

Professor Thomas Jackson
Office Phone: 334-4040
Office Hours: M, 1-2, T, 2-3, and by appointment
Jackson Library Liaison: Lynda Kellam, lmkellam@uncg.edu

M, 3:30-6:20 MHRA 3204
tjackson@uncg.edu
Office: MHRA 2141

HIS 411A, Fall 2018: Seminar in Historical Research and Writing
“Crisis to Crisis: Cold War, Civil Rights, Vietnam, and Urban Revolt, 1960-1973” (WI, SI)

The major project for this class is production of an original research paper which poses and answers questions, analyzes primary sources, situates the material in the appropriate historical context, and engages with the relevant historical scholarship. This class will help you refine skills of research, comparative source analysis, discussion, writing, and oral presentation. As the “capstone” course of the history major, this seminar asks you to do original research on a question you care about. Educational research demonstrates this is among the highest “high impact” educational experiences for those who sustain the commitment. We will move from general group discussion – brainstorming questions -- to smaller subgroup discussion and individual inquiry. This will culminate in a paper of 20-22 pages (about 6000 words, excluding endnotes) and a short but formal oral report. The research question and end product will be uniquely yours.

Think of it as the capstone to an important door at the apex of the arch between where we have been as a people and what we may become. At its best it will help you bring your skills of historical thinking and writing into a new arena.

Themes and Questions: In the years of the 1960s that concern us here, the word “revolution” was on more lips in the United States than perhaps at any time since the, well, Revolution. These are arguably the first years of our time. With an immediacy and intensity amped up by the new technology of television, the United States seemed to be propelled from crisis to crisis, at home and abroad. Many groups were inspired by the struggles of African Americans against segregation and police violence to assert their equal participation in democracy. Movements pressured, Presidents proposed, and Congress passed the most far reaching legislation in race relations since Reconstruction. Student freedom riders escaped burning busses in Alabama, and then fanned out across the South to make a voting rights revolution. They didn’t get the support or protection promised by the Kennedy administration, which itself was caught between the segregationist white South and the movement supported by northern liberals. Lyndon Johnson, together with a powerful (if temporary) liberal coalition in Congress passed a raft of reform legislation to deal with racial, educational, and economic inequalities. They overhauled an archaic system of immigration restriction, and initiated a multi-pronged “Unconditional War on Poverty.” Contemporaries and scholars routinely refer to “a revolution in public policy” set in motion by the “Negro Revolution of 1963.”

New media of communications, medical breakthroughs, and a massive investment in higher education helped shