



COURSE SYLLABUS
COLLEGE OF ARTS AND SCIENCES

**HIST 3301: Reading & Writing Like an Historian
Fall 2024**

CRN 10196 - Sec 001 (Face-to-Face)

Instructor: Francis X. Galán, Ph.D.

Office: Central Academic Building (CAB), Room 313-I

Office Hours: Tues & Thurs, 11:00am-12:00pm or by Appt (In-person or via Zoom)

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Phone: (210) 784-2235

Class Meetings: Tues & Thurs, 2:00pm-3:15pm, Classroom Hall, Room 204

COURSE DESCRIPTION:

This course provides students with an overview of the paradigms and approaches that guide research and writing about the historical past. It also surveys important historiographical traditions and trends. The goal is for students to understand how historians approach the profession, both intellectually (what is “history” and why do we study it) as well as practically (what are the different approaches to historical writing). We will be covering a variety of historical genres, including social, cultural, gender, environmental, colonial, postcolonial, etc.

LEARNING OUTCOMES:

At the end of this course, the student will be able to:

1. assess the historiography of a subject;
2. analyze and interpret secondary sources; and
3. understand differing approaches to the study of history.

MEANS OF ASSESSMENT:

Assignments	Outcomes to be Assessed	% of Final Grade
Attendance	All	10%
Weekly Readings, Quizzes, Discussion	All	20%
Annotated Bibliography (Oct 17)	All	10%
Historiographical Essay Draft (Nov 18)	All	20%
Book Review (Dec 5)	All	20%
Historiographical Essay Final (Dec 12)	All	20%

Grade Scale: A (90%-up); B (80-89%); C (70-79%); D (60-69%); F (0-59%)

REQUIRED MATERIALS: William S. Kiser, *Borderlands of Slavery: The Struggle over Captivity and Peonage in the American Southwest* (Philadelphia: University of Pennsylvania Press, 2017)

Supplemental reading and multimedia materials: via Blackboard (Bb)

ASSIGNMENTS:

Attendance Policy (10%):

Students are expected to attend classes in person each week (see Course Calendar, pp. 7-9, for class meeting dates). If you know in advance that you will miss a scheduled class meeting, please notify me immediately so that you will not be marked absent. More than **three unexcused absences** from class meetings will result in a drop of one letter grade from your overall final grade for the course or an “F” for more than seven unexcused absences.

Weekly Readings, Quizzes, Discussion (20%):

Students will submit *low-stakes* assignments via Blackboard (Bb), or a hard copy during class, and take quizzes in-person based off the assigned readings, discussion, film, primary and secondary source analysis. You will be graded on the quality of your contributions and your ability to analyze, think critically, and discuss course concepts. *Note:* Points will be subtracted from your final score on an assignment that is turned in past the due date. The same applies to all *high-stakes* assignments during the semester described below.

Annotated Bibliography (10%):

The annotated bibliography is a high-stakes assignment that will help you with writing your historiographical essay. It examines what historians have argued about a particular topic that you will have chosen based upon your own interests and the availability of secondary sources. Be sure to list at least five secondary sources, such as scholarly books and articles, and *annotate* (explain) each source in a brief paragraph: 1) describe the source; 2) thesis (main argument) or major point(s); and 3) how it helps your historiographical essay. The **Due Date** for your annotated bibliography is **Thursday, October 17** (via Blackboard).

Book Review (20%):

I will provide you with a **Guide (& Rubric) to Writing the Book Review**. The format for this paper will be three pages in length (or 750 words), typed, double-spaced, and 12-point font (Times New Roman). You will analyze Dr. Kiser’s book, *Borderlands of Slavery: The Struggle over Slavery and Peonage in the American Southwest*. The **Due Date** for the Book Review is **Thursday, December 5** (by Midnight) via Turnitin in Bb, which checks for plagiarism, including AI (see Academic Misconduct Policy, page 3).

Historiographical Essay Draft (20%):

I will provide you with a **Guide (& Rubric) to Writing the Historiographical Essay**. The format will be five to eight pages in length (or 1,250 to 2,000 words), typed, double-spaced, and 12-point font (Times New Roman). The **Due Date** for this draft is **Monday, November 18** (by Midnight) via Turnitin in Bb (see Academic Misconduct Policy, page 3).

Historiographical Essay Final (20%):

Same format as the draft. Be sure to make corrections based off the edits that I make on your draft. The **Due Date** for this final version is **Thursday, December 12** (by Midnight) via Turnitin in Bb (see Academic Misconduct Policy, page 3).

IMPORTANT POLICIES AND RESOURCES:

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

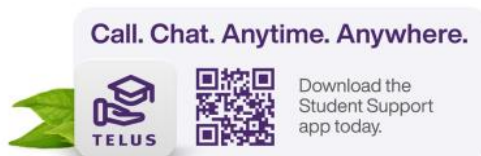
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots’ Casa building, room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up

any examination, study, or course work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equal opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, gender expression, or pregnancy/parenting status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to providing a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio's Title IX Coordinator can support those impacted by such conduct in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with

a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no University rule or administrative rule that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the University, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, and pregnancy/parenting or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, [Student Code of Conduct](#), on our website, and University Catalog, and to comply with them, as well as with federal, state, and local laws.

3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Academic Misconduct Policy: Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic Dishonesty for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submission, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. All students are responsible for being familiar with the Academic Dishonesty Policy, which may be found in the Texas A&M University-San Antonio Student Handbook (<http://www.tamusa.tamus.edu/studenthandbook.html>).

