The University of Iowa

The College of Liberal Arts and Sciences

Department of History

**(Digital) History Research Methods  
HIST:6002:0001**

Spring, 2019, 3 s.h.

T 3:30-6:00pm

SH 103

ICON site: https://uiowa.instructure.com/courses/102330

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# Course Description

Digital and computer technologies are tools, not methods or theories, for doing history. Historians have been using digital tools to improve access to sources and speed up analysis for over half a century without necessarily altering their basic methods of research. The traditional method of historical research involves an individual combing through volumes of books and archival documents for evidence to support his or her interpretation of past changes in human society. Digitizing and transcribing historical sources greatly facilitates this traditional research method, making materials infinitely more accessible and searching for evidence infinitely more efficient. Word processing and online publishing technologies furthermore make it easier to craft one’s historical argument and share it with others in diverse ways.

In this course, however, we will go beyond these simple improvements of traditional historical research to explore how digital technologies and the information age make it possible to develop fundamentally new perspectives, methods, and theories for doing history. Think of the telescope in the scientific revolution of the seventeenth century. It was just a tool that improved one’s view of celestial bodies, but by using it to discover new things never seen before, Galileo played an important role in proving heliocentric theory and revolutionizing the study of astronomy and physics. Computers have already played a similarly revolutionary role in modern natural sciences, but the subjects of history – human societies and ideas – are more complicated than the physical objects of science and thus requires more creative use of new technologies.

The foundation of this course is about practicing evidence-based historical research, in which we first discover new facts about the past and then learn from them, instead of searching for evidence to support preconceived ideas. If Galileo had strongly believed in the Church over Copernican theory, then he may have simply used his telescope to look for evidence of geocentrism. The improved access and speed of digital research, for example, allows us for perhaps the first time in history to describe a much more complete universe of our research subject, rather than small, selective fragments manually gathered by an individual researcher. In this course we will learn how to use digital tools to explore this universe, discover important patterns, and hopefully write new histories.

The course content is organized into three units to facilitate evidence-based historical research – source materials, analysis, and narrative. After an introductory week, we will spend 4 weeks learning about the kinds of historical source material available today and the data they contain. History will always be dependent first and foremost on records and objects of the past, and today there are more historical sources freely available to more people than ever before. After surveying what is available, we will spend the next 6 weeks learning how to explore, classify and analyze historical source materials, again taking advantage of all the latest tools at our disposal. Then we will spend another 4 weeks learning how to use our discoveries to create new histories – narratives that can further our understanding of the past.

# Course Objectives and Format

This course has three basic objectives:

1. Learn how to use digital tools and technologies to practice evidence-based historical research.
2. Learn how to clarify your thinking and communicate effectively through writing.
3. Learn how to conduct collaborative and comparative research.

The weekly course format is as follows:

First, students complete the weekly reading assignments before every Monday night. Then every Monday night, students upload short essays to a shared Word document. Before class Tuesday afternoon, I will comment on everyone’s writings, and you will also contribute at least one substantial comment as well. Comments can address either writing style or content.

In each class we will discuss the weekly topic, based on the readings, and review common writing strategies in your short essays. Beginning from the second unit (historical analysis), we will also discuss your own research data and conduct in-class exercises of basic data analysis. We will also have occasional guest speakers join us to give short presentations.

All of the assignments throughout the course are designed to focus on your own graduate research project, whatever it may be. As the course progresses I hope to increasingly focus on applying the ideas and methods covered each week to your own research.

# Texts

The following texts are required for this course. The other course readings are listed in the class schedule and references below, and will be made available on our course for fair use.

Bloch, Marc. 1953. *The Historian’s Craft.* New York: Vintage Books. (On reserve at the Main Library and widely available online.)

Dougherty, Jack and Kristen Nawrotzki. 2013. *Writing History in the Digital Age*. Ann Arbor, MI: University of Michigan Press. <http://hdl.handle.net/2027/spo.12230987.0001.001>. (Online open access, but also available in print.)

# Assignments and Percentage of Final Grade

### Class participation (20%)

Full class participation includes completing the readings before each class, contributing at least one substantial comment or revision per week to a fellow classmate’s online submission, and being physically present and mentally engaged during in-class discussions and exercises.

