

**HIST 3090: History Research and Methods**  
**Professor Chris Endy**  
**Spring 2020**  
Tuesdays 6:00 to 8:45 pm  
King Hall B1006

**Contact Me:**

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Office Hours: Tuesdays 3-4 pm and 5-6 pm; Thursdays 3-4 pm.

*-No appointment needed for office hours. Just come in. I can also meet at other times; please ask me, and we can schedule a convenient time.*

Office: King Hall C4076A (fourth floor of King Hall, C-Wing)

Office Phone: 323-343-2046 (good for Tues/Thur, but email is better on other days.)

Website: I have a personal faculty webpage with advice on surviving college and links to things I like: <http://www.calstatela.edu/faculty/christopher-endy> ([link](#))

**Overview--What You Will Learn in HIST 3090:**

In this seminar, you will gain guidance and experience conducting original historical research. Your culminating assignment will be a 10-page original research paper based on primary-source analysis. You can choose any historical topic for your research project, but you must work within the framework of microhistory. In microhistory, historians explore a very narrow topic with primary sources to discover historical meaning. Upon successful completion of this course, you will be able to:

1. Create an open-ended research question.
2. Gather and analyze primary sources that address a research question.
3. Gather and analyze secondary sources relevant to that research question.
4. Create an argument that builds on primary-source research and that contributes to secondary-source knowledge.
5. Write academic essays with clear organization and prose.
6. Cite primary and secondary sources according to academic history standards.
7. Deliver arguments through effective oral presentation.
8. Provide valuable editorial feedback on other people's work, and on your own.

**Assignments and Grading:**

Class Participation:	15%
Miscellaneous Assignments	30% (15 small assignments; 2% each)
Outline	3% (2-4 pages)
Oral Presentation	4%
Primary Source Draft	8% (7 pages, plus endnotes & bibliography)
Final Paper	40% (10 pages, plus endnotes & bibliography)

Important policies regarding HIST 3090 assignments:

- Unless otherwise noted, all assignments are due in paper at the start of class and should be typed and double-spaced.
- If citations are not in perfect Chicago-style format, students will need to re-submit a corrected version to receive credit for the assignment.
- Students will receive an automatic failing grade for the course if they miss five or more class sessions or fail to complete five or more assignments.
- We will use a "+/-" system: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (60-66), F (0-59).
- If you don't understand the basis of the grade you received or if you disagree with the assessment, speak to the instructor—but only after letting twenty-four hours pass for you to absorb and reflect on the evaluation.

**Late Policy:** Out of fairness to other students and to make the most of our in-class time together, late assignments are subject to a late penalty. Most assignments will lose 10% of their value for the first class session late, and an extra 10% for each session thereafter. No assignments (except the final paper) will be accepted for credit after the last day of class.

The Free Late: You can submit two assignments one week after the due date with no penalty. Simply write "Free Late" next to your name when you submit it. You can only take advantage of this option twice; use it wisely. You CANNOT use a Free Late for the final paper.

**Falling Behind with Assignments:** In case of a family or health emergency, special allowances may be made. Please contact me as soon as possible. If you suspect that you might have a problem meeting a deadline, please see me beforehand so that we can make a special arrangements. I will help you pass the class if you can show that you are serious about your studies.

**Required Readings, Print-Outs, and Supplies**

Various articles to download and print via Canvas, JFK Library databases, or the internet. You need to bring to class a paper print-out of each reading, unless the syllabus says otherwise.

Notecards (size 3x5): You will need at least 75 blank notecards, lined or unlined. You should bring your notecards to class every session starting Week Six.

**Plagiarism:** Plagiarism refers to the use of another author's words or ideas without acknowledgement of this use. This includes copying from texts or webpages as well as submitting work done by somebody else. Other forms of plagiarism include altering a few words or the sentence structure of someone else's writing and presenting it as your own writing (that is, without quotation marks or endnotes). Violators will receive a zero on the assignment and will be reported to University

authorities. If you have any questions about how to avoid plagiarism, I am happy to talk with you. Ask in class or visit office hours.

**Disabilities:** As your professor, I want all students to succeed in this class. If you have a disability or any other issue that affects your learning, please let me know at any time. Also take note of the resources available through the Office for Students with Disabilities (Student Affairs Building Room 115, 323-343-3140). If you have a verified accommodations form, please show it to me by Week Two of the course.

**Change:** I may make reasonable changes to the syllabus when needed.

**Class Participation:** We will spend a substantial part of class time engaged in discussion and small-group activities. Your participation grade will reflect both your attendance and your participation in activities. **What is good class participation?** Good class participation comes in many forms. Contrary to popular belief, it does *not* mean talking as often as possible in class.

