

**History 2100**  
**The Historian's Craft**  
University of Connecticut, Department of History

Fall 2009  
TTh 2-3:15  
Gampel 213  
(Section 4)

Prof. Cornelia H. Dayton  
cornelia.dayton@uconn.edu  
My office: Wood Hall 328; 486-5435  
Office hrs: Tu 3:30-4:30, W 2:30-3:30

---

What is history? How do historians go about researching and writing it? What are the different genres in which we encounter historical materials and analysis, and how shall we assess these? Is there such a thing as objectivity or neutrality on the part of the researcher and writer who studies history? What does it mean to do archival research? How are recent technological advances changing how we do history? What is the significance of chronology? These are the sorts of questions we will be examining and debating this semester.

Be aware that this is not a course in which the instructor will impart and students will earn a discrete set of data about a specific time or place. While we have a theme--Migration/Mobility/Immigration--tying together our readings and exercises (migration writ large), we are for the most part focusing on *method* and *craft*, and thus sampling various ways of “doing” history. Our class sessions will largely be in the workshop format, where students brainstorm collectively or in small groups in response to methodological and historical reasoning questions.

**Assignments:** Each student needs to keep up with the reading assigned for each of our sessions. **Please bring the day's reading to class with you! \*\*This is very important** because we will be dissecting, debating, working in small groups on, and often writing on, those readings. Also,

- There will occasional short **quizzes or in-class writings** on the reading given in class time—sometimes announced in advance, sometimes not. You are at all times responsible for taking these quizzes (with one pass allowed per semester; others missed must be made up) and doing as well as possible on them. They will be marked on a check plus/check/check minus basis.
- Class members will also be completing several written **Exercises**, due at specified times throughout the semester. These are a very important feature of the course,

as they focus on important tools you will need in your historian's toolkit. Exercises will be evaluated sometimes on A-F scale, sometimes on the check system. We will go over guidelines for each Exercise in class, and often, when needed, written instructions will be posted on the course HuskyCT site.

- **On-campus event Exercise:** Remember that interesting events complementing your history learning occur on campus every semester! These include art exhibits, lectures by scholars from other universities, luncheon or afternoon talks by UConn faculty, conference panels, and films. For H2100, you are required to attend one of the following History Dept.-sponsored events and write it up: Harvard professor and *New Yorker* writer, Jill Lepore, Thurs. Oct. 29 at 4 p.m.; Yale professor Joanne Meyerowitz, Mon. Nov. 16, 4:30 p.m. While attending, take good notes and be sure to stay through the Q&A! Afterwards, type up a 1-page summary (the speaker's central question, sources, argument) AND articulate an analytical (not factual or yes/no) discussion question that you did or would have liked to ask the speaker and/or discuss with other attendees. By noon of our next class meeting, POST your summary and question on the Discussion section of our HuskyCt class site (2 paragraphs on the event at least, 1.5 pages in all). Class members: look for and read these postings, after these 2 events!
- Two **Papers** are on your agenda for the first half of the semester: one **take-home** will be on our unit on the Slave Trade and *The Two Princes of Calabar* book; and the second will be written **in-class** on the book and film interpretations of "the return of Martin Guerre" in 16<sup>th</sup>-century France.
- Students' **final project** will consist of choosing one 20<sup>th</sup>-century U.S. immigration law or policy (in consultation with the instructor), giving **Poster Session** on it, and writing a **take-home Final Essay** on the subject. Components will include an Annotated Bibliography, explanations and timelines relating to the significance and legislative contexts of the law/policy, and your research journal chronicling the path of your sleuthing.
- **Final exam** will be a one-hour, in-class set of exercises related to the historian's toolkit (e.g., finding the thesis, identifying plagiarism), not testing you on the semester's substantive readings

**Skills:** The course is set up so that you can work on honing your critical reading skills. With secondary materials, this means learning to read not only for content but also for context, premises, uses of evidence, supplementary arguments, political goals, and scholarly debates. With primary sources, we will work together on how to decode unfamiliar wordings and what varied angles to use to examine and interpret historical documents and artifacts. It is also the case that in History courses not designated "W", we are always working on writing. Unclear writing hampers your ability to show what you know and convey what you think. Good writing practices are learned best by doing, and this semester you will have several opportunities and formats for practice.