Absence from class is not an option except for extenuating circumstances. Multiple unexcused absences, neglecting to ask questions when you do not understand something, and/or not showing effort in online discussions and in-class exercises will reduce your participation grade.

### Weekly writing assignments (20%)

Every Monday night before our class meeting you must submit online a 250-word short essay on a topic described in the class schedule below. If everyone consents, I would like to have you turn in your essays on a shared document that allows for “public” commenting (restricted to class participants only), including your teacher’s comments (your actual grades will be kept private).

Regardless of topic, a good essay will 1) engage with relevant sources and provide persuasive evidence to support your statements, 2) consist of well-organized paragraph(s) with topic sentences and fluent transitions, and 3) persuasively demonstrate how your own understanding or interpretation of the topic/question can further the reader’s understanding. The goal of this frequent short writing is to develop clear, simple, and persuasive communication, and the word limit is in place to help you practice this.

It normally takes multiple revisions and rewrites to achieve a polished, persuasive piece of writing, and everyone is strongly encouraged to rewrite your essays both before and after submission/grading. I will add my own comments to your essays and grade them before we meet on Tuesday. Then you will have the opportunity to rewrite and resubmit your essay before the following week’s class to improve your grade. For final grades, I will drop your lowest two scores on the writing assignments.

Essays will be graded according to the following standards:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade range** | **Overall style** | **Organization** | **Use of evidence** | **Conceptual development** |
| A (≥90%) | Persuasive | Clear, concise, and fluent structure | Robust; well-integrated | Creative |
| B (80-89%) | Analytic | Basic topic sentence structure and paragraph transitions | Sufficient; related to main point | Logical |
| C or below (⪯79%) | Descriptive | Unclear topic sentences; difficult to follow | Little or none | Little or none |

### Research project: midterm proposal (20%)

Your midterm assignment will be a research proposal in which you lay out your research questions, background/literature review, sources and methods, and proposed research objectives/implications. This proposal can be thought of as a grant proposal or prospectus, and should act as a blueprint or at least provide direction for your final project. For more details, see p. 21 of the Dept. of History Guide to Graduate Study, and this guide from USC Libraries: <http://libguides.usc.edu/writingguide/researchproposal>

Again, as with the weekly writing assignments, if everyone consents I would like to have you turn in your proposals openly online to give everyone a chance to mutually comment and contribute to each other’s work.

### Research project: final (40%)

Your final project in this course can assume a variety of formats depending on your own research needs/interests. It could be a more traditional research paper based on digital historical analysis, or a well-documented database project, or more interactive digital scholarship published online. No matter what form it takes, however, the ultimate goal is that it can become an important component of your MA/PhD research project. The basic expectations are as follows:

1. The project is the equivalent effort of a 12- to 15-page research paper and the product of your own analytic research and thought.
2. The project employs at least one of the digital methods covered in this course (textual, spatial, or data analysis/visualization)
3. The project is explicitly collaborative and comparative.

Topic sentence outlines – which consist of the first sentence of every prospective paragraph, about 20-30 sentences for a 15-page paper – will be due in week 15. More complete first drafts of your final will be due in week 16, together with a 10-minute in-class presentation of your project.

### Late policy

Any assignment submitted/published online after the stated due date, or any class attendance later than 15 minutes, will be marked down one grade (A becomes A-, A- becomes B+, etc.). Any assignment that is more than one week late will not be accepted (marked as zero).

### Grading

This course will use the plus or minus grading system. A+ grade(s) are given only in extraordinary situations. Below is a detailed breakdown of grade ranges:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A+ (99+%)  A (93-98)  A- (90-92) | B+ (87-89)  B (83-86)  B-(80-82) | C+ (77-79)  C (73-76)  C- (70-72) | D+ (67-69)  D (63-66)  D- (60-62) | F (<60%) |

# Class Schedule

### (Jan. 15) Week 1 – Overview of the practice of history

* Reading:
  + Bloch (1953), *The Historian’s Craft,* Chapter 1, “History, Men, and Time,” pp.20-47.
  + Cohen et al. (2008), “Interchange: The Promise of Digital History,” pp.452-491.
* Writing:
  + 250-word abstract of your current research project/interests.

