This course meets weekly (Wednesdays from 2 to 5) at the Briscoe Center for American History. 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 analytical frameworks and research methodologies; and conduct their own semester-long research project based on the center’s holdings. Course objectives include examining the art of the historical essay; encouraging students to hone their organizational, research, analytical, and writing skills; discussing a variety of primary sources in their socio-historical context; exploring the process of completing a scholarly essay, from choosing a topic to locating sources, considering relevant secondary works, telling a story and making an argument in the space of 30 pages or so, and rewriting and revising to produce a final draft; and submitting an essay to a scholarly journal for publication.

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.

(Gubernatorial hopeful Ralph) Yarborough Campaign Onlookers, Mount Vernon, TX
By Russell Lee, 1954, Russell Lee Photograph Collection, Briscoe Center
Contact Information
GAR 2.109
Office phone: 512-471-4193
Email: jones@austin.utexas.edu
Office hours: Wednesdays, 11-12, Thursdays, 10-12
And by appointment

Assignments and Expectations of Student Performance

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

1. For Weeks IV through VIII (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 2-4 short documents from the collection, suitable for class discussion, and a one-page summary of the collection. Students should plan 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 Briscoe Center’s collections.

Evaluation
Students will be evaluated on the basis of the following criteria:
In-class presentation: 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 paper topic Oct. 10
Bibliography of relevant secondary works Oct. 31
Outline Nov. 7
First draft Nov. 28 (drafts returned with comments the last day of class, Dec. 5)
Final paper due Dec. 14
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/

By UT Austin policy, you must notify the instructor of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Emergency Evacuation:
- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

- In the event of an evacuation, follow the instruction of faculty or class instructors.

- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
Note: Articles marked with an * are available online; others will be posted on Blackboard

**Week I** (Aug. 29) Introduction to the Course

**Week II** (Sept. 5) Introduction to the Briscoe Center and Overview of the Collections:
Dr. Don E. Carleton, Director
The Art of the (Historical) Essay


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


**Week III** (Sept. 12) Of Boundaries, Borders, and Disciplines
Presentation: John Wheat, Sound and Music Archives


**Week IV** (Sept. 19) Case Studies and Long Views
Presentation: Margaret Schlankey, Civil Rights Collections


Week V (Sept. 26)  Narrative and Analytical Forms
Presentation: Allison Beck, Recent Photojournalism Acquisitions


Week VI (Oct. 3)  Historiography as Trigger or Trap: Debating Straw Persons and Others
Presentation: Mat Darby, Energy and Natural Resource Archives with a focus on the ExxonMobil Historical Collection


Week VII (Oct. 10)  How to Begin: Introductions
Presentation: Stephanie Malmros, News Media History Collections, with a focus on the Walter Cronkite Papers


Week VIII (Oct. 17)  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)

Jung, Moon-Ho. “Outlawing ‘Coolies’: Race, Nation, and Empire in the Age of Emancipation.” *American Quarterly* 57 (Sept. 2005):677-701*  
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 (Oct. 24) Nuts and Bolts of Writing
Presentation: Brenda Gunn, Southern History Collections, with an emphasis on recent additions to the Natchez Trace Collection


Week X (Oct. 31) Documenting Your Sources
Presentation: Brenda Gunn, Congressional History Papers

Week XI, XII, XIII (Nov. 7, 14, 21): Research and Individual Meetings with Instructor

Week XIV (Nov. 28) Presentations

Week XV (Dec. 5) Presentations

Paper Due: Dec. 14

Appendix

A couple of years ago, 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 Emancipation.” *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.


