

Fall 2010: HIS-709 (02) Jones
T 6:30-9:20 MHRA 3209

Introductory Research Seminar: Europe in the 20th Century

www.uncg.edu/~jwjones/researchseminar

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Office Hours: M 9-10:00; T 3:30-4:30; W 2:30-3:30; and by appointment	

Course Description

At the beginning of the twentieth century Europe ruled the world, but divisions among the European powers led to two major wars in the first half of the century that greatly diminished the continent's power. By the beginning of the 21st Century, Europe was more unified than ever, but it was not nearly the global power it had once been. This class, an introductory seminar intended primarily for first-year M. A. students in European history, will examine aspects of that transformation based on student research projects.

In this research seminar students will write a research paper on European history in the twentieth century *based on primary sources* in a step-by-step process: choosing a topic; learning the historiography; identifying primary sources; compiling a bibliography; drawing up an early draft of the paper; evaluating each other's work through a peer-review system; and revising the final draft. Paper topics will vary widely, but students in the class will all be dealing with the same challenges of researching and writing a major piece of original scholarship, so the effort will be as collaborative as possible.

Course Learning Outcomes:

A research project on this scale is very challenging; the goal is for students to develop critical thinking and research skills that will assist them throughout the M. A. program and beyond. By the end of the semester students will be able to:

- Interpret and analyze primary source material and draw original conclusions relevant to an existing body of historical literature;
- Critically evaluate various types of sources while formulating an historical argument supported with evidence;
- Conduct independent research and present the findings of their research orally as well as in written form;
- Constructively criticize the work of their peers while also utilizing feedback from others to revise their own projects.

Course Readings:

- *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers* by Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams
- *A History of Europe in the Twentieth Century* by Eric Dorn Brose
- Online Material Identified Below

Course Activities:

- Participation 25%
 - Activities 1-5 (described below) 3% each
 - Final Presentation 10%
- Final Research Paper 75%

Course Participation: the 25% participation grade consists of a number of activities identified below, most importantly the oral presentations at the end of the semester, which will be worth 10% of the overall course grade. Final Presentation: Students will briefly (10 minutes) summarize their topic, their findings, and the broader significance of their study in an historiographical context.

Final Research Paper: the final product of the course will be a well-developed, polished research paper that presents an original thesis and argument supported by primary sources and situated within a broad historiographical context based on relevant secondary source material. **The Final Research Paper should be 20-25 pages in length, double spaced with 12-point font.** The first draft is due Tuesday, November 2—students should strive to get as much as possible of their paper done by that date, even if the writing is *very* rough and parts of the paper are still in outline form. **Final Papers are due Tuesday, December 14 by Midnight**

SELECTING A PAPER TOPIC:

- 1) You should choose a topic dealing with 20th Century Europe that you think is important and that you find interesting;
- 2) You should select a topic for which accessible primary and secondary sources are available and that can be completed within a semester;
- 3) It should constitute an original contribution to a significant field of historical scholarship;
- 4) View your paper as a scholarly article and think about the kind of journal, granting foundation, or academic meeting would be receptive to a paper on such a topic.

Course Schedule

Tuesday, August 24. Introduction to the Course and a Discussion of Possible Topics

- **Activity 1: Intellectual Biography.** Write a brief intellectual biography (2-3 pages) about yourself, including where you grew up, your education, the classes (history or others) and ideas that have really excited you, your professional goals, etc. End with how and why you wound up in this course and with at least a preliminary idea of what topic (or topics if you haven't narrowed it down to one yet) you may want to explore in this class. Email it to the instructor and post it on BlackBoard by noon Friday, August 27.
- Reading for August 31: Turabian, Booth, et. al. *A Manual for Writers*, 3-23; “The Disruptive Comforts of Drag: (Trans)Gender Performances among Prisoners of War in Russia, 1914-1920” by Alon Rachamimov; Brose Introduction-Chapter 3; read at least four other student’s Intellectual Biographies (as assigned; feel free to read them all)

Tuesday, August 31. Intellectual Journeys, POWs in Drag & A Library Session on Finding Primary Sources for Research Topics in 20th Century Europe (7:30-9:00)

- **Activity 2: Topic Description.** Each student should write up a brief description of their topic (2-3 pages) with the following information:
 - a) (Tentative) title of the proposed study
 - b) A brief description of the topic including its significance and also a justification for the proposed beginning and ending dates of your study
 - c) Briefly list or describe primary sources that will be relevant for your study—e.g. newspapers, memoirs, archival material, oral histories, online sources, etc.—and how you will access those materials (i.e. through Interlibrary Loan)
 - d) Identify 2-3 important secondary works on your topic and suggest how your study (as you imagine it at this point) will add to the historiography of your topic

Email it to the instructor *and* post it on BlackBoard by noon Friday, September 3.

Two Months to Due Date for First Draft!
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- Reading for September 7: Turabian, Booth, et. al. *A Manual for Writers*, 24-47; “‘A New World for Women’? Abortion Law Reform in Britain during the 1930s” by Stephen Brooke; “Was the Third Reich Movie Made? Interdisciplinarity and the Reframing of ‘Ideology’” by Scott Spector; Brose, Chapters 4-6; read at least four other student’s Topic Descriptions (as assigned; feel free to read them all)
Tuesday, September 7. Abortion, Nazi Films, and Choosing a Topic
- Reading for September 14: Turabian, Booth, et. al. *A Manual for Writers*, 48-61; “‘Every Family Has Its Freak’: Perceptions of Collaboration in Occupied Soviet Russia, 1943-1948” by Jeffrey Jones; Bose, Chapters 7-9
Tuesday, September 14. Writing an Article for Publication
- **Activity 3: Annotated Bibliography.** Compile a list of 4-5 key secondary works (books or journal articles) related to your topic and *briefly* summarize the authors’ findings; add a list of the most important primary sources you intend to use in your paper and briefly describe them as well as any preliminary information from those sources that you can add at this point. Email it to the instructor *and* post it on BlackBoard by noon Friday, September 17.
- Reading for September 21: Turabian, Booth, et. al. *A Manual for Writers*, 62-81; 122-126; read at least four other student’s Annotated Bibliographies (as assigned; feel free to read them all); come prepared to give a 5-minute report on your topic, its historiographical context, your primary sources and any preliminary findings or insights you may have.
Tuesday, September 21. Oral Progress Reports
- **Activity 4: Early Write-up.** In what is intended to be an early draft of the first 3-4 pages of your paper, identify the following in a formal written form:
 - a) the main historical problem or issue that you are addressing and the claim you expect (hope) to make, i.e. your (preliminary) thesis statement
 - b) the evidence you are using to research and solve your historical problem
 - c) a brief summary of the most important scholarly literature on your topic with a clear indication of what your research will contribute to that body of literature

Email it to the instructor *and* post it on BlackBoard by noon Friday, September 24.

- Reading for September 24: read at least four other student's Early Write-Ups (as assigned; feel free to read them all); come prepared to constructively critique those students' work
Tuesday, September 24. Discussion of Early Write-ups

Tuesday, October 5. NO CLASS

One Month to Due Date for First Draft!

Tuesday, October 12. FALL BREAK

Tuesday, October 19-26. Individual or Group Meetings with the Instructor during Class Time

Tuesday, November 2. **FIRST DRAFTS DUE!** No Class: email the first draft—as much as you have plus the remainder in outlined form if necessary—to the instructor and post it on BlackBoard by noon

- **Activity 5: Peer Review.** Read at least four other students' first drafts (as assigned; feel free to read them all) and write a constructive critique of each of them; identify at least one strength of the essay but concentrate on the aspects of the essay that could be stronger

- Reading for November 9: Turabian, Booth, et. al. *A Manual for Writers*, 98-121

Tuesday, November 9. Discussion of First Drafts

Tuesday, November 16. Individual or Group Meetings with the Instructor during Class Time

Tuesday, November 23. **Final Presentations (Part I)**

Tuesday, November 30. **Final Presentations (Part II)**

FINAL PAPERS due no later than Tuesday, December 14 by MIDNIGHT