## I. Historical source material, or, learning to love data

### (Jan. 22) Week 2 – Narrative sources and administrative sources

* Reading:
  + Bloch (1953), *The Historian’s Craft,* Chapter 2, “Historical Observation,” pp.48-78.
  + Tosh (2015), *The Pursuit of History,* Chapter 4, “The Raw Materials,”pp.71-97.
  + Sabean (1991), *Property, Production, and Family in Neckarhausen, 1700-1870*, Chapter 2, “Magistrates and Records,” pp.66-87.
  + Bengstsson et al. (2004), *Life Under Pressure*, “Appendix: Sources and Measures,” pp.441-61.
* Writing:
  + 250-word description of the type of primary sources you intend to collect/use in your research, and why.

### (Jan. 29) Week 3 – Digital sources and metadata

* Reading:
  + Turner (2014), *Philology,* pp.ix-xi, 197-209, 299-310.
  + Good (2013), “A Gentle Introduction to Metadata,” <http://www.language-archives.org/documents/gentle-intro.html>.
  + Library of Congress, *Digital Collections and Services*, <http://www.loc.gov/library/libarch-digital.html>
  + Middle Tennessee State University Walker Library, *Discovering American Women’s History Online*, <http://digital.mtsu.edu/cdm/landingpage/collection/women>
  + University of North Carolina at Chapel Hill Library, *Documenting the American South*, <http://docsouth.unc.edu/index.html>
  + University of Michigan Digital Library, *Making of America*, <http://quod.lib.umich.edu/m/moagrp/>
  + *Marxist Internet Archive*, <https://www.marxists.org/admin/intro/index.htm>
  + Church of Jesus Christ of Latter-Day Saints, *FamilySearch*, <https://familysearch.org>
  + Thomas and Ayers, *The Differences Slavery Made: A Close Analysis of Two American Communities*, “Overview”, <http://www2.vcdh.virginia.edu/AHR/>
  + “Imaging the French Revolution,” *American Historical Review* 110 (Feb. 2005), <http://chnm.gmu.edu/revolution/imaging/home.html>
  + Chicago Historical Society and Northwestern University, *The Great Chicago Fire and the Web of Memory*, <http://www.greatchicagofire.org/>
  + Gapminder, *Gapminder: Unveiling the Beauty of Statistics for a Fact Based World View*, http://www.gapminder.org/
  + University of Iowa Libraries, *DIY History*, <http://diyhistory.lib.uiowa.edu/>
  + Downs and Nesbit, *Mapping Occupation,* <http://mappingoccupation.org/>
* Writing:
  + 250-word evaluation of an inspiring digital project that you think could serve as a model for your own research.

### (Feb. 5) Week 4 – Historical big data

* Reading:
  + Silag (1981), “Pioneers in Quantitative History at the University of Iowa,” pp.121-134.
  + Lee and Wang (1999), *One Quarter of Humanity*, Chapter 4, “Mortality”, pp.42-62.
  + Guldi and Armitage (2014), *The History Manifesto*, Chapter 4, “Big Questions, Big Data,” pp.88-116.
  + Lee and Campbell, *CMGPD Series*, <https://www.icpsr.umich.edu/icpsrweb/ICPSR/series/265>
  + Harvard University and Fudan University, *China Historical GIS*, <http://www.fas.harvard.edu/~chgis/>
  + Harvard University, *China Biographical Database Project (CBDB),* <http://projects.iq.harvard.edu/cbdb/home>
* Writing:
  + 250-word evaluation of the type of “big” data that you believe could be useful in your own research, and why.

### (Feb. 12) Week 5 – Data design

* Reading:
  + Lee et al. (2010), *China Multi-Generational Panel Dataset, Liaoning (CMGPD-LN) 1749-1909, User Guide*, pp. xv-xvii, 1-14.
  + Xing et al. (unpublished), *The CSSCD-SX User Guide: An Introduction to the China Siqing四清 (Four Cleanups) Social Class Dataset – Shanxi*, pp.11-14, 51-53.
* Writing:
  + 500-word plan detailing how you could collect, digitize, and construct a dataset/database to help answer your research question.

