points
Class presentation based on two interviews	8.5 points
Class presentation based on three interviews	11 points
Hand out for class presentation	1 point
Annotated bibliography	1 point
Transcriptions	3 points each
Reflection on oral interviews	3 points

Final project

History is both an individual pursuit and a collective and community-building exercise. Historians rarely work with “never before seen collections.” They often follow in the footsteps of other historians from the past. And there are often other historians in the present using the same archival collection to investigate questions of interest to them. The final project attempts to simulate the individualist and collective aspect of historical thinking and historical doing.

Final projects for this class will be based on the Ada James Collection at the Wisconsin Historical Society's archives. The 30-box collection is a resource on the subjects of women's rights and women's suffrage in Wisconsin in the late nineteenth and early twentieth century. You will be introduced to this collection during our visit to the Wisconsin Historical Society in October so you will already have some experience with its contents and the collection's organization prior to starting the final project. The project will begin with students receiving a box from the collection. Each student will do their own individual project. Box assignments will be made in pairs. Details about the project and box assignments will be given starting on October 18.

Final project points

- *Self-reflection on box assignment* (Due by November 2) (up to 3 points)
- *Preparation for second 1:1 meeting* (arriving with completed pre-work documents for meeting on the week of November 11-18) (up to 3 points)
- *5-minute recorded historical commentary: 2019 marks the centennial of the nineteenth amendment.* A history podcast producer has asked you as a local historian to write and deliver a scripted comment about the movement for women's rights and suffrage in Wisconsin. What should people in Wisconsin today understand about it and why? What aspects of it are important to the present moment? Your scripted commentary should draw from documents you find in the Ada James collection and from your own critical analysis of the collection's contents. More details will be provided on October 25. (up to 10 points)
- *5-minute recorded history snapshot:* Write and record a 5-minute historical "snapshot" based on documents from the collection. Craft your story from a set of historical questions of interest to you and that are relevant to the collection. Use models from podcasts assigned in class to help you with your overall narrative structure for this brief window into history. Use documents from your assigned box (and other boxes in the collection if you like) as the raw material for the story. Connect the snapshot to a larger theme or question that is of interest to you. Script should be footnoted properly and contain a bibliography. (up to 10 points)
- *Recorded conversation with another student from class (20-minutes):* Record a free-flowing-style discussion as you might hear on a podcast about doing history with the Ada James collection. Working with another student from class you will draw up a list of questions you want to talk about with one another. The topic of the conversation should draw from a mix of questions about the history of women's suffrage in Wisconsin and about how you did your work as a historian in the archive itself. In other words, your conversation should cover political history and historical methodology. You will submit the list of questions you drew up in advance and your recorded conversation together.
 - You must let me know that you want to do this assignment by November 15. I will attempt to match students together who are working on similar topics/themes.
- *Oral presentation* to be held on December 2, 5 and 11. Give a presentation about your experience working with the Ada James collections and how you used it to

- shape your historical comment and/or historical snapshot. What documents did you select and why? Each presentation will last approximately 10 minutes. Six minutes for your presentation and four minutes for questions. (up to 6 points)
- *1-page handouts for the class* about key primary sources relevant to comment and your historical snapshot. (up to 2 points, 1 point for your comment and 1 point for your historical snapshot)
 - *Self-evaluation of your work.* (up to 3 points)

Components of final project	Possible points
First impressions assignment (due Nov. 2)	3 points
Pre-work for second 1:1 meeting (mid-Nov)	3 points
Recorded historical commentary w/ script (due on day of your presentation)	10 points
Recorded historical snapshot w/ script (due on day of your presentation)	10 points
Recorded conversation with fellow classmate (sign-up date is November 15. recording due on Dec 13)	4 points
Class presentation	6 points
Handout on historical commentary for class presentation	1 point
Handout on historical snapshot for class presentation	1 point
Self-evaluation of your work (due Dec 13)	3 points

The Path to a B (83 points)

- Complete all of the **participation** assignments. (43 points)
- Give a class presentation based on a **one-interview/one-transcript oral history project**, including a class presentation handout, an annotated bibliography, and a self-reflection) (14 points)
- Give a class presentation drawing from your **5-minute recorded historical commentary**, including preparatory work for both 1:1 meetings, a class presentation handout, a self-evaluation of your work. (26 points)

Course organization

This course is divided into two units.