Here are some of the different ways that you can achieve good class participation:

- Read carefully outside of class. Come to class with paper copies of the readings and good reading notes. Use the core class question in the syllabus to guide your note-taking on the readings. Be prepared to point to specific page references in class. This is one of the most important steps you can take for good class participation.
- Help members of your team or small group. Receive help with enthusiasm. There is no grading curve in this class. The more you help classmates, the more they will help you, and everyone will benefit.
- Get to know your classmates. Start a casual conversation while waiting for class to start, or right after class ends.
- Frame your comments in response to what classmates have said. If a classmate says something that strikes you as smart, funny, or provocative, let us know.
- Raise your hand often and share ideas on a regular basis.
- Ask questions, no matter how broad or small.
- Be a leader. Be aware of what the class needs at any given moment to keep our energy and focus on track. That could mean sharing a question, a reading passage, a joke, etc. It could mean keeping a small group on task. It could mean letting a constructive silence continue.
- Be aware if you are speaking too much. For students with a tendency to speak all the time, good class participation can mean stepping back and seeing what you and others can learn by *listening* to classmates for a while.
- Pay attention to emotions—yours and others. An honest examination of history requires us to explore the role of racism, sexism, and other forms of prejudice in both the past and the present. Discussing these topics can sometimes be disturbing or upsetting, but this discomfort is often an essential part of the learning process. Hopefully, you will find yourself provoked, intrigued, at times amused, but above all enlightened during this class. You can help in this effort by respecting the views of your classmates and by being eager to listen to what classmates and historical sources have to say.
- Visit my office hours. This also counts as class participation.
- Attend class. This is big. If you have responsibilities outside your academic studies, make sure that you can prioritize attending class.
- If you ever find yourself bored in this class, please let me know, ideally via office hours. I'd rather know sooner rather than later so that we have time to figure out a solution.

## INSTRUCTIONS FOR THE OUTLINE

**For this assignment (about 2 to 4 typed, double-spaced pages), sketch your paper's component sections. Write in full sentences.** For guidance on how we will be reading and evaluating your outline, go to Canvas and download the outline feedback rubric.

### 1. Introduction and opening material:

At this stage, write down:

- a) the current version of your paper's open-ended research question
- b) the current version of your overall thesis
- c) a tentative title for the paper. A good title should do at least two of the following three tasks. It should pique readers' interest, communicate the basic topic of the paper, and hint at the paper's thesis.

### 2. Historiography:

Write 3 or 4 sentences briefly explaining how your paper will connect to the questions and debates that have animated other scholars. Will you reinforce, extend, or challenge existing scholarship? It's ok to be tentative here. You can use this assignment to test out ideas and seek feedback. What's important is that you make an effort to offer specific ideas.

### 3. Body—Primary Source Analysis:

Here you should divide the body of your essay into 2 to 5 sections. For each section, write a subthesis. Each subthesis should be a complete sentence summarizing that section's main argument. Each subthesis should also help support your paper's overall argument. If you're not sure about a section's argument yet, still go ahead and take a stab and then just indicate that it's a tentative subthesis

Wherever possible, provide detail down to the paragraph-by-paragraph level. This means writing a topic sentence argument (TSA) to convey the main point of each paragraph that will appear under each subthesis. You do not need to have a TSA for every paragraph yet. However, you should be able to write TSA's for at least half of your paragraphs at this point. Remember that each TSA, like each subthesis, should be a complete grammatical sentence that helps prove or illustrate a bigger argument.

### 4. Conclusion:

Write a sentence describing how you might end the essay. Do not just summarize your argument. Instead, end with an epilogue that suggestively broadens the relevance of your paper. For instance, how might your argument help us think more intelligently about present-day controversies or about other historical topics?

## INSTRUCTIONS FOR THE FINAL PAPER

Your final paper represents the major assignment for this course. It should offer original research and insight into your specific chosen topic while at the same time showing how your research connects to secondary-source discussions.

- The paper needs to be **10 pages long** (double-spaced, 12-point font, one-inch margins), plus endnotes and bibliography.
- The paper needs to use cite primary and secondary sources with endnotes according to the *Chicago Manual of Style's* documentary-note system.
- The body of the paper needs to provide **extensive primary-source analysis**. A partial list of such sources include government documents, private correspondence, media reports, films, artwork, and fiction, so long as they come from the time period under study. Memoirs from former participants, even if published after the fact, also count as primary sources. Statistical data published after the fact, if not already incorporated into a piece of scholarship, also count as primary sources. As a general rule, a good paper should have at least 15 different primary sources.
- The paper's **general outline** should look like this:

### 1. **Introduction** (1/2 to one page)

2. **Historiographic context** (one to two pages). This section should briefly summarize relevant historiographic debates for your topic. It should provide specific quotations and examples from secondary sources to show the main arguments that the scholars have made. Your paper's historiographic discussion should also make clear how your paper relates to the views of these historians. For instance, does your argument complement, contradict, or complicate existing scholarly views? You should not get involved in primary source analysis yet; at this stage, you can still describe your argument in the abstract, knowing that the supporting evidence will come in the next body of the essay.