University policy prescribes serious consequences for acts of academic misconduct including, but not limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

NOTE ABOUT AI: All student papers and other written assignments are subject to analysis by anti-plagiarism software. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments must be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Thus, **AI-generated submissions are not permitted in this class and will be treated as plagiarism.**



**TEXAS A&M UNIVERSITY
SAN ANTONIO**

COURSE CALENDAR

WEEK ONE: Introduction to the Course and The Five C's

Read (8/27): Syllabus, via Blackboard (Bb)

Read (8/29): "How Historians Think," in Benjamin, *A Student's Guide to History*, pp. 4-7 (Bb)

Think about a topic for your Historiographical Essay

WEEK TWO: Finding your own Interests and Approach to History

Read (9/3): "Explore your Interests," "Find a Motive and a Question," and "Focus your Interests Early," in Storey, *Writing History: A Guide for Students*, pp. 8-10 (Bb)

Read (9/5): "Approaches to History," Benjamin, *A Student's Guide to History*, pp. 7-14 (Bb)

WEEK THREE: Library Resources and "AI"

Guest Presenter (9/10): Leslie Stapleton, Librarian, Texas A&M University-San Antonio

Read (9/12): Robyn Ross, "Ghost in the Machine," *Alcalde* (Jan-Feb 2024), pp. 36-42 for **Written Assignment #1** due by **Tuesday, Sept. 17** (via Bb)

Topic for your Historiographical Essay is due Thursday, Sept 12 (during class)

WEEK FOUR: Writing the Annotated Bibliography

Read (9/17): "Work with Bibliographies," Storey, *Writing History*, pp. 10-17 (Bb)

Read (9/19): "Write an Annotated Bibliography," Storey, *Writing History*, pp. 30-32 (Bb)

Quiz #1: A quiz over the weekly readings thus far on **Thursday, Sept 19** (during class)

WEEK FIVE: Social History Approach

Read (9/24): Jim Sharpe, "History from Below," in Peter Burke, ed., *New Perspectives on Historical Writing*, pp. 25-42 (Bb) for **Written Assignment #2** due by **Tuesday, Oct 1** (via Bb)

(9/26): No class meeting (individual meetings with Dr. Galán)

WEEK SIX: Women's History Approach

Read (10/1): Joan Scott, "Women's History," in Burke, *New Perspectives*, pp. 43-70 (Bb) for **Written Assignment #3** due by **Tuesday, Oct 8** (via Bb)

(10/3): Meet directly in Library

WEEK SEVEN: Citing Sources (Bibliography and Footnotes)

Read (10/8): "Documenting Your Paper: How to Cite in Chicago Style," Benjamin, *A Student's Guide to History*, pp. 183-193 (Bb)

Quiz #2: A quiz over citing sources on **Thursday, Oct 10** (during class)

WEEK EIGHT: Source Analysis

Read (10/15): “Use Sources to Make Inferences,” Storey, *Writing History*, pp. 43-57 (Bb)

Read (10/17): “Evaluating and Interpreting Historical Evidence,” Benjamin, *A Student’s Guide to History*, pp. 65-84 (Bb)

*Annotated Bibliography is due by **Thursday, Oct 17** (via Bb)*

WEEK NINE: Latina/o History

Read (10/22): Vicki L. Ruiz, “*Nuestro América: Latino History as United States History*,” *Journal of American History* (December 2006), pp. 655-672 (Bb) **for Written Assignment #4** due by **Tuesday, Oct 29** (via Bb)

(10/24): No class meeting (Western History Association Conference in Kansas City, MO)

WEEK TEN: Southwest Borderlands and American West

Read (10/29): William S. Kiser, “Greater Reconstruction in Historiographical Perspective,” *Southwestern Historical Quarterly* (July 2023), pp. 109-113 (Bb) **for Written Assignment #5** due by **Tuesday, Nov 5** (via Bb)

(10/31): Meet directly in Library

WEEK ELEVEN: Writing Tips

Read (11/5): “Writing Sentences in History,” Storey, *Writing History*, pp. 110-117 (Bb)

Read (11/7): “Choosing Precise Words,” Storey, *Writing History*, pp. 118-129 (Bb)

WEEK TWELVE: Historiographical Essay draft

(11/12): No class meeting (individual meetings with Dr. Galán)

(11/14): No class meeting (work on historiographical essay draft)

*Historiographical Essay draft is due **Monday, Nov 18** via Turnitin in Bb*

WEEK THIRTEEN: Native American History; Genocide

Read (11/19): “Chapter 1: Indigenous Borderlands: State of the Field and Prospects,” in Joaquín Rivaya-Martínez, *Indigenous Borderlands: Native Agency, Resilience, and Power in the Americas*, pp. 15-34 (Bb)

Read (11/21): continue reading Rivaya-Martínez’s essay, “Indigenous Borderlands”

November 25, Monday, Last day to drop with an automatic grade of “w”

WEEK FOURTEEN: Book Review; Historiographical Essay Final

(11/26): No class meeting (individual meetings w/ Dr. Galán)

(11/28): No class meeting – *Thanksgiving Holiday*

WEEK FIFTEEN: Book Review; Historiographical Essay Final

Guest Speaker (12/3): Book Talk by Dr. Kiser, *Borderlands of Slavery* (Last day of class)

***Book Review** on Dr. Kiser’s book, *Borderlands of Slavery*, is due by **Thursday, Dec 5** (via Turnitin in Bb)*

WEEK SIXTEEN: Historiographical Essay Final

*Historiographical Essay Final is due **Thursday, Dec 12** (by midnight) via Turnitin in Bb*

Instructor: *Dr. Francis X. Galán*

Date: *August 23, 2024*