Unit 1 “The Tools of History” September 6 - October 25

This unit concentrates on gaining a deeper understanding of what historical research is and how historians practice it. We will start with the broad themes of what historians do and from there move to readings and in-class activities for “doing history” including finding and analyzing sources (primary and secondary), oral interviewing, reading techniques for individual primary sources and as part of archival collections. This unit will include two visits to the Wisconsin Historical Society.

Unit 2, “Doing History” October 28 - December 9

This unit is designed to help students execute a successful final project. Using the tools from the first unit, students will analyze historical sources from a box at the Wisconsin Historical Society’s Ada James Collection. We will also work with classic storytelling techniques to create historical narratives drawing on primary and secondary sources. This unit will also include two separate weeks for 1:1 meetings between me and individual students to support the completion of the final project.

Course schedule

September 6: Introduction to course

Readings and podcasts

- Sara Maza, *Thinking about history*, pp. 1-9
- The Weeds podcast from Vox Media, “Slavery and its legacies” (first 38 and a half minutes)
 - In addition to the podcast please also look at the *New York Times* 1619 Project. Browse through the titles of the articles. If you are having trouble accessing the project, our Library has electronic access to the New York Times through the database Factiva. Search New York Times in the online catalog. Do not click on the first item. Instead click on the 4th item with the heading “New York Times.” Then click on the Factiva link listed in “Online Access.” On the Factiva page you should see a blue button in the upper right hand corner that says “Modify search.” Click this and put “1619 Project” in the search box. Articles from the issue will appear.
 - Read any of the articles you’d like, but at a minimum read two pieces that are specifically discussed in the podcast.
 - Nikole Hannah-Jones, “America Wasn’t a Democracy, Until Black Americans Made It One”

- Trymaine Lee, “How America's Vast Racial Wealth Gap Grew: By Plunder”
- o Put “New York Times 1619 project” into Google News and look at some of the coverage around it

September 9: What do historians do and why?

Readings and podcasts

- Liz Covart, Ben Franklin’s World Bonus episode “Why Historians Study History” (all)
- Liz Covart, Ben Franklin’s World Episodes 70 “How Historians Research” (all)
- Karin Wulf, “What Naomi Wolf and Cokie Roberts teach us about the need for historians,” Washington Post, June 11, 2019
<https://www.washingtonpost.com/outlook/2019/06/11/what-naomi-wolf-cokie-rob-erts-teach-us-about-need-historians/>
- Sam Wineburg, *Historical Thinking and Other Unnatural Acts*, 139-154. (excerpt on Canvas)

Learning outcomes

1. Identify, interpret and evaluate how historians approach history.
 - a. What are historians’ goals? What counts as history? Who makes history? How is history made? What is the relationship between the past and the present? Where do we see and learn historical narratives?
2. Identify, interpret and evaluate how and why historians conduct research.
 - a. How do historians practice objectivity? What does that mean? What motivates historian’s projects? Where do historians get their materials from? How do historians interpret materials and documents from the past?
3. Collaborate on critical approaches to reading works of academic and popular history.
4. Practice doing history
 - a. Practice historical interpretation.
 - b. Visualize the key features of historical research: time and space.

September 13: Scripted history in popular podcasts

Readings and podcasts

All students should read the Trouillot article and listen to the Greenberg interview

- Michel-Rolph Trouillot, “The Power of the Story,” in *Silencing the Past: Power and the Production of History*, 1-30. (online book available through library)
- Liberty Chronicles, “More Creative Historical Thinking,” Episode 67 (all)

Half of class will be assigned the following podcasts

- Malcolm Gladwell, Revisionist History, “The professor and the prime minister” (all)

- Unpopular, “Amelia Bloomer and Elizabeth Smith Milled: Seeking (re)dress” (all)
- Mike Rowe, “A nice girl from Wisconsin” (all)

Half of the class will be assigned the following podcasts

- Curbed and Vox Media, Nice Try, “Jamestown: Utopia for whom” (all)
- Spectacular Failures, “Schlitz Beer goes bad, then worse (all)
- Gimlet Media, Uncivil, “The soldiers” (all)

I encourage you to listen to the podcasts that they are not assigned to you.

Learning Outcomes

1. Identify, interpret and evaluate how historians approach history
 - a. What are historians’ goals? What counts as history? Who makes history? How is history made? What is the relationship between the past and the present? Where do we see and learn historical narratives?
2. Identify, interpret and evaluate what it means to “think historically.”
 - a. What is a historical interpretation? How do historians try to understand context? How are continuities and discontinuities important to thinking historically?
3. Collaborate on critical approaches to reading works of academic and popular history.
4. Practice doing history.
 - a. Practice historical interpretation.
 - b. Visualize the key features of historical research: time and space.
 - c. Develop historical questions.
 - d. Answer a historical puzzle.