### 3. Your own **primary source analysis** (the essay's body: about seven to eight pages)

4. **Conclusion** (about a half-page). Offer a brief summary of your argument and an interesting final thought or eloquent ending.

**\*\*You can vary from this outline model, but only if you have a compelling reason to do so. Please talk with me if you would like to consider a different approach. Lastly, don't forget to give your paper a **catchy title** that hints at your argument, and remember to include a **full bibliography** after your end notes.**

HIST 3090 Final Paper Rubric

Area	Excellent	Satisfactory	Unsatisfactory
<b>Argument: Thesis</b>	clear, creative and original thesis that answers an interesting research question; supported with clear and precise subtheses	clear thesis that answers an interesting research question	lacks a clear thesis or research question
<b>Argument: Historiography</b>	clearly explains how the paper's thesis confirms or complicates at least four other highly relevant works of scholarship (books or important journal articles)	clearly explains how the paper's thesis confirms or complicates some secondary sources	fails to explain how the thesis confirms or complicates secondary sources
<b>Evidence: Research Design</b>	creative selection of primary sources; thorough and dogged examination of available evidence; goes beyond "low-hanging fruit" sources (e.g. online newspaper downloads) to incorporate surprising and/or harder-to-find sources	appropriate and extensive primary sources to explore the research question	fails to engage extensively with primary sources appropriate to answer the research question
<b>Evidence: Implementation</b>	evidence strongly supports the thesis and subtheses through numerous examples (about 7-10 details or short quotations per page in the body of the essay); consistently provides brief context for quoted material; amount of evidence justifies a longer paper at the upper end of the suggested page limit	evidence supports the thesis, but sometimes lapses; sometimes fails to provide adequate context for quoted material.	numerous body paragraphs lack primary source evidence or adequate context.

<b>Writing: Paragraph Level</b>	clear paragraph structure with each body paragraph running a half page or two-thirds page in length; each paragraph starts with a clear topic sentence argument (TSA) connecting that paragraph to the thesis or a subthesis; clear flow between paragraphs, including brief transition phrases	writes with clear TSAs and paragraph structure, but sometimes lapses	paragraphs are often too long or too short, or they often lack clear TSAs
<b>Writing: Sentence Level</b>	concise, even elegant prose; lots of proofreading to ensure that the sentences avoid common writing problems such as: -run-on sentences -sentence fragments -wordiness -passive voice	mostly free of common writing problems, with a few lapses	numerous writing problems
<b>Citations:</b>	provides all necessary citations when referring to specific ideas and examples from primary and secondary sources; follows Chicago style for historians consistently	provides all necessary citations and follows Chicago style, with a few lapses	numerous errors with citation usage and format

**Grading Explanation:**

- A on final essay: excellent in all seven areas.  
 B on the final essay: excellent in some areas, satisfactory in other areas.  
 C on the final essay: satisfactory in all seven areas; or excellent in a few areas but unsatisfactory in one or two areas  
 D on the final essay: unsatisfactory in one or more areas  
 F on the essay: unsatisfactory in four or more areas.

*Note: +/- grades added at discretion of professor.*

## HIST 3090 CLASS SCHEDULE

### STAGE ONE: BUILDING A RESEARCH PROJECT

#### WEEK ONE

21 January: Class Introduction—What makes successful historical research?

#### WEEK TWO

28 January: Developing a research topic and question // Exploring microhistory

*Please complete the following three readings, in this order:*

1. "What is Microhistory?," The Microworld Labs,  
<https://sites.duke.edu/microworldslab/what-is-microhistory/>
2. Robert Darnton, "Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin," in Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History* (New York: Basic Books, 1984), 75-104.
3. Rosie C. Bermudez, "La Causa de los Pobres: Alicia Escalante's Lived Experiences of Poverty and the Struggle for Economic Justice," in *Chicano Movidas: New Narratives of Activism and Feminism in the Movement Era*, ed. Dionne Espinoza, María Eugenia Cotera, and Maylei Blackwell (Austin: University of Texas Press, 2018), 123-137.

