



Course HIST 3301.001 Historical Inquiry
Professor Peter K. J. Park
Term Fall 2015
Class meets on Wednesdays 4:00 - 6:45 p.m. **Location:** FO 2.702

Professor Park's Contact Information

Office Location	JO 5.610
Office Hours	Thursdays 1:00–2:00 p.m. and by appointment
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General Course Information

Pre-requisites, Co-requisites, & other restrictions	HIST 1301, HIST 1302, HIST 2301, HIST 2330, HIST 2331, or equivalent
Course Description	HIST 3301 is the core (required) course for undergraduates whose major field is Historical Studies and is to be taken prior to completing the first 12 hours of upper-division course work. The reading and discussion of theoretical and practical texts and examples of historians' sources and works are to serve as an introduction to the methods of research and analysis employed by professional historians. Students will acquire the skills of analyzing, interpreting, and representing the human past and also learn something about the history of history. Reading assignments address the nature of historical inquiry; specifically, its philosophical assumptions, the framing of problems or issues for historical inquiry, the use and abuse of evidence, and the purpose, value, and limits of historical knowledge.
Learning Outcomes	Students will be able to (1) describe the different modes of historical writing, (2) describe and apply the basic methods of historical investigation, and (3) describe theories of textual interpretation and apply them to the study of the sources of history.
Required Texts & Materials	<p><u>books</u> (Note: These books are stocked at the UTD Bookstore and at Off-Campus Bookstore, 561 W. Campbell Rd., Suite 201.)</p> <p>Anderson, Benedict. <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. London; New York: Verso, 2006; original edition, 1983. ISBN 9781844670864</p> <p>Brundage, Anthony. <i>Going to the Sources: A Guide to Historical Research and Writing</i>. 5th ed. Malden, Mass.: Wiley-Blackwell, 2013. ISBN 9781118515310</p> <p>Davis, Natalie Zemon. <i>The Return of Martin Guerre</i>. Cambridge, Mass.: Harvard University Press, 1983. ISBN 9780674766914 or 0674766911</p> <p>Said, Edward. <i>Orientalism</i>. New York: Vintage Books, 1994; original edition, 1978. ISBN 0-394-74067-X</p> <p>Tosh, John. <i>The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History</i>. 5th ed. Harlow, UK: Pearson Longman. ISBN 9780582894129</p> <p><u>articles and book chapters available on eLearning for downloading</u></p> <p>Bakhtin, M. M. "Discourse in the Novel." In idem, <i>The Dialogic Imagination: Four Essays</i>, edited by Michael Holquist, 259-366. Austin, TX: University of Texas Press, 1981. ISBN 029271534X</p>

	<p>Benson, Ed. "Martin Guerre, the Historian and the Filmmakers: An Interview with Natalie Zemon Davis." <i>Film & History</i> 13 (1983): 49-65.</p> <p>Coras, Jean de. "Memorable Decision of the High Court of Toulouse . . ." <i>TriQuarterly</i> 55 (1982): 86-103.</p> <p>Finlay, Robert. "The Refashioning of Martin Guerre." <i>American Historical Review</i> 93 (1988): 553-571.</p> <p>Foucault, Michel. "Lecture Four [28 January 1976]." In idem, <i>"Society Must Be Defended": Lectures at the Collège de France 1975-76</i>, edited by Mauro Bertani, Alessandro Fontana, Arnold I. Davidson; translated by David Macy, 65-85. New York: Picador, 2003.</p> <p>Gadamer, Hans-Georg. <i>Truth and Method</i>. 2nd, revised edition; translation revised by Joel Weinsheimer and Donald G. Marshall. New York: Continuum/Bloomsbury, 2004. Please read pp. 268-291, 291-306, 306-336, and 336-382.</p> <p>Le Sueur, Guillaume. "Admirable History of a False and Supposed Husband . . ." Translated by Thomas Fox.</p> <p>Mazlish, Bruce. "The Art of Reviewing." <i>Perspectives on History: The Newsmagazine of the American Historical Association</i> 39: 2 (Feb. 2001), "Viewpoints." Go to http://www.historians.org/publications-and-directories/perspectives-on-history/february-2001/the-art-of-reviewing</p> <p>Scott, Joan Wallach. "Gender: A Useful Category of Historical Analysis." In idem, <i>Gender and the Politics of History</i>, revised edition, 28-50. New York: Columbia University Press, 1999.</p> <p>White, Hayden. "The Structure of Historical Narrative." <i>Clio</i> 1, no. 3 (June 1972): 5-20. Reprinted in idem, <i>The Fiction of Narrative: Essays on History, Literature, and Theory 1957-2007</i>, edited by Robert Doran, 112-125. Baltimore: Johns Hopkins University Press, 2010.</p> <p>White, Hayden. "The Value of Narrativity in the Representation of Reality." In idem, <i>The Content of the Form: Narrative Discourse and Historical Representation</i>, 1-25. Baltimore: Johns Hopkins University Press, 1987.</p>
Recommended references	<p><i>Merriam-Webster's Collegiate Dictionary</i> or equivalent</p> <p>Strunk, Jr., William, and E. B. White: <i>The Elements of Style</i>. Longman.</p> <p>Turabian, Kate L. <i>A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers</i>. 8th edition. Chicago: University of Chicago Press, 2013.</p> <p>Williams, Joseph M. <i>Style: Ten Lessons in Clarity and Grace</i>, 9th edition. Harlow, UK: Pearson Longman, 2007.</p> <p>Purdue University Online Writing Lab: general https://owl.english.purdue.edu/owl/section/1/</p> <p>University of Wisconsin Writing Center: Writer's Handbook http://www.writing.wisc.edu/Handbook/index.html</p>
eLearning	Please check eLearning regularly. I post announcements, upload files, and provide links to helpful websites constantly.