September 16: Asking questions. Analyzing facts and narratives

Readings and podcasts

- Wayne Booth, *The Craft of Research*, 35-67 (online book available through the library)
- Sam Wineburg, *Historical Thinking and Other Unnatural Acts*, 3-27. (excerpt on Canvas)
- Teaching Tolerance podcast w/ Sam Wineburg, “Digital Literacy in the Classroom” (first 34 minutes)
- Patrick Iber, “History in an age of fake news,” *Chronicle of Higher Education Review* August 3rd, 2018), <https://www.chronicle.com/article/History-in-an-Age-of-Fake-News/>
- Jonathan Stray, “Defense Against the Dark Arts: Networked Propaganda and Counter-Propaganda,” *Medium*, February 27, 2017, <https://medium.com/tow-center/defense-against-the-dark-arts-networked-propaganda-and-counter-propaganda-deb7145aa76a>

Learning outcomes

1. Identify, interpret and evaluate what it means to “think historically.”
 - a. What is a historical interpretation? How do historians try to understand context? How are continuities and discontinuities important to thinking historically?
2. Create historical questions.
3. Devise critical approaches to interpreting sources and facts in a digital age.

September 20: Relational interviewing

Readings and podcasts

- Lea Ann Fujii, *Interviewing for Social Science Research*, 1-29, 53-72 (excerpts are on Canvas; the book is on reserve at the College library if you do not have it)
- 3620, “How to Make a 3620 Podcast,” (all)
<https://podcast.asc.upenn.edu/2014/01/episode-36-how-to-make-a-3620-podcast/>

Learning outcomes

1. Identify, summarize, and assess positivist and interpretivist approaches to research in the context of interviewing
2. Design and practice strategies for conducting interpretivist interviews.
 - a. How to prepare for interviews. How to approach interview subjects. How to design questions. How to write-up interviews.

September 23: Historical sources: Primary and secondary

Readings and podcasts

- Liz Covart, Ben Franklin’s World Episode 79, “What is a Historical Source?” (all recommended. Start at minute 17:22 if you are pressed for time)
- Liz Covart, Ben Franklin’s World Episode 84, “How Historians read Historical Sources” (all)
- Michael Douma, *Creative Historical Thinking*, 51-56.
- Erica Dunbar, *Never Caught: The Washingtons’ Relentless Pursuit of their Runaway Slave Ona Judge*, xi-48 (book is also on reserve at the College library)

Learning outcomes

1. Identify, interpret and evaluate how and why historians conduct research.
 - a. How do historians practice objectivity? What does that mean? What motivates historian’s projects? Where do historians get their materials from? How do historians interpret materials and documents from the past?
2. Identify, interpret and evaluate what it means to “think historically.”
 - a. What is a historical interpretation? How do historians try to understand context? How are continuities and discontinuities important to thinking historically?
3. Contrast and connect the advantages and disadvantages of different types of historical sources.

4. Practice doing history
 - a. Acquire strategies for how to read history books that can help develop a historical research project.
 - b. Acquire strategies for writing history that can help develop develop a historical research project.
 - c. Close reading and interpretation of a single written source.
 - d. Observation and inference in visual sources.

September 27: Searching beyond keywords

Readings and podcasts

- Robert Parkinson, *The Common Cause*, 1-25, 185-212 (excerpts on Canvas)
- Liz Covart, Ben Franklin's World, Episode 141, "A Declaration in Draft" (all)
- Liz Covart, Ben Franklin's World, Episode 144, "Interview with Rob Parkinson" (all)

Learning outcomes

1. Identify, interpret and evaluate how historians approach history.
 - a. What are historians' goals? What counts as history? Who makes history? How is history made? What is the relationship between the past and the present? Where do we see and learn historical narratives?
2. Identify, interpret and evaluate how and why historians conduct research.
 - a. How do historians practice objectivity? What does that mean? What motivates historian's projects? Where do historians get their materials from? How do historians interpret materials and documents from the past?
3. Identify, interpret and evaluate what is means to "think historically."
 - a. What is a historical interpretation? How do historians try to understand context? How are continuities and discontinuities important to thinking historically?
4. Practice doing history
 - a. Close reading and interpretation of a single source.
 - b. Combining sources to answer a historical question.
 - c. Wide reading of a single source for contextualization and to generate other questions and ideas.