*Note: Printing this week's readings is optional but encouraged.*

**Reading Response A (Misc. #1) due**

#### WEEK THREE

4 February: Microhistory, continued // Developing a research question

*Please complete the following two readings:*

1. Dale Tomich, "Anomalies, Clues, and Neglected Transcripts: Microhistory and Representations of the Cuban Sugar Frontier, 1820-1860," in *Small Worlds: Method, Meaning, and Narrative in Microhistory*, ed. James F. Brooks, Christopher R.N. DeCorse, and John Walton (Santa Fe: School for Advanced Research Press, 2007), 225-245.
2. Advice literature for historians (details posted on Canvas)

*Note: Printing this week's readings is optional but encouraged.*

**Reading Response B (Misc. #2) due**

#### WEEK FOUR

9 February (SUNDAY)

**Paper Proposal (Misc. #3) due via Canvas by 11:59pm on Sunday the 9th**

Assignment Details: Your proposal should consist of:

- 1) a carefully worded, open-ended research question.
- 2) a one-paragraph description of your topic. Expand on your research question by describing the main historical people and issues that you will study. Also describe the start and end dates for your research (e.g. 1960 to 1969) along with a brief rationale for why you are choosing those dates.
- 3) a list of potential primary sources, including a brief description of how you will access those sources (e.g. what libraries, archives, or databases?). Do not write specific citations, but provide a general description of the source. For instance, if you plan to use *University Times* articles, do not list specific articles yet. Just write "*University Times* articles." Then name the database, website, library, or archive you will use to gain access to those articles.
- 4) a list of five to ten keywords and search terms that you will use when searching or skimming databases and primary sources.

11 February: The Creative Researcher—Identifying Primary and Secondary Sources Meet in JFK Library (room TBD)

## STAGE TWO: GATHERING & ANALYZING SOURCES

### WEEK FIVE

18 February: Identifying and Analyzing Primary and Secondary Sources  
*Meet in JFK Library (room TBD)*

#### **Annotated Bibliography (Misc. #4) due**

Assignment Details: Create an annotated bibliography with ten sources. Include at least three primary sources and at least three secondary sources (e.g. three primary sources and seven secondary sources, or six primary sources and four secondary, etc.). Separate the primary and secondary sources in two alphabetical lists. Each of your ten entries should contain the following elements:

1. an accurate Chicago-style citation in bibliography format
2. two sentences of annotation in which you explain the value of this source for you. How will this source help you answer your research question? For secondary sources, also consider how your research project *might* be able to contribute ideas or knowledge not contained in existing scholarship.

At the very top of your bibliography, type the current version of your research question. For advice and additional rules on finding secondary sources, please see the Annotated Bibliography page on Canvas.

### WEEK SIX

25 February: Analyzing Primary Sources

#### **Primary Source Analysis (Misc. #5) due**

Assignment Details: Print two primary sources that you will probably use in your final paper. If the source is long, just print the most interesting two pages. Write extensive annotations on each source. That is, underline or circle key words and write comments and questions in the margins. On a separate sheet of paper, provide proper Chicago-style citations in footnote/endnote format for each source, and also type the current version of your research question.

**Bring your blank 3x5 note cards to class today. You should bring those cards every day from now on.**

### WEEK SEVEN

3 March: Reflecting on the Research Plan and Making Adjustments  
**Sign up for a meeting time in my office; class will not meet this week.**

### WEEK EIGHT

10 March: Analyzing Primary Sources

#### **Primary Source Analysis (Misc. #6) due.**

Assignment details: Repeat the prior primary source assignment, but this time bring in three new primary sources and provide annotations for each. On a separate sheet of paper, provide proper citations and the current version of your research question. Remember to bring your 3x5 cards!

**Research Milestone #1 (Misc. #7) due.** Come to class with at least 25 research cards. You will receive 10/10 points on this assignment if you have 25 cards prepared at the start of class. You will receive an 7/10 if you reach 25 cards by 17 March and a 5/10 if you reach 25 cards by 24 March. No credit can be earned after that last date.

### WEEK NINE

17 March: Analyzing Secondary Sources

#### **Secondary Source Analysis (Misc. #8) due**

Assignment Details: Find three scholarly books or journal articles relevant to your topic. Each should be at least 15 pages long. For each source, write a paragraph (about 150 words) explaining the following:

1. the thesis of the author, along with any important subtheses
2. your own comments on strong and/or weak points in the book or article; hint—use the analysis tools you practiced in HIST 3080 here.
3. the relevance of this secondary source for your project For instance, does this secondary source provide key context that will help you interpret your primary sources? Alternately, does this secondary source contain limits that you can improve upon with your own primary source research?

