Introduction and Objectives of the Course
What is history? What do historians do? At a basic level, we reconstruct the past. But the craft of history is much more complex than a simple retelling of events that occurred decades or even centuries ago. Good historians must gather evidence, interrogate the sources that they’ve accumulated, and then synthesize them into an accessible narrative that instructs, informs, and sometimes entertains their audience. It is a difficult process that can take years of training. In this course, you’ll get a basic introduction to the discipline.

Over the course of the semester we’ll work on analyzing primary and secondary sources, recognizing historiographic trends, developing historical arguments backed by evidence, and planning an original research project. There will be essays, as with most history courses, but we’ll also be doing a number of workshop activities that will give you firsthand experience with reading, debating, and constructing history. The content matter in this particular practicum will involve New York City, which will serve as a kind of “laboratory” for you to develop your skills as a historian. My hope is that these skills will serve your academic career at the University of Florida and in your professional career after graduation. Whether that happens is up to you and your commitment to this course and your fellow classmates.

Format
This class meets for 50 minutes on MWF, Period 7 (1:55-2:45) in Keene-Flint Hall, Room 0105. We will blend both lectures and discussion. The lectures will introduce some of the methodological concepts involved in the study of history and we’ll use New York City’s rich and diverse story as our “laboratory” this semester. The lecture sessions will provide the content matter for many of the assigned essays and will constitute the intellectual “backbone” of the course. The second component of the course will be the discussion sections, in which we talk about the readings and digital assignments of the course.
Attendance Policy and Expectations
Your active participation is critical for your success in this class. For this reason, prompt attendance at all sessions is mandatory. You may miss three sessions without any consequence to your grade. Each absence following that will result in the reduction of your participation grade by a full level (i.e. a B+ will become a B, a B will become a B-, and so on). Please note that arriving for class more than ten minutes late will be considered an absence.

I will provide you with details regarding the guidelines, expectations, and evaluation of this written work over the course of the semester. This is yet another reason why regular attendance in this course is not optional, but mandatory. Please be respectful to your fellow students by turning off all cell phones, arriving on time, and avoid texting or making excessive noise. You may use a computer or tablet to take notes, but any distracting web surfing, game playing, or other behavior will not be tolerated. Students who do not abide by these simple rules of courtesy will be asked to leave and will not receive credit for that day’s attendance and participation.

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office (http://www.dso.ufl.edu/drp/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Plagiarism will not be tolerated in this class, as it constitutes intellectual theft and academic dishonesty. If you turn in the work of others and try to pass it off as your own, you will fail that assignment and risk expulsion from the University of Florida. I will give you the guidelines, expectations, and other information regarding the written work in this course, so you really have no reason to cheat. I take these matters very seriously and will prosecute vigorously if provoked. Any possible rewards derived from plagiarism simply don’t justify the risk! All students must conform to UF’s honesty policy regarding cheating, plagiarism, and the use of copyrighted materials, which you can find at the following address:


Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online<https://evaluations.ufl.edu>, typically during the last two or three weeks of the semester. Summary results of these assessments are available to students at evaluations.ufl.edu<https://evaluations.ufl.edu>.

Required Texts
There are a number of required texts for this course. Three of them are books, available for purchase at the UF Bookstore or online:


There are other History Practicums offered this semester, so be sure that you purchase the textbook for section 4976.

The other readings will be available online or at the Sakai e-learning site, which you can access at:

https://lss.at.ufl.edu/

### Grades

<table>
<thead>
<tr>
<th>Grade Proportion</th>
<th>Grade Scale</th>
<th>Grade Value</th>
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</thead>
<tbody>
<tr>
<td>Class Participation: 20%</td>
<td>100-93=A</td>
<td>A=4.0</td>
</tr>
<tr>
<td>Brief Assignments: 30%</td>
<td>92-90=A-</td>
<td>A-=3.67</td>
</tr>
<tr>
<td>First Review Essay 10%</td>
<td>89-87=B+</td>
<td>B+=3.33</td>
</tr>
<tr>
<td>Second Review Essay 15%</td>
<td>86-82=B</td>
<td>B=3.00</td>
</tr>
<tr>
<td>Final Project 25%</td>
<td>82-80=B-</td>
<td>B-=2.67</td>
</tr>
<tr>
<td>79-76=C+</td>
<td>C+=2.33</td>
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<tr>
<td>75-72=C</td>
<td>C=2.00</td>
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<tr>
<td>71-69=C-</td>
<td>C-=1.67</td>
<td></td>
</tr>
<tr>
<td>68-66=D+</td>
<td>D+=1.33</td>
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</tr>
<tr>
<td>65-62=D</td>
<td>D=1.00</td>
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<tr>
<td>61-60=D-</td>
<td>D-=0.67</td>
<td></td>
</tr>
<tr>
<td>59-0=E</td>
<td>E=0.00</td>
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**Contacts and Confidentiality**

It’s always a good idea to meet with an instructor to track your progress in a college course. I am happy to meet with you in person to discuss grades, assignments, or other course-related concerns during my regular office hours or appointments. If you have a brief question about the course, feel free to drop me an e-mail. However, I cannot accept assignments as e-mail attachments in this course without prior arrangement. I also cannot discuss grades over e-mail or the phone, as student records are confidential. UF views each student, not their parent(s), as the primary contact for all communication. For more information, see:

http://www.registrar.ufl.edu/ferpa.html
Schedule of Lectures/Discussions (Subject to Change)
You’ll notice that some days are listed as “Digital Monday” or “Digital Wednesday.” We will be doing a great deal of work with online resources in this class, and a week prior to each “Digital” day, I will send you out a link to the web resource and a question. You’ll be expected to post a brief response on the Sakai e-learning site’s discussion forum by 9 a.m. on the day of the class. These discussions will constitute a part of your class participation grade, it is important that keep up on them.

Part One: Collecting and Interpreting the Raw Ore of History

Week One: Introduction to the Course and Discipline

25 August  
Course Introductions

27 August  
Expectations and Goals

29 August  
What is History?

Week Two: Taking History Classes

1 September  Labor Day—no class session

3 September  Dutch New York

5 September  How to Succeed in History Class
Assignment: Lecture Notes

Week Three: How to Reconstruct the Past

8 September  A Society with Slaves or a Slave Society?

10 September  Digital Wednesday

12 September  Jill Lepore’s New York
Readings: Jill Lepore, New York Burning, pp. xi-xx; 5-92
**Week Four: Using Evidence**

15 September  Digital Monday

17 September  Reconstructing Conspiracies

19 September  The Fires of 1741

**Week Five: Reading with Purpose**

22 September  The American Revolution in New York City

24 September  What Washington Saw
First Review Essay Due

26 September  Digital Friday

**Week Six: Interrogating your Sources**

29 September  Culture Wars in the Bowery
Readings: Patrick Rael, “How to Read a Primary Source;” from *Reading, Writing, and Researching for History: A Guide for College Students*, 2004; *New York Herald*, 12 May 1849; *Home Journal*, 12 May 1849; Excerpts from Philip Hone Diary. All of these readings are on the e-learning website.

1 October  Digital Wednesday

3 October  Reconstructing the Streets of Antebellum New York
Assignment: Primary Source Analysis

**Week Seven: When Historians Disagree**

6 October  The Civil War in New York City
Reading Assignment: “Draft Riot Readings” packets available on the e-learning website.

8 October  Digital Wednesday

10 October  The Historiography of the Draft Riots
Assignment: Historiographic Analysis of the Draft Riots

**Week Eight: The History Major**

13 October  New York’s Gilded Age
15 October        Doing History for a Living
17 October        Homecoming—no class session

**Part Two: The Many Ways to Make History**

**Week Nine: Research Questions**

20 October        A City of Immigrants
22 October        Digital Wednesday

24 October        Researching a Project on New York City
Assignment: Three Research Questions

**Week Ten: The Fundamentals of Research**

27 October        A Sportin’ Life
29 October        Research Strategies

31 October        Gotham’s Depression
Assignment: Research Strategies

**Week Eleven: Pitching a Project**

3 November        Using Film in History
5 November        Postwar New York
7 November        Project Descriptions
Assignment: One-Paragraph Prospectus

**Week Twelve: Public History**

10 November        The Center of the World?
12 November    Reconstructing the Past
Reading: Mahler, *Ladies and Gentlemen, the Bronx is Burning*, pp. 3-172

14 November    Digital Friday

**Week Thirteen: Popular History**

17 November    Sports and Society

19 November    The Decline of the City?
Reading: Mahler, *Ladies and Gentlemen, the Bronx is Burning*, pp. 175-339.

21 November    History or Journalism
Second Review Essay Due

**Week Fourteen: Your Research**

24 November    Individual Meetings About Projects

26 November    Thanksgiving Holiday—no class session

28 November    Thanksgiving Holiday—no class session

**Week Fifteen: Memory and History**

1 December    9/11 and New York City

3 December    Your Project
Assignment: Brief Annotated Bibliography

5 December    Digital Friday

**Week Sixteen: Looking Forward**

8 December    The History of New York City’s Future

10 December    Final Projects Due