September 30: History context and subtext

Readings

- Sara Maza, *Thinking about History*, 157-166, (the full chapter is on Canvas, but you are not required to read past 166).
- Sam Wineburg, *Historical Thinking and Other Unnatural Acts*, 63-88. (excerpt on Canvas)
- A New York History Podcast, "The Women's Rights Movement: From Seneca Falls to Today" (all)

Learning outcomes

1. Identify, interpret and evaluate what it means to “think historically.”
 1. What is a historical interpretation? How do historians try to understand context? How are continuities and discontinuities important to thinking historically?
2. Practice doing history
 1. Uncovering and interpreting a source’s subtext.
 2. Combining sources to answer a historical question.
 3. Creating historical questions.
 4. Discovering themes and developing arguments through collaboration.

October 4: Telling histories behind the media headlines

Readings

- Nick Kotz, *Judgment Days: Lyndon Baines Johnson, Martin Luther King Jr., and the Laws That Changed America*, xi-xix, 156-188 (excerpts on Canvas)
- Charles Payne, *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*, 1-7, 103-131, 391-406 (online book available through the library)

This week you will lead the first 20 minutes of class in a discussion and/or activity about the practice of doing history based on the assigned history readings. Two students will become leaders for an activity or a discussion of their choice that should last 20 minutes in class. Activities or discussion can be in pairs, small groups, or the full class. Before class, other students should contribute at least one question or comment about the readings for the student leaders to consider. These two student leaders can use this input in choosing an activity or leading a discussion.

Rather than using Canvas, I would like the class to use a channel that I do not have access to. I would recommend a shared google doc. You will need to do the following:

1. Use Google Drive to create a Google Doc. Change the settings so that anyone with the link can edit it.
2. Use email to share the link with your seminar group members **no later than midnight** on Monday September 30. (emails of fellow classmates are available on Canvas).
3. By Wednesday October 2 at 5 P.M., **every student not leading discussion**, must have entered a question or comment into this document.
4. By the time class meets on Friday October 4, discussion leaders should have settled on an activity or a plan for discussion. Grouping the questions/comments thematically could be a useful way to start. We will refer to this document in seminar as needed.
5. Discussion leaders will be in charge of the class during the discussion or activity. I will remain silent if a discussion is held. I will not participate in

the activity itself. I will be an observer and will provide feedback in class once it is finished.

Learning outcomes

1. Identify, interpret and evaluate how historians approach history.
 - a. What are historians' goals? What counts as history? Who makes history? How is history made? What is the relationship between the past and the present? Where do we see and learn historical narratives?
2. Practice doing history
 - a. Close reading and interpretation of a single source.
 - b. Thickening interpretations through multiple sources.

Oral history annotated bibliography

- If you are going to submit one with your oral history project, consider using this week to write your draft.

Find three secondary sources (articles, books or reputable digital resources) for your oral history project. The secondary sources should help you craft interview questions and put the interviews into a broader historical context for your class presentation. After each source, write a short description covering who the author is, how the book/article/online resource is organized and what material it covers (e.g. time period? geography? group of people? concepts?) and why you think the book/article will be important for you. This exercise is designed to help familiarize yourself with this practice in order to prepare you for your recorded history project. Annotated bibliography entries are generally one paragraph (about 150 words). The following guide from the UW-Madison Writing Center is a good reference

[\(https://writing.wisc.edu/handbook/assignments/annotatedbibliography/\)](https://writing.wisc.edu/handbook/assignments/annotatedbibliography/)

October 7: Historical biography

Readings and podcasts

- Liz Covart, Ben Franklin's World, Episode 209, "Considering Biography" (first 28 minutes. The rest of the episode is optional.)
- Liz Covart, Ben Franklin's World, Episode 212, "Researching Biography" (all)
- Erica Dunbar, *Never Caught*, 48-74, 99-115, 135-153 (book is on reserve at the College library if you do not have it)

Learning outcomes

1. Identify, interpret and evaluate history's relationship to biography.
 - a. What are common characteristics of biography that have set it apart from biography in the past? How is that changing? What is a historical biography?
2. Practice doing history
 - a. Close reading and interpretation of a single source.
 - b. Transcribing a historical source.

October 11: Working with archival collections I

Wisconsin Historical Society Archive Visit Day 1

Podcasts

- Liz Covart, Ben Franklin's World, Episode 75, "How Archives Work" (all)
- Liz Covart, Ben Franklin's World, Episode 66, "How Historians Find their Research topics?" (all)

Learning outcomes

1. Identify and interpret the role and function of archives and archivists in historical research.
 - a. What are archives? How are they organized? How to access archival material in the archive and online. What is the role of archivists?
2. Practice doing history
 - a. Creating strategies in order to use finding aids to research a history project.

