

# The Professional Historian



## HIST 710: The Professional Historian

Fall 2016

### Course Description

HIST 710 is an introduction to the skills and methods needed for graduate education in History.

### Learning Objective

To teach students the skills that will help them excel in graduate school, and to make them aware of the resources available and the Departmental expectations for graduate level work. Class time is divided between presentations and discussion. Short readings may be assigned.

Students will be able to:

- Use research skills to navigate the profession
- Explain departmental expectations for graduate level work
- Identify available resources for students completing graduate level work

## **ASSIGNMENTS**

**All assignments should be uploaded to webcampus.**

### **Purpose**

- These assignments will 1) introduce you to the profession of history and 2) guide you through the research skills needed to navigate the profession.
- You will gain knowledge about the graduate program at UNLV and professional development.
- You will use this knowledge base as you navigate the graduate program at UNLV and the historical profession, broadly.

### **Tasks**

- 1) **CV:** Create your academic CV (resume), upload the document to webcampus and bring a copy to class. If you have not made or seen an academic CV before, consult the biographies of the UNLV history faculty (Michael Alarid, Austin Dean, Jeff Schauer, A.B. Wilkinson, or Tessa Winkelmann) and/or Douglas Miller, an assistant professor of history at Oklahoma State University, for examples. I know that many of you are new to the history profession so I do not expect lengthy documents; this assignment is intended for you to become comfortable and aware of how professional historians represent themselves.
- 2) **History Organization:** Identify a historical organization of which you could or will become a member. Post the link to the historical organization and its membership benefits/costs in the web campus assignment. Take this moment to think carefully about who you are or will be as a professional historian and with what other historians you wish to interact.
- 3) **Research Grants:** Find a research grant for which to apply. Print off the information and bring it to class. Post the link to the grant in the web campus assignment.
- 4) **Conferences:** Identify your historical organization's annual conference and find the information for presenting a paper at its annual conference. Print the information and bring it to class. Post the link to the conference in the web campus assignment.
- 5) **UNLV Historians:** Read a publication (a journal article or the introduction to their book and one chapter) by two history professors at UNLV (see list below). Summarize the publications in a paragraph (thesis, summary and significance) and identify how each professor would fulfill the following roles on a M.A. or Ph.D. exam committee: major field (North American West; US to 1877; US since 1850; European/World Culture and Society); theory and method; and minor field (Asia, Comparative World, Europe, Latin America, United States or Public History). Upload the document to web campus and bring one copy of your complete reviews for everyone in class. By September 5, please provide Dr. Bauer with the citation information for the publications you are consulting for this assignment.

Gillian Blair: **William Bauer, Greg Brown and Greg Hise**

Brandon Booth: **Andrew Bell, Michael Alarid and Deirdre Clemente**

Neil Dodge: **Todd Robinson and David Tanenhaus**

Jeffrey Fleming: **Raquel Casas and Jeff Schauer**

Lee Hanover: **Michael Green and Paul Werth**

Billy Marino: **Andy Kirk, Michelle Tusan and Elspeth Whitney**

Alan Mattay: **Joanne Goodwin, Elizabeth Nelson and A.B. Wilkinson**

Kyle Nagy: **Marcia Gallo and Tessa Winkelmann**

Deborah Rayner: **John Curry and Cian McMahon**

Marlon Sardella: **Joanne Goodwin and Andy Kirk**

James Steele: **Jay Coughtry and Miriam Melton-Villanueva**

Harry Terzian: **Austin Dean and Eugene Moehring**

- 6) **Journals:** Identify an academic journal in your field (preferably the one hosted by your historical organization) and find the information for submitting an essay for publication. Print the information and bring it to class. Post the link to the journal's submission information in the web campus assignment.
- 7) **Academic Jobs:** Find an ad for an academic job for which you would be qualified after your complete graduate studies. Print the job ad and bring it to class. Post the link to the job ad in the web campus assignment.
- 8) **Public History Jobs:** Find a job ad for a public history job for which you would be qualified after your complete graduate studies. Print the job ad and bring it to class. Post the link to the job ad in the web campus assignment.
- 9) **Good History:** Choose one of the best graduate student essays from either the *Journal of American History*, the *William and Mary Quarterly* or the *Western Historical Quarterly* (see pages 5-6). In one page, answer the following questions: How do *you* define "good history"? Then, summarize the essay (thesis, summary, significance) and answer the following question: Why is the essay you read an example of "good history"? By September 5, please inform Dr. Bauer which article you wish to review. Note: these will be assigned on a first come, first served basis, so provide a ranking of the three articles you would like to review.
- 10) Attend class.