Assignments & Academic Calendar

8/26	<p><u>Introduction to the course</u></p> <p>Start reading: Benedict Anderson, <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i></p>
9/02	<p><u>historical consciousness, purpose and value of historical knowledge, genres of historical writing</u></p> <p>Reading: John Tosh, <i>The Pursuit of History</i>, 1-87; Anthony Brundage, <i>Going to</i></p>

	<i>the Sources: A Guide to Historical Research</i> , 1-18
9/09	<u>the nature and variety of historical sources; analyzing and interpreting sources</u> Reading: Brundage, 19-88; Tosh, 88-146 Presentation at the McDermott Library on library services and resources for Historical Studies students
9/16	<u>writing history</u> Reading: Tosh, 147-174; Brundage, 112-135 BIBLIOGRAPHY & NOTES EXERCISE DUE
9/23	<u>analyzing and interpreting the sources on Martin Guerre</u> Reading: Jean de Coras, "Memorable Decision of the High Court of Toulouse . . ."; Guillaume Le Sueur, "Admirable History of a False and Supposed Husband . . ." PRIMARY SOURCE ANALYSES DUE
9/30	<u>writing versus filming <i>The Return of Martin Guerre</i></u> Reading: Natalie Zemon Davis, <i>The Return of Martin Guerre</i> , vii-x and 1-131 Film screening: <i>Le Retour de Martin Guerre</i> , directed by Daniel Vigne (1982; remastered director's cut, 1996)
10/07	<u>(critically) reading and assessing works of history; the historiographical essay</u> Reading: Brundage, 89-111 and 136-139; Bruce Mazlish, "The Art of Reviewing"; Robert Finlay, "The Refashioning of Martin Guerre"; Ed Benson, "Martin Guerre, the Historian and the Filmmakers: An Interview with Natalie Zemon Davis"
10/14	<u>history as narrative</u> Reading: Hayden White, "The Structure of Historical Narrative {1972}" and "The Value of Narrativity in the Representation of Reality"
10/21	Finish reading: Benedict Anderson, <i>Imagined Communities</i> BOOK REVIEW DUE
10/28	<u>the limits of historical knowledge, history and social theory, the cultural turn</u> Reading: Tosh, 175-273
11/04	<u>gender history and postcolonial history; historical knowledge and power (I)</u> Reading: Tosh, 274-302; Joan W. Scott, "Gender: A Useful Category of Historical Analysis"; Michel Foucault, " <i>Society Must Be Defended</i> ": <i>Lectures at the Collège de France 1975-76</i> : Lecture Four (28 January 1976) Guest Professor: TBA
11/11	No reading assignment No class meeting SECOND ESSAY DUE
11/18	<u>historical knowledge and power (II)</u> Reading: Edward Said, <i>Orientalism</i> , xv-xxx, 1-73, and 284-352
11/23 - 11/28	Fall Break & Thanksgiving Holidays
12/02	<u>discourse in the novel: lessons for historical writing</u> Reading: Mikhail M. Bakhtin, "Discourse in the Novel"

12/09	<u>historical inquiry as hermeneutics</u> Reading: Hans-Georg Gadamer, <i>Truth and Method</i> , 268-291, 291-306, 306-336, and 336-382
12/11 – 12/17 Final Exam Week	FINAL ESSAY DUE DATE to be determined