**Grading:** Because learning in the course depends on what students bring to each class, your active participation in every class meeting constitutes an important part of your grade. Class participation will count for 20%; your written Exercises plus in-class quizzes and writings, plus Campus Event report, 28%; the two papers, 12% each; the Final Project (including take-home essay), 18%; the Final exam, 10%. Note that there is no Midterm. **A student who fails to complete any Exercise or major written assignment will not pass the course.**

**Lateness policy:** Late papers will be accepted only for emergency reasons. If such a dire situation is not communicated to me *before or by* the time the paper is due (and permission secured for a late submission), the paper will automatically lose 1/3 of a grade every 24 hours.

**Before** you start work on your written assignments, I want you to be sure that you know what plagiarism, cheating, and other forms of academic misconduct are. A brief, pungent definition is: "Presenting someone else's words or ideas as your own--in any form." This includes doing unauthorized academic work for which another person will receive credit or be evaluated; presenting the same or substantially the same papers or projects in two or more courses without the instructor's knowledge or permission; submitting a paper that contains phrases, sentences, ideas that you gathered from a website, book, article, or even a friend or parent and which you did not put in quotation marks and properly attribute. When you turn a paper in, *make sure it is your own work* and that you have cited legal and scholarly authorities correctly. Note that the UConn library has a quick checklist and very good module at <http://classguides.lib.uconn.edu/content.php?pid=50827&sid=386249>.

In History 2100, we will be doing take-home and in-class experiments to advance our understanding of when we are quoting and attributing other people's writing and work properly. But **do** raise any questions or concerns you have either in class or in individual conferences, at any time you wish; don't be hesitant to bring up your questions, because this helps everyone to think through the ethical dilemmas and issues involved.

**Classroom etiquette:** Cellphones and other electronic equipment must be turned off at all times. Texting is prohibited. Laptops may not be used, unless there is a special reason for it and you receive dispensation in advance from the instructor.

**Required Reading.** **These are the books you need to own or have on hand in order to write your papers, complete required exercises, and to bring to class quite frequently:**

Mary Lynn Rampolla, *A Pocket Guide to Writing History*, 6<sup>th</sup> ed. (St. Martin's/Bedford, 2010)

Randy J. Sparks, *The Two Princes of Calabar: An Eighteenth-Century Atlantic Odyssey* (Cambridge, MA: Harvard University Press, 2004)

Natalie Zemon Davis, *The Return of Martin Guerre* (Harvard University Press, 1983)

Roger Daniels, *Guarding the Golden Door: American Immigration Policy and Immigrants Since 1882* (New York: Hill and Wang, 2004)

Coursepacket: Articles, primary documents, reference tools (abbrev = CP)

All of the above are on RESERVE (3 hour and overnight) at Babbidge Library, as is the following reference work:

Michael LeMay and Elliott Robert Barkan, eds., *U.S. Immigration and Naturalization Laws and Issues: A Documentary History* (1999) [parts are on ECR, also on Google Books]

ECR: On the course HuskyCt site, under Course Materials, you will find “Our Own ECR” section; here is where I post readings (as pdf files) that do not appear in the Coursepacket or are not easily accessible online.

## Schedule of Meetings and Readings

### Week 1 Getting Started I

Tu Sep 1 Introductions/ Your and My Expectations for the Course  
Exploring a “Mystery” primary source

Th Sep 3 Pondering our theme of Migration/Mobility/Immigration

**Read:** Michael LeMay and Elliott Robert Barkan, *U.S. Immigration and Naturalization Laws and Issues: A Documentary History* (1999): Introduction, Significant Dates, Headnotes for Parts I, II, III, and IV; skim Table of Contents (in CP, except last 2 Headnotes and TOC are on ECR; Intro and Dates are also on Google books)

**Homework: Prepare for today’s** in-class Presentation by Groups 1-5, identifying the most significant laws and trends for the period assigned to you (1700-1870, 1882-1920, 1921-1946, 1948-1965, 1967-1996)

### Week 2 Getting Started II

Tu Sep 8 What is History? Why study it? Can we avoid “bias”? Should we aim for objectivity? What is that mouthful of a term--“historicizing”?