### **Grading Scale**

Pass = 7 out of 10

Fail = 6 or below out of 10

**Course Schedule**  
**(Subject to Change With Advance Notice):**

**August 29: Welcome for New Students**

**September 5: No Class - Labor Day - Provide Dr. Bauer with citation information for UNLV Historians and Graduate Students/Good History assignments.**

**September 12: Surviving Graduate School with Professor Austin Dean**  
*Assignment: CV*

**September 19: Department and Graduate College Policies**  
*Assignment: Historical Organization*

**September 26: Library Resources with Priscilla Finley. Meet in the Eureka Room in Lied Library.**

**October 3: Archival Research with Su Kim Chung. Meet in Special Collections in Lied Library.**

**October 10: Online History Resources**  
*Assignment: Research Grant*

**October 17: NO CLASS - Presidential Debate Week.**

**October 24: Using Zotero with Lindsay Oden**

**October 31: Forming a Committee, Comprehensive Exams and Spring 2017 courses**  
*Assignment: UNLV Historians*

**November 7: Conferences and Conference Papers**  
*Assignment: Conferences*

**November 14: Submitting an Article to a Journal**  
*Assignment: Journals*

**November 21: Job Market**  
*Assignment: Academic Job*

**November 28: Textbooks, Teaching and Public History with Dr. Andrew Kirk**  
*Assignment: Public history job*

**December 5: End of the Semester**  
*Assignment: Graduate Students and Good History*

**Best Graduate Student Paper Award *Western Historical Quarterly***

Benjamin Lindquist, “Testimony of the Senses: Latter-day Saints and the Civilized Soundscape,” (Spring 2015)

Andrew Offenburger, “When the West Turned South: Making Home Lands in Revolutionary Sonora,” (Autumn 2014) **George**

Fredy González, “Chinese Dragon and the Eagle of Anáhuac: The Local, National, and International Implications of the Ensenada Anti-Chinese Campaign of 1934,” (Spring 2013)

Miles A. Powell, “Divided Waters: Heiltsuk Spatial Management of Herring Fisheries and the Politics of Native Sovereignty,” (Winter 2012) **Lee Hanover**

Bob Reinhardt, “Drowned Towns in the Cold War West: Small Communities and Federal Water Projects,” (Summer 2011) **Harry Terzian**

Todd Holmes, “The Economic Roots of Reaganism: Corporate Conservatives, Political Economy, and the United Farm Workers Movement, 1965-1970,” (Spring 2010)

Alexander I. Olson, “Heritage Schemes: The Curtis Brothers and the Indian Moment of Northwest Boosterism,” (Summer 2009)

Janne Lahti, “Colonized Labor: Apaches and Pawnees as Army Workers,” (Autumn 2008)

Gretchen Heefner, “Missiles and Memory: Dismantling South Dakota’s Cold War,” (Summer 2007) **Billy Marino**

Daniel M. Cobb, “‘Us Indians Understand the Basics’: Oklahoma Indians and the Politics of Community Action, 1964-1970,” (Spring 2002) **Gillian**

**Best Graduate Student Paper Award *Journal of American History***

Christopher M. Florio, “From Poverty to Slavery: Abolitionists, Overseers, and the Global Struggle for Labor in India,” (March 2016)

Alice L. Baumgartner, “‘The Line of Positive Safety’: Borders and Boundaries in the Rio Grande Valley, 1848–1880,” (March 2015)

Cameron B. Strang, “Violence, Ethnicity, and Human Remains during the Second Seminole War,” (March 2014) **Marlon Sardella**

Hidetaka Hirota, “The Moment of Transition: State Officials, the Federal Government, and the Formation of American Immigration Policy,” (March 2013) **James Steele**

Christine M. DeLucia, “The Memory Frontier: Uncommon Pursuits of Past and Place in the Northeast after King Philip’s War (1675–78),” (March 2012)

Nora Doyle, “‘The Highest Pleasure of Which Woman’s Nature is Capable’: Breastfeeding and the Sentimental Maternal Ideal in America 1750–1860,” (March 2011)

Joseph L. Yannielli, “George Thompson among the Africans: Empathy, Authority, and Insanity in the Age of Abolition,” (*JAH*, March 2010)

Sarah Keyes, “‘Like a roaring lion’: The Overland Trail as a Sonic Conquest,” (*JAH*, June 2009)

Andrew W. Kahrl, “‘The Slightest Semblance of Unruliness’: Steamboat Excursions, Pleasure Resorts, and the Emergence of Segregation Culture on the Potomac River,” (March 2008)

Wendy Anne Warren, “‘The Cause of Her Grief’: The Rape of a Slave Woman in Early New England,” (*JAH*, March 2007) **Brandon**

Kevin Dawson, “Enslaved Swimmers and Divers in the Atlantic World,” (*JAH*, March 2006) **DR**

**Best Graduate Student Paper Award *William and Mary Quarterly***

Nicholas Radburn, "Guinea Factors, Slave Sales and the Profits of the Transatlantic Slave Trade in Late Eighteenth-Century Jamaica: The Case of John Tailyour," (October 2015) **Alan**

Christopher Steinke, "'Here is my country': Too Né's Map of Lewis and Clark in the Great Plains," (October 2014)

Cameron Strang, "Indian Storytelling, Scientific Knowledge, and Power in the Florida Borderland," (October 2013) **Neil**

Glenda Goodman, "'But they differ from us in sound': Indian Psalmody and the Soundscape of Colonialism, 1651–75," (October 2012)

Randy M. Browne, "The 'Bad Business' of Obeah: Power, Authority, and the Politics of Slave Culture in the British Caribbean," (July 2011)

Nathan R. Perl-Rosenthal, "'The 'divine right of republics': Hebraic Republicanism and the Debate over Kingless Government in Revolutionary America," (July 2009)

Brian Phillips Murphy, "'A very convenient instrument': The Manhattan Company, Aaron Burr, and the Election of 1800," (April 2008)

William A. Pettigrew, "Free to Enslave: Politics and the Escalation of Britain's Transatlantic Slave Trade, 1688–1714," (January 2007)

Heidi Bohaker, "Nindoodemag: The Significance of Algonquian Kinship Networks in the Eastern Great Lakes Region, 1600–1701," (January 2006) **Kyle Nagy**

Susan Kern, "The Material World of the Jeffersons at Shadwell," (April 2005)

### **Lateness Policy**

Assignments are due on the day they are assigned. You can ONLY submit a late assignment if you have a documented illness with a doctor's note, a documented family emergency/death or documented participation in a university-sponsored event.

### **WebCampus**

WebCampus is an online course management system available to all students enrolled in the class. It functions like a website for our course. If you do not have a computer of your own, you can still access eCampus from any computer lab on campus. In your browser, simply type in the following URL: <http://wecampus.unlv.edu>. Students are required to create their WebCampus and their University of Nevada, Las Vegas e-mail account. Once you are online, you will be able to read course announcements, download printable copies of syllabi, view exam study guides and essay questions, and up-to-date grades.

### **Regarding Final Grades**

I highly recommend that you retain all papers and examinations. If there is a dispute over a score, the burden of proof rests with you – I will not change a grade without the actual exam, paper, or other incontrovertible evidence of a scoring error. Incomplete grades will only be granted in strict conformity to the university guidelines. This means that they will only be given to students who are otherwise passing the class, but are unable to complete the course because of illness or other conditions beyond their control. Failing the course is not grounds for an incomplete grade.

### **Attendance and Student Conduct**

Attendance is not taken in this class but is highly recommended. Also, students should not leave class early without notifying me beforehand. Such behavior is disruptive and discourteous to other students and to me. **Cellular phones will be turned off before class begins.**

### **Consultation and Related Matters**

Students are welcome to visit and discuss any relevant topic with me. Please feel free to see me during my office hours or at another time by appointment. Students with disabilities should contact me as soon as possible to discuss accommodations necessary to ensure full participation and to facilitate the educational experience.

**Academic Misconduct**— Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy*

(approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**— **Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**— Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching**—The **Academic Success Center (ASC)** provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located



on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Library statement:**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Regarding Final Grades**

I highly recommend that you retain all papers and examinations. If there is a dispute over a score, the burden of proof rests with you – I will not change a grade without the actual exam, paper, or other incontrovertible evidence of a scoring error. Incomplete grades will only be granted in strict conformity to the university guidelines. This means that they will only be given to students who are otherwise passing the class, but are unable to complete the course because of illness or other conditions beyond their control. Failing the course is not grounds for an incomplete grade.

**Alan Mattay:** Nelson, Elizabeth White. "This Land of Precarious Fortunes: Economic Advice for Women" in *Market Sentiments: Middle-Class Market Culture in Nineteenth-Century America*. 2004. Smithsonian Books. 106-130. (Chapter 5)

Wilkinson, A.B. "Blurring the Lines of Race and Freedom: Mulattoes in the Colonial Chesapeake Bay." *Southern Historian* 33 (Spring 2012): 23-36.

**Deborah Rayner:** Cian McMahon "Caricaturing Race and Nation in the Irish-American Press, 1870-1880: A Transnational Perspective," *Journal of American Ethnic History* 33, no. 2 (Winter 2014): 33-56.

John Curry, "An Ottoman Geographer Engages in the Early Modern World: Katip Celebi's Vision of East Asia and the Pacific in the Cihannuma," *Journal of Ottoman Studies* 40 (2012): 221-57

**Brandon Booth:** Alarid, Michael J., "They Came From the East: Importing Homicide, Violence, and Misperceptions of Soft Justice into Early Santa Fe, New Mexico, 1847-53." In *All Trails Lead to Santa Fe: An Anthology*, Santa Fe: Sunstone Press.

Deirdre Clemente, "Striking Ensembles: The Importance of Clothing on the Picket Line," *Labor Studies Journal*, Winter 2006, v. 30 no. 4, 1-13.

**Gillian Blair:** Deverell, William, Hise, Greg and Sloane, David C. "Orange Empires: Comparing Miami and Los Angeles." *Pacific Historical Review* 68, no. 2 (1999): 145-52

Brown, Gregory S. *Cultures in Conflict: The French Revolution*. Westport: Greenwood Publishing Group, 2003. Chapters 1

**Lee Hanover:** Michael Green, "Abraham Lincoln, Nevada, and the Law of Unintended Consequences," *Nevada Historical Society Quarterly* LII:2 (Fall 2009), 85-108.

Paul Werth, "From Resistance to Subversion: Imperial Power, Indigenous Opposition, and Their Entanglement," *Kritika: Explorations in Russian and Eurasian History* 1.1 (2000): 21-43.

**Billy Marino:** Tusan, Michelle. (2012). *Smyrna's Ashes: Humanitarianism, Genocide, and the Birth of the Middle East*

Elsbeth Whitney, "Christianity and Changing Concepts of Nature," in *Religion and the New Ecology: Environmental Responsibility in a World in Flux*, ed. David M. Lodge and Christopher S. Hamlin (Notre Dame: University of Notre Dame Press, 2006), 26-52.

**Neil Dodge:** Tanenhaus, David S. "The Original Intent of the Fourteenth Amendment: A Conversation with Eric Foner." *Nevada Law Journal* 6, no. 2 (2005-2006): 425-46.

Robinson, Todd E. *A City Within a City: The Black Freedom Struggle in Grand Rapids, Michigan*. Philadelphia: Temple University Press, 2013.

**Harry Terzian**

**Kyle Nagy**

**James Steele:** Villanueva - Melton-Villanueva, Miriam and Caterina Pizzigoni (2008). Late Nahuatl Testaments from the Toluca Valley: Indigenous-Language Ethnohistory in the Mexican Independence Period. *Ethnohistory*, 55:3 (summer), 361-391.  
Coughtry - [Rhode Island History](#). Nov1985, Vol. 44 Issue 4, p109-119.

**Marlon Sardella:** Herron, John P., and Andrew G. Kirk, eds., *Human/Nature: Biology, Culture and Environmental History*  
Joanne Goodwin, *Changing the Game: Women at work in Las Vegas, 1940-1990*