This course meets weekly on Wednesdays from 2 to 5 at the Briscoe Center for American History (beginning with the second week of classes, January 26). Students will learn about the Center’s rich archival resources; read and discuss historical essays that cover a variety of topics and utilize a variety of research methodologies; and conduct their own semester-long research project based on the Center’s holdings.

Students are encouraged to familiarize themselves with the Center’s website (http://www.cah.utexas.edu/) and to check it regularly for updates.

Most class periods will include a presentation from a Center staff member about a specific collection, or type of collection; a 30-minute presentation from a student; and a discussion of the essays assigned for the week.

Maria Gonzalez and Soldaderas
Robert Runyon (1881-1968)
The South Texas Border, 1900-1920
Robert Runyon Collection, Dolph Briscoe Center for American History
Assignments and Expectations of Student Performance

Regular attendance and active participation in class discussion are requirements of the course.

1. For Weeks III through VII (five weeks), each student is responsible for bringing to class each week a one-page description of a primary source included in any one of the Center’s collections, plus a copy of the source under review. This source can be a document, an object, a map, a photograph, or another kind of image. Of these five assignments, however, at least three must be a written document. Students should bring enough copies (of the document and its description) to distribute to all members of the seminar.

2. Each student will be assigned to a particular archival collection, which will form the basis of a major in-class presentation. This presentation should include an overview of the collection, a description of the specific materials in it, and a discussion of its strengths and limitations for researchers. Hand-outs should include two one-page documents from the collection, suitable for class discussion, and a one-page summary of the collection. Students should aim to speak for 15 minutes about the collection, and lead a discussion on at least one document for an equal length of time (a total of 30 minutes).

3. Each student is responsible for a semester-long research paper (suggested length: 35 pages) based on any one or a combination of the Center’s collections.

Evaluation

Students will be evaluated on the basis of the following criteria:

In-class presentations: 10 percent
Final research paper: 70 percent
Attendance, participation, weekly summaries, commitment to the course: 20 percent

Suggested Timeline for the Research Project

Approval of topic March 2
Bibliography of relevant secondary works March 23
Outline April 6
First draft April 27 (drafts returned May 4)
Final paper due May 13
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259 or 471-6441.

Please note: Academic integrity is central to the mission of the university. Each student is expected to turn in work completed independently, except when assignments specifically authorize collaborative effort. It is not acceptable to use the words or ideas of another person without proper acknowledgement of that source. This means that you must use footnotes and quotation marks to indicate the source of any phrases, sentences, paragraphs, or ideas found in published volumes, on the internet, or created by another student. See http://www.utexas.edu/cola/depts/history/about/academic_integrity/

Note: Articles marked with an * are available online; others will be posted on Blackboard

**Week I** (Jan. 19) Introduction to the Course
(This is the only class that will meet in GAR 1.122; all other classes will meet in the conference room at the Briscoe Center.)

**Week II** (Jan. 26) Introduction to the Briscoe Center and Overview of the Collections:
Dr. Don E. Carleton, Director; Ms. Margaret L. Schlankey, Head of Reference Services
The Art of the (Historical) Essay

Miller, Perry. “Errand Into the Wilderness.” William and Mary Quarterly, 10 (Jan. 1953):4-32*

**Week III** (Feb. 2) Of Boundaries, Borders, and Disciplines
Presentation: John Wheat, Sound and Music Archives

Roosevelt, Theodore. “History as Literature [AHA Presidential Address, 1912]*
http://www.historians.org/info/AHA_history/troosevelt.htm
**Week IV** (Feb. 9) Long Views and Case Studies
   Presentation: Mat Darby, Energy and Natural Resource Archives
with a focus on the ExxonMobil Historical Collection

Dayton, Cornelia. “Taking the Trade: Abortion and Gender Relations in an Eighteenth-
1991):19-49*

Morgan, Phillip. “Work and Culture: The Task System and the World of Lowcountry
Blacks, 1700 to 1880.” *William and Mary Quarterly* 39 (Oct., 1982): 564-599*

**Week V** (Feb. 16) Narrative and Analytical Forms
   Presentation: Allison Beck, Recent photojournalism acquisitions

Young, Alfred F. “George Robert Twelves Hewes (1742-1840): A Boston Shoemaker
and the Memory of the American Revolution.” *William and Mary Quarterly*, 3rd series,

Haskell, Thomas. “Persons as Uncaused Causes: John Stuart Mill, the Spirit of
Capitalism, and the ‘Invention’ of Formalism.” In *Objectivity is Not Neutrality.*
Baltimore, MD: Johns Hopkins University Press, 1998

**Week VI** (Feb. 23) Historiography as Trigger or Trap:
   Debating Straw Persons and Others
   Presentation: Margaret Schlankey, Civil Rights Collections

Pessen, Edward. “How Different from Each Other Were the Antebellum North and

**Week VII** (March 2) How to Begin: Introductions
   Presentation: Stephanie Malmros, News Media History Collections,
with a focus on the Walter Cronkite Papers

Goodwyn, Lawrence E. “Populist Dreams and Negro Rights: East Texas as a Case
Study.” *American Historical Review*, 76 (Dec. 1971):1435-56*

Paul A. Kramer. "Making Concessions: Race and Empire Revisited at the Philippine
Exposition, St. Louis,1901-1905.” *Radical History Review* 73 (1999): 74-114*

**Week VIII** (March 9) The Politics of Racial, Gender, and Class Ideologies
   Presentation: Evan Hocker, A look at other types of material,
including Sanborn Maps, Broadsides, and Ephemera (includes highlights of the
Center’s Texas History Collections)
Kelley, Robin D. G. “‘We Are Not What We Seem’: Rethinking Black Working-Class Opposition in the Jim Crow South.” *Journal of American History* 80 (June 1993): 75-112


**Week IX (March 23)** Nuts and Bolts of Writing
Presentation: Brenda Gunn, Southern History Collections, with an emphasis on recent additions to the Natchez Trace Collection


**Week X (March 30)** Documenting Your Sources
Presentation: Brenda Gunn, Congressional History Papers


**Week XI (April 6)**: Research and Individual Consultations with Instructor

**Week XII (April 13)** Paper Presentations

**Week XIII** (April 20) Research

**Weeks XIV (April 27)** Research
Week XV (May 4) Conclusions and Presentations

Paper Due: May 13

Appendix

In the spring of 2009 UT faculty in the field of U.S. history were encouraged to submit the titles of one or more scholarly essays that over their careers they found to be particularly provocative, well written, methodologically innovative, and/or pivotal in defining a field or outlining a theoretical perspective. Here is the full list of those essays:


Jung, Moon-Ho. “Outlawing ‘Coolies’: Race, Nation, and Empire in the Age of Emanicpation.” American Quarterly 57 (Sept. 2005)

Kelley, Robin D. G. “‘We Are Not What We Seem’: Rethinking Black Working-Class Opposition in the Jim Crow South.” Journal of American History 80 (June 1993):75-112.