Finding Aid assignment to be completed in the archive.

October 14: Working with archival collections II

Wisconsin Historical Society Archive Visit Day 2

Readings and podcasts

- Ellen DuBois, "The Surprising Road to Women's Suffrage" UCLA UCTV podcast (all)
- Backstory, You've Come a Long Way? A History of Women in Politics (all)
- Wisconsin Historical Society, Women's Suffrage Centennial Celebration historical background
<https://www.wisconsinhistory.org/pdfs/whs-womens-suffrage-toolkit.pdf>
- The Wisconsin Historical Society hosts a web site about the nineteenth amendment
<https://www.wisconsinhistory.org/Records/Article/CS16052>

Learning Outcomes

1. Identify and interpret the role and function of archives and archivists in historical research.
 - a. What are archives? How are they organized? How to access archival material in the archive and online. What is the role of archivists?
2. Practice doing history
 - a. Design strategies for sifting and scanning through larger amounts of material in preparation for research.

October 18: Oral presentations I

October 21: Oral presentation II

October 25: Oral presentations III

Week of October 28 and November 1: First round of individual meetings

1:1 meetings to discuss your final recorded history project.

- Bring a draft of a research question you are considering asking after looking briefly at your box. (Use the format from in class on September 16th)

First impressions of box assignment due on November 2

November 4: Planning a recorded historical snapshot I

Podcasts

- Washington Post, Retropod, “Why isn’t lynching illegal?” (all)
- Washington Post, Retropod, “Why Naval Academy students climb a greased up obelisk every year” (all)
- BBC, Witness History, The Battle of the Potato Beetle (all)
- Rachel Maddow, “Bag Man,” Episode 1 (all)
- More Perfect, Sex Appeal (first 23:08. The rest of the episode is optional)
- Washington Post, Retropod, The Dark History of the Pill (all)
- Order 9066, The Roundup (all)
- BBC, Witness History, The First Gay Marriage in the US (all)

Learning outcomes

1. Identify, interpret and evaluate how historians approach history
 - a. What are historians’ goals? What counts as history? Who makes history? How is history made? What is the relationship between the past and the present? Where do we see and learn historical narratives?
2. Identify, interpret and evaluate what it means to “think historically.”
 - a. What is a historical interpretation? How do historians try to understand context? How are continuities and discontinuities important to thinking historically?
3. Collaborate on critical approaches to reading works of academic and popular history.
4. Practice doing history
 - a. Understand how to approach writing the paper.
 - b. Create the framework for your historical snapshot.
 - c. Find out how other historians can help your own research.

November 8: Planning a recorded historical snapshot II

Readings and podcasts

- Alicia Ault, “How Women Got the Vote Is a Far More Complex Story Than the History Textbooks Reveal,” Smithsonian Magazine
- <https://www.smithsonianmag.com/smithsonian-institution/how-women-got-vote-far-more-complex-story-history-textbooks-reveal-180971869/>
- Martha Jones, “How New York’s new monument whitewashes the women’s rights movement,” Washington Post, <https://www.washingtonpost.com/outlook/2019/03/22/how-new-yorks-new-monument-whitewashes-womens-rights-movement/>
- Michelle Mehrtens, “The Historic Women’s Suffrage March on Washington” Ted-Ed
- https://www.ted.com/talks/michelle_mehrtens_the_historic_women_s_suffrage_march_on_washington/transcript?language=en
- The Essay podcast from BBC radio, “Elizabeth Cady Stanton and Women’s Rights” (all)
- The Larry Meiller Show on the Ideas Network, “Votes for Women: Suffrage in the U.S.”
- Podcast on New Books Network, Interview with Lisa Tetrault, The Myth of Seneca Falls: Memory and the Women’s Suffrage Movement, 1848-1898 (all) (<https://newbooksnetwork.com/lisa-tetrault-the-myth-of-seneca-falls-memory-and-the-womens-suffrage-movement-1848-1898-unc-press-2014-2/>)
- Robert Smith, “You asked: How do you tell a story in 3 acts?” npr.org, November 10, 2017 <https://training.npr.org/audio/you-asked-how-do-you-tell-a-story-in-3-acts/>

Learning outcomes

1. Identify, interpret and evaluate how historians approach history.
 - a. What are historians’ goals? What counts as history? Who makes history? How is history made? What is the relationship between the past and the present? Where do we see and learn historical narratives?
2. Practice doing history
 - a. Understand how to approach writing the ear.
 - b. Create the chassis and engine for your recorded history.
 - c. Find out how other historians can help your own research.