Course Policies

Grading (credit) Criteria	As a calculated value, your final grade will be the aggregate of your grades for: regular attendance & active participation (10%), bibliography and footnote exercise (5%), first essay (15%), book review (15%), second essay (25%), final essay (30%). Your final grade will be based on the following percentage scale: 93-100 = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 67-69 = D+, 63-66 = D, 60-62 = D-, 0-59 = F=
Late Work	Late written work will be accepted, but marked down.
Class Attendance	Required. Your attendance will be recorded. You do not have to email me to let me know that you will be absent.
Classroom Citizenship	Please come prepared for class, arrive on time, and maintain the highest level of civil speech and behavior during class session. Laptop computers are allowed, but Internet use is not. Laptop users must sit in the front row of seats, and their Internet connection must be turned off. Mobile/smart phones must be turned off.
Technical Support	If you experience any problems with your UT Dallas account you may email assist@utdallas.edu or call the UT Dallas Computer Help Desk at 972-883-2911.
Student Conduct and Discipline	<p>The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas printed publication, <i>A to Z Guide</i>, which is available to all registered students each academic year.</p> <p>The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the <i>Rules and Regulations, Series 50000</i>, Board of Regents, The University of Texas System, and in <i>Title V, Rules on Student Services and Activities</i> of the university's <i>Handbook of Operating Procedures</i>. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391) and online at http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-HOPV.html.</p> <p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p> <p>[Added July 2010] Students are expected to be attentive during class and to participate actively in group activities. Students are expected to listen respectfully to faculty and to other students who are speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in class. Classes may discuss issues that require sensitivity and maturity. Disruptive students will be asked to leave and may be subject to disciplinary action.</p>
Academic Integrity	The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute

	<p>integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.</p> <p><i>Scholastic Dishonesty:</i> Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, submitting for credit any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source, is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of <i>turnitin.com</i>, which searches the web for possible plagiarism and is over 90% effective.</p>
Avoiding Plagiarism	<p>[Adapted from Duke University's guidelines for writers; added July 2010]</p> <p><i>Take time to make careful choices among--and learn to use--the research tools</i> available to you. You will probably find that your favorite web search engine is not adequate by itself for college-level research. Consult with your professor or a librarian. You may need to use specialized research tools, some of which may require learning new searching techniques.</p> <p><i>Expect to make trips to the library.</i> While you can access many of the library's resources from your home computer, you may find that you need to make several trips to use materials or research tools that are not accessible remotely. Of course, you will be seeking the best information, not settling for sources simply because they happen to be available online.</p> <p><i>Allow time for gathering materials</i> that are not available at UT Dallas. The InterLibrary Loan Office can borrow articles and books from other libraries, but this process takes additional time.</p> <p><i>Allow time for reading,</i> rereading, absorbing information, taking notes, synthesizing, and revising your research strategy or conducting additional research as new questions arise.</p> <p><i>Sloppy note-taking increases the risk that you will unintentionally plagiarize.</i> Unless you have taken note carefully, it may be hard to tell whether you copied certain passages exactly, paraphrased them, or wrote them yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own document.</p> <p><i>Identify words that you copy directly</i> from a source by placing quotation marks around them, typing them in a different color, or highlighting them. (Do this immediately as you are making your notes. Don't expect to remember days or weeks later what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.</p> <p><i>Jot down the page number and author or title</i> of the source each time you make a note, even if you are not quoting directly but are only paraphrasing.</p> <p><i>Keep a working bibliography</i> of your sources so that you can go back to them easily when it's time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.</p> <p><i>Keep a research log.</i> As you search databases and consult reference books, keep track of what search terms and databases you used and the call numbers and URLs of information sources. This will help if you need to refine your research strategy, locate a source a second time, or show your professor what works you</p>

	<p>consulted in the process of completing the project.</p> <p><i>You must cite direct quotations.</i></p> <p><i>You must cite paraphrases.</i> Paraphrasing is rewriting a passage or block of text in your own words. If you paraphrase, you must still cite the original source of the idea.</p> <p><i>You must cite ideas</i> given to you in a conversation, in correspondence, or over email.</p> <p><i>You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge."</i> However, it is not necessary to cite a source if you are repeating a well known quote or familiar proverb. Common knowledge is something that is widely known. For example, it is widely known that Bill Clinton served two terms as president; it would not be necessary to cite a source for this fact.</p> <p><i>These types of sources should be cited as well. Printed sources:</i> Books, parts of books, magazine or journal articles, newspaper articles, letters, diaries, public or private documents; <i>Electronic sources:</i> Web pages, articles from e-journals, newsgroup postings, graphics, email messages, software, databases; <i>Images:</i> Works of art, illustrations, cartoons, tables, charts, graphs; <i>Recorded or spoken material:</i> Course lectures, films, videos, TV or radio broadcasts, interviews, public speeches, conversations.</p>
Resources to Help You Succeed	<p>The Student Success Center (located in the McDermott Library building) provides a wide array of free academic support and enhancement for UT Dallas undergraduate students. Offerings include, but are not limited to, a Math Lab and Writing Center, Peer Tutoring (with a focus on science, technology, engineering and math courses), test review sessions, and academic success coaching. The current menu of services, schedules, and contact information is posted on the GEMS website: http://www.utdallas.edu/studentsuccess/.</p>

These descriptions and timelines are subject to change at the discretion of the Professor.