## II. Historical analysis, or, learning to count

### (Feb. 19) Week 6 – How to ask questions

* Reading:
  + Bloch (1953), *The Historian’s Craft,* “Toward a Logic of the Critical Method,” pp.110-137.
  + Nawrotzki and Dougherty (2013), *Writing History in the Digital Age*, Part 4, “Historical Research and the Problem of Categories” (Ansley T. Erickson).
  + Noellert (unpublished), *Power over Property*, Chapter 1, “China’s Land Reform,” pp.1-38.
* Data Assignment:
  + Spend at least 2 hours digitizing your own primary source material, and submit your raw data for in-class discussion. If your source material is already fully digitized, evaluate what further steps need to be taken in order to prepare it for analysis, and submit your modified version of the raw data with necessary annotations.

### (Feb. 26) Week 7 – How to engage existing scholarship

* Guest: Prof. Glenn Penny
* Reading:
  + Critically review three academic monographs that speak most directly to your own research question.
* Writing:
  + 250-word summary of the main issues/debates surrounding your research question, listing the three monographs you reviewed.
* Data:
  + Spend at least 1 hour digitizing/analyzing your primary source material, and bring for in-class discussion.

### (Mar. 5) Week 8 – Getting organized, and writing a research proposal - meet in Main Library 1015A

* Reading:
  + Roy Rosenzweig Center for History and New Media, *Zotero Documentation*, “Organizing your library and taking notes,” <https://www.zotero.org/support/>.
  + James Baker (2014), "Preserving Your Research Data," Programming Historian, (30 April 2014), <http://programminghistorian.org/lessons/preserving-your-research-data>.
  + Daniel van Strien (2016), "An Introduction to Version Control Using GitHub Desktop," Programming Historian, (17 June 2016), <http://programminghistorian.org/lessons/getting-started-with-github-desktop>.
* Writing:
  + 5-7-page midterm research proposal.
* Data:
  + Spend at least 1 hour digitizing/analyzing your primary source material, and bring for in-class discussion.

### (Mar. 12) Week 9 – Categorizing, analyzing, and/or tabulating data - meet in EPB 102

* Readings:
  + Bloch (1953), *The Historian’s Craft,* Chapter 4, “Historical Analysis,” pp.138-189.
  + Greer (1935), *The Incidence of the Terror During the French Revolution*, Chapters 4 and 5, pp.71-110, 148-63 (tables).
  + Sabean (1991), *Property, Production, and Family in Neckarhausen, 1700-1870*, Chapter 4, “Patterns of Marital Conflict,” pp.124-46.
* Writing:
  + 250-word essay that unpacks one of the essential categories in your research.
* Data:
  + Spend at least 1 hour digitizing/analyzing your primary source material, and bring for in-class discussion.

### Week 10 – SPRING BREAK

### (Mar. 26) Week 11 – Mapping data - meet in Main Library 1015A

* Readings:
  + Nawrotzki and Dougherty (2013), *Writing History in the Digital Age*, Part 5, “Putting Harlem on the Map” (Stephen Robertson).
  + Nawrotzki and Dougherty (2013), *Writing History in the Digital Age*, Part 5, “Visualizations and Historical Arguments” (John Theibault).
  + Noellert (unpublished), *Power over Property*, maps and supporting text.
* Writing:
  + 250-word analysis of the spatial dimensions of your research topic.
* Data:
  + Spend at least 1 hour digitizing/analyzing your primary source material, and bring for in-class discussion.

### (Apr. 2) Week 12 – Text as data - meet in Main Library 1015A

* Guest: Stephanie Blalock
* Readings:
  + Refsnes Data, *W3Schools*, “HTML Tutorial,” ‘HTML Introduction’ through ‘HTML Quotations’ <http://www.w3schools.com/html/default.asp>
  + The TEI Consortium (2015), *TEI P5: Guidelines for Electronic Text Encoding and Interchange*, Front Matter v. “A Gentle Introduction to XML”, pp.25-44.
  + Doug Knox, "Understanding Regular Expressions," *Programming Historian* (22 June 2013), <http://programminghistorian.org/lessons/understanding-regular-expressions>
* Writing:
  + A list of 10 important keywords/phrases that you would like to search for in your source material, with a brief explanation.
* Data:
  + Spend at least 1 hour digitizing/analyzing your primary source material, and bring for in-class discussion.

## III. Historical narrative, or, learning to make history

### (Apr. 9) Week 13 – How to answer questions, and write a dissertation

* Readings:
  + Bloch (1953), *The Historian’s Craft,* Chapter 5, “Historical Causation,” pp.190-197.
  + Tosh (2015), *The Pursuit of History,* Chapter 6, “Writing and Interpretation,”pp.122-147.
  + Lee and Wang (1999), *One Quarter of Humanity*, Chapter 7, “System,” pp.103-22.
  + A recent UI dissertation of your choosing that is relevant to your research.
* Writing:
  + 250-word analysis of the research methods employed in the dissertation you chose to read.

### (Apr. 16) Week 14 – Collaboration and comparison

* Readings:
  + Nawrotzki and Dougherty (2013), *Writing History in the Digital Age*, Part 7, “Conclusions: What We Learned from *Writing History in the Digital* Age.”
  + Li and van Zanden (2012), “Before the Great Divergence? Comparing the Yangzi Delta and the Netherlands at the Beginning of the Nineteenth Century,” pp. 956-962.
  + Bengstsson et al. (2004), *Life Under Pressure*, Chapter 1, “New Malthusian Perspectives”, pp.3-24.
* Writing:
  + 250-word analysis of the implicit or explicit comparisons involved in your research.

### (Apr. 23) Week 15 – Public history

* Readings:
  + Nawrotzki and Dougherty (2013), *Writing History in the Digital Age*, Part 6, “The HeritageCrowd Project: A Case Study in Crowdsourcing Public History” (Graham et al.)
* Writing:
  + Topic sentence outline of final research project.

### (Apr. 30) Week 16 – New forms of scholarship

* Guest: Deborah Whaley
* Readings:
  + Cohen and Scheinfeldt (2013), *Hacking the Academy*, “Open Access and Scholarly Values: A Conversation” (Daniel J. Cohen, Stephen Ramsay, Kathleen Fitzpatrick).
  + Gordon (2014), *Growing Apart: A Political History of American Inequality*, “Introduction.”
  + AHA Digital History Working Group (2015), “Guidelines for the Professional Evaluation of Digital Scholarship by Historians,” <https://www.historians.org/teaching-and-learning/digital-history-resources/evaluation-of-digital-scholarship-in-history/guidelines-for-the-professional-evaluation-of-digital-scholarship-by-historians>.
* Assignment:
  + 5-minute in-class presentation of final project research.

# References

Bengstsson, Tommy, Cameron Campbell, James Z. Lee, et al. 2004. *Life Under Pressure: Mortality and Living Standards in Europe and Asia, 1700-1900*. Cambridge, MA: The MIT Press.

Bloch, Marc. 1953. *The Historian’s Craft.* New York: Vintage Books.

Cohen, Daniel J., Michael Frisch, Patrick Gallagher, Steven Mintz, Kirsten Sword, Amy Murrell Taylor, William G. Thomas, and William J. Turkel. 2008. “Interchange: The Promise of Digital History.” *The Journal of American History* 95.2: 452–91.

Cohen, Daniel J. and Tom Scheinfeldt, eds. 2013. *Hacking the Academy: New Approaches to Scholarship and Teaching from Digital Humanities*. Ann Arbor, MI: University of Michigan Press. http://dx.doi.org/10.3998/dh.12172434.0001.001.

Gordon, Colin. 2014. *Growing Apart: A Political History of American Inequality*. Institute for Policy Studies. http://scalar.usc.edu/works/growing-apart-a-political-history-of-american-inequality/index

Greer, Donald. 1935. *The Incidence of the Terror During the French Revolution: A Statistical Interpretation*. Harvard University Press. (http://hdl.handle.net/2027/mdp.39015002601550)

Lee, James Z., Cameron Campbell, and Shuang Chen. 2010. *China Multi-Generational Panel Dataset, Liaoning (CMGPD-LN) 1749-1909, User Guide*. Ann Arbor, MI: Inter-university Consortium for Political and Social Research. http://www.icpsr.umich.edu/icpsrweb/DSDR/studies/27063

Lee, James Z. and Wang Feng. 1999. *One Quarter of Humanity: Malthusian Mythology and Chinese Realities, 1700-2000*. Cambridge, Mass: Harvard University Press.

Li, Bozhong, and Jan Lutten van Zanden. 2012. “Before the Great Divergence? Comparing the Yangzi Delta and the Netherlands at the Beginning of the Nineteenth Century.” *The Journal of Economic History* 72.4 (December): 956-989.

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The TEI Consortium. 2015. *TEI P5: Guidelines for Electronic Text Encoding and Interchange*. Version 2.9.1. Text Encoding Initiative Consortium.

Tosh, John. 2015. *The Pursuit of History: Aims, Methods and New Directions in the Study of History.* Sixth Edition.New York, NY: Routledge. (<http://site.ebrary.com/lib/uiowa/detail.action?docID=11023194>)

Turner, James. 2014. *Philology: The Forgotten Origins of the Modern Humanities.* Princeton University Press.

Xing, Long, Matthew Noellert, and James Z. Lee. Unpublished. *The CSSCD-SX User Guide: An Introduction to the China Siqing四清 (Four Cleanups) Social Class Dataset – Shanxi*.

# Online Resources

Alliance for Networking Visual Culture. *Scalar*. Accessed July 21, 2016. http://scalar.usc.edu/scalar/.

Chicago Historical Society and Northwestern University. 2011. *The Great Chicago Fire and the Web of Memory*. Accessed July 21, 2016. http://www.greatchicagofire.org/.

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Crymble, Adam, Fred Gibbs, Allison Hegel, Caleb McDaniel, Ian Milligan, Evan Taparata, Amanda Visconti, and Jeri Wieringa, eds. *The Programming Historian*. 2nd ed., 2016. Accessed July 21, 2016. http://programminghistorian.org/.

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Downs, Gregory P. and Scott Nesbit. *Mapping Occupation.* Accessed December 20, 2016. http://mappingoccupation.org/.

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Harvard University. *China Biographical Database Project (CBDB)*. Accessed July 21, 2016. http://projects.iq.harvard.edu/cbdb/home.

“Imaging the French Revolution.” *American Historical Review* 110 (Feb. 2005). http://chnm.gmu.edu/revolution/imaging/home.html.

Lee, James Z. and Cameron D. Campbell. 2016. *China Multi-Generational Panel Dataset (CMGPD) Series*. Inter-university Consortium for Political and Social Research, Data Sharing for Demographic Research. Accessed July 21, 2016. https://www.icpsr.umich.edu/icpsrweb/ICPSR/series/265.

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*Marxist Internet Archive*. Accessed July 21, 2016. https://www.marxists.org/.

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University of Iowa Libraries. *DIY History*. Accessed July 21, 2016. http://diyhistory.lib.uiowa.edu/.

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University of North Carolina at Chapel Hill Library. 2004. *Documenting the American South*. Last updated July 20, 2016. http://docsouth.unc.edu/index.html.

# CLAS Teaching Policies and Resources

Administrative Home  
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and other policies. These policies vary by college (<https://clas.uiowa.edu/students/handbook>).

Electronic Communication  
Students are responsible for official correspondences sent to their UI email address (uiowa.edu) and must use this address for all communication within UI ([Operations Manual, III.15.2](https://opsmanual.uiowa.edu/human-resources/professional-ethics-and-academic-responsibility#15.2)).

Accommodations for Disabilities  
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student should then discuss accommodations with the course instructor (<https://sds.studentlife.uiowa.edu/>).

Nondiscrimination in the Classroom  
UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity ([diversity.uiowa.edu](https://diversity.uiowa.edu/office/equal-opportunity-and-diversity)).

Academic Integrity   
All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code). Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (<https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code>).

CLAS Final Examination Policies  
The final exam schedule for each semester is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this final exam information. No exams of any kind are allowed the week before finals (<https://clas.uiowa.edu/faculty/teaching-policies-resources-examination-policies>).

Making a Complaint  
Students with a complaint should first visit with the instructor or course supervisor and then with the departmental executive officer (DEO), also known as the Chair. Students may then bring the concern to CLAS (<https://clas.uiowa.edu/students/handbook/student-rights-responsibilities>).

Understanding Sexual Harassment  
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, definitions, and the full University policy, see <https://osmrc.uiowa.edu/>.