### STAGE THREE: LOOKING FOR PATTERNS; BUILDING A THESIS

#### WEEK TEN

24 March: March: Looking for your "Big Picture"

#### **Draft Body Paragraphs (Misc. #9 and #10) due**

Assignment details: Write **two paragraphs** that might appear in the **body** of your essay. Do not write an intro paragraph. Each paragraph should be about a 150-175 words (typed and doubled-spaced), and each should use five different primary-source research cards that you have made so far. These five cards need to come from at least two different primary sources. This means that each paragraph that you write must weave together at least two different primary sources.

Each paragraph must start with a topic sentence argument (TSA) that conveys the main argument of that paragraph. Your second paragraph's TSA should include a brief transition phrase that links the two paragraphs. Sample transition phrases include connector phrases such as these: *In similar fashion...*, *On the other hand...*, *However...*, *Years later...*, and so on.

Proofread carefully and cite all sources with endnotes using the Chicago style. At the top of the assignment, write the current version of your open-ended research question. **Bring two paper copies.**

*SPRING BREAK: No class on Tuesday, 31 March.*

#### WEEK ELEVEN

7 April: Building Subtheses and Refining Your Big Picture

**Research Milestone #2 (Misc. #11) due.** Come to class with at least 50 research cards. You will receive 10/10 points on this assignment if you have 50 cards prepared at the start of class. You will receive a 7/10 if you reach 50 cards by 14 April and a 5/10 if you reach 50 cards by 21 April. No credit can be earned after that last date.

**Note: Oral Presentations will start in class this week.**

#### **Draft Body Paragraphs (Misc. #12) due**

Assignment details: Repeat the earlier paragraph assignment but this time write **three new paragraphs** that will appear in the body of your essay. Do not write an intro paragraph, and do not submit revised versions of your earlier paragraph. Write your research question at the top. **Bring two paper copies.**

#### WEEK TWELVE

14 April: Discussing and Refining Outlines

**Outline due. This is a big assignment!** A full description of what to write for the outline appears earlier in the syllabus. **Bring two paper copies.** Also upload to Canvas by 6pm.

**Research Milestone #3 (Misc. #13) due.** Come to class with at least 70 research cards. You will receive 10/10 points on this assignment if you have 70 cards prepared at the start of class. You will receive a 7/10 if you reach 70 cards by 21 April and a 5/10 if you reach 70 cards by 28 April. No credit can be earned after that last date.

#### WEEK THIRTEEN

21 April: Writing Time

No class meeting this week, but I will be available in my office during class hours.

### STAGE FOUR: WRITING AND REVISING

#### WEEK FOURTEEN

28 April: Putting Primary Sources into Draft Form

#### **Primary Source Draft Due. This is a big assignment!**

Assignment Details: This draft should be about 7 pages of writing (typed and double-spaced), plus polished Chicago-style endnotes. Your prose should be revised and edited at least once. You do not need to include a full introduction, a catchy opening hook, or a historiography section. These parts will come in the final draft. For this draft assignment, start by introducing your research question and your thesis statement (2-4 sentences). The thesis statement should announce the overall argument and explain the major subthesis ideas that will support the main argument. Then jump right into the body of your essay. Present your subtheses and supporting evidence. **Bring one paper copy to class and upload to Canvas by 6pm.** If you want the chance to receive extra feedback from classmates, bring two paper copies of your draft.

**Also bring all your research cards.**

*WEEK FIFTEEN*

5 May: Writing Workshop

**Draft Historiography Section (Misc. #14) Due**

Assignment Details: The historiography section should be about 1.5 pages (typed and double-spaced), and it should explain what other historians have argued or assumed about your topic. If few historians have written about your topic, focus instead on what other scholars have argued or assumed about broader themes and issues relating to your topic. Provide specific details, quotations, and citations from the writings of these historians. This section should make clear how your thesis and primary sources will reinforce, expand, and/or challenge this existing scholarship.

**Draft Introduction Paragraph (Misc. #15) Due**

Assignment Details: Your introduction should be typed, double-spaced, and no more than 150 words long. It should provide the following:

- 1) an interesting opening hook
- 2) a clear thesis statement that also includes your subtheses (2-4 sentences)
- 3) a brief description of the primary sources used in the paper
- 4) a brief hint at the paper's historiographic contribution

**Bring a paper copy of both assignments to class today. Also upload to Canvas by 6pm. Remember to bring all your research cards too.**

*FINALS WEEK*

12 May (Tuesday):

**Class Potluck Party and Final Activities from 5:30 to 7:00 pm**

15 May (Friday)

**Finals Papers due via Canvas by 5pm on Friday the 15th**