November 11-18: Second round of individual meetings

1:1 meetings to discuss progress on your final recorded history project.

- Bring images and analysis sheets for three primary sources. Use the template from class on September 23.
- A draft of an annotated bibliography with at least five secondary sources similar to the format you used for your oral history project.
- If you are recording a historical snapshot, bring something in writing that explains your current vision for it. Use the recorded history storyboarding template from class on November 8 if you find it helpful. Otherwise, devise your own template.

In lieu of these meetings, no class will be held on November 11 and November 18.

November 15: Guest historian Liz Covart of Ben Franklin’s World

Date to sign-up for recording conversation with another student in the class.
Submit one question for Liz through Canvas. Questions should be submitted by November 13.

Video

- Liz Covart, “The History of Audio Education,” Keynote address at Harvard Divinity School (<https://www.youtube.com/watch?v=xgMAC6VrjqM>)

December 2: Final recording presentations I

December 6: Final recording presentations II

December 9: Final recording presentations II

Final scripts and audio recordings are due on the day of your presentation.

Final self-reflection is due on December 13

Attendance and Tardiness Policy

Given the limited number of class meetings, attendance is important, not just for your immediate benefit but also for that of your peers and your instructor. All absences – regardless of how well motivated – have a negative effect on the class as a whole. This course follows a simple attendance policy You can miss the equivalent of one week of classes (i.e., 2 meetings) without penalty.

With the exception of religious holidays (for which you need to give advance notice to your instructor), all other absences – for whatever reason – will incur the following penalties: (1) for each of absence, a 2 point deduction from your overall final grade. Therefore, a total of 4 points if two classes are missed, 6 points if three classes are missed, etc.

If you are unable to attend class on a given day, I would appreciate being informed by email in advance, if possible. If you miss a presentation day and have not missed more than the “allowed” number of absences, your instructor will permit you to take a make-up quiz. The same rule applies to homework. You may make special arrangements to hand in an assignment for a day you miss only as long as it is your first, second, or third absence. Please know that your instructor may not choose to pass around an attendance sheet but will keep records on students’ attendance. You are responsible for keeping

count of your absences if you are concerned about how any absences will affect your final grade.

Because class meetings are highly structured and dependent on student collaboration, late arrivals are disruptive. If you arrive late, please be aware of the following policy: Any arrival 10 minutes or more past the start of class counts as an absence. It is still in your best interest to come to class late than not to come at all.

The first late arrival that falls within 1 to 9 minutes past the start of class will be forgiven. After that, two late arrivals will count as 1 absence.

Course Readings

There is one required book for this course. We will read sections of this book. I am requiring it for purchase because you can use it as a model for research methods either in this class or in future ones. After completing this course, you should be able to refer back to it to see how historians do research and draw on its methodologies in your own research.

- *Never Caught: The Washingtons' Pursuit of their Runaway Slave, Ona Judge* by Erica Dunbar.

There is one recommended book for this course. If you are someone who thinks they might do interviews in their career or is in a major where interviews could be part of their research papers, this is a good resource to refer to.

- *Interviewing in Social Science Research: A Relational Approach* by Lee Ann Fujii

Both books are for sale at the University bookstore and are available on reserve at the College Library. Other readings will be posted on Canvas under the "Files" tab. I will also use the Canvas site to make announcements that are relevant to all students in the course. You are responsible for finding and downloading podcasts using a podcatcher of your choice.

Laptop/Cellphone Policy

Please bring an electronic device with access to the internet to class. I would recommend a laptop computer or a tablet. Some activities will require the use of electronic devices. For other activities I will ask you to put away electronic devices for the duration of the activity. I will let you know before that activity begins. Cell phones need to be switched off or put on silent.

Academic Integrity

By enrolling in this course, each student assumes the responsibilities of an active participant in UW–Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct and Community Standards for additional review. For more information, refer to <http://studentconduct.wiscweb.wisc.edu/academic-integrity/>.

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW–Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform their instructor of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. The instructor will work either directly with the student or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student’s educational record, is confidential and protected under FERPA.

UW–Madison Statement on Diversity (<https://diversity.wisc.edu/>)

Diversity is a source of strength, creativity, and innovation for UW–Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin–Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.