**Read:** Rampolla, 1-5

Lawrence Levine, "Clio, Canons, and Culture," *Journal of American History* 80 (Dec. 1993), 849-50, 853-67 (CP)  
 Robert C. Williams, "The Craft of History": 5 very short chapters (HuskyCt)

Th Sep 10 Discussion: What is History? How does one "do" history?  
**Due at start of class: Exercise #1: 2 pages**, a write-up of your thoughts on what you think the goals of the historian should be; be sure to refer to points made in our Tuesday discussion and in Prof. Levine's article (see HuskyCt for fully described assignment)  
 In-class Workshop on genres of history books and taking notes

**Week 3** The Robin Johns and the Slave Trade

Tu Sep 15 The Slave Trade: Introduction  
**Read:** Rampolla, 6-mid9, 15-17, 20-23  
 Sparks, *Two Princes of Calabar*, Prologue & Chap. 1 (1-32)

Th Sep 17 The Slave Trade in Efik Society  
**Read:** *Princes of Calabar*, Chap. 2 (33-69)  
 Williams, on Footnotes, 78-79 (CP)  
 In-class group task: Analyzing the author's endnotes

**Week 4** How does the story end?  
 Tu Sep 22 Enslavement  
**Read:** *Princes of Calabar*, Chaps. 3-4 (70-106)

Th Sep 24 Ironies of Freedom  
**Read:** *Princes of Calabar*, Chap. 5-6 (107-47)  
**In-class writing** on Sparks's book: be caught up!  
 \*\*Remember: Paper #1 is Due Tuesday Oct. 6\*\*

**Week 5** The Historian's Toolkit I  
 Tu Sep 28 Analyzing Images; Sizing up On-line Resources  
**Read:** Rampolla, 12, 18-19, 140-45  
 Williams (on Wikipedia and Blogs), 179-181 (ECR); Williams (on Images), 66-69 (CP)

**Homework:** DO the Task (Williams, 180-81), choosing a website preferably related to slavery or the slave trade. Come to class with notes on your answers to the questions

Th Oct 1 Paraphrasing, quoting, integrating quotations, avoiding plagiarism  
**Read:** Rampolla, 86-100  
 Williams, 83-89 (CP)  
**Homework: Exercise #2, How to Credit Authors' Work Correctly** (see HuskyCt for instructions)

**Week 6** A Trial and a Circulating Soldier  
 Tu Oct 6 The Key Primary Document  
**Read:** Rampolla, 9-14  
 Jean de Coras, "A Memorable Decision of the High Court of Toulouse...", trans. Jeannette K. Ringold and Janet Lewis, *Tri-quarterly* 55 (1982), 86-103 (CP; also available on-line at [mtholyoke.edu/courses/hgarrett...](http://mtholyoke.edu/courses/hgarrett...) )  
 Natalie Davis, *Return of Martin Guerre*, Preface and Introduction  
**DUE: Paper #1** (in class, or in my box on Monday)

Th Oct 8 One Historian's Interpretation  
**Read:** Davis, *The Return of Martin Guerre*, Chaps. 1-8 (pp. 6-81)  
 Robert Williams, on argument & forgeries, 103-04, 134-38(ECR)  
**In-class writing** on Coras and Davis

**Week 7** Film & History  
 Tu Oct 13 *Le Retour de Martin Guerre*  
**Read:** Davis, *The Return of Martin Guerre*, pp. 82-113, 123-25  
 Robert A. Rosenstone, "History in Images/History in Words: Reflections on the Possibility of Really Putting History onto Film," *American Historical Review* 93 (Dec. 1988), 1173-85 (CP)

Th Oct 15 Translating Historical documents and tales onto film  
**Read:** Conal Furay and Michael J. Salevouris, "History on Film," in *The Methods and Skills of History: A Practical Guide*, 2d ed (2000), 131-38 (CP);  
 Robert Williams on film & history, 141-44 (CP)

**\*\*In-class** we will view the film, with one excerpt, and may wrap up 5 minutes late. Be prepared to take notes!

**Week 8 Interpretation**

Tu Oct 20 Debating Bertrande, Martin, and Arnaud's roles and motives  
**Read:** *AHR* Form on The Return of Martin Guerre: READ Robert Finlay, "The Refashioning of Martin Guerre," and Natalie Zemon Davis, "On the Lame," *American Historical Review* 93 (June 1988), 553-603 (CP)

Th Oct 22 **Paper #2 = In-class Essays** on the case of Martin Guerre (open-book, study questions given in advance); you will have the whole class time to complete this

**Week 9 Episodes in Modern U.S. Immigration History**

Tu Oct 27 The Joys in the Dust Bowl  
**Read:** Rampolla, 16-17, 146-51  
 James West Davidson and Mark Lytle, "Dust Bowl Odyssey," in *After the Fact: The Art of Historical Detection*, 4<sup>th</sup> ed. (2000), 256-83 (CP)

**In-class writing**, 15 mins: Be prepared to outline in bulleted form the sequence of questions that the authors ask on pages 260-274 (**only**) about different types of evidence we can use to contextualize the migration of "Okies" to California in the 1930s

Th Oct 29 At the Border

**Read:** One article among the options given  
**Homework: Exercise #3**, Article Dissection, Due in class-- your Outline and Answers on the article you read (see HuskyCt for instructions; you will hand these in, graded on check basis)

**\*\*Fusco lecture by Prof. Jill Lepore, 4:30, location TBA\*\***

**Week 10 Modern Immigration Policies: The Big Picture**

Tu Nov 3 Highlights of U.S. Immigration Laws  
**Read:** LeMay & Barkan Intro, Significant Dates, and TOC (CP; ECR)  
 Daniels, Chaps. 1-3  
 Rampolla, 24-26, 66-83, 145-47

In-class Workshop: On-line databases for academic articles and book reviews

- Th Nov 5 No class meeting: time to finish **Exercise #4**, Monograph/Library,  
Due on Friday by 5 p.m. (under my office door)
- Week 11** Ending the Quota System
- Tu Nov 10 What happened after World War II?  
**Read:** Daniels, Chaps. 4-7  
LeMay & Barkan, pages TBA (ECR)  
In-class Workshop on how to read a U.S. appellate legal case;  
**DUE** by start of class today: email me your 1.5-2 page Pilot description,  
research plan, and initial source list for your final project (graded  
on the check system)
- Th Nov 12 The Contemporary Scene  
**Read:** Daniels, Chaps. 11-12  
In class: View *Farmingville*

**\*\* this week: individual Student Conferences with me on final projects\*\***

**\*\*Mon Nov. 16, 4:30 p.m., Konover auditorium: Lecture by Prof. Joanne Meyerowitz  
in the Department's Gender & History series\*\***

- Week 12** Immigrant Voices: Going to the Archives
- Tu Nov 17 Meet at the Dodd Center for reading interviews in the Peoples of  
Connecticut collection  
**Read:** Donald A. Ritchie, "Conducting Interviews," "Oral Evidence," in  
Ritchie, *Doing Oral History* (2005) (CP)
- Th Nov 19 The Art of Oral Interviews, with Guest  
**DUE Exercise #5:** Email me (by 9 p.m. on Wed.) your 2-page summary  
of and comment on the interview you read (see HuskyCt for  
details); also, come to class with 2 prepared questions for our  
guest

**\*\*\*By now, you need to have posted for your On-Campus Event Exercise!\*\*\***

**Thanksgiving Break: no classes!**



**Week 13** Learning from One Another  
Tu Dec 1 Discussion of *Farmingville*; Poster Session A

Th Dec 3 Poster Session B  
**Due** this week, by Thursday's class: Annotated bibliography for your Final project (see instructions on HuskyCt)

**Week 14** Learning More!  
Tu Dec 8 Poster Session C

Th Dec 10 Poster Session D

**\*\*Tuesday Dec. 15, 1-2 p.m. Gampel 215: Final Exam and DUE date for your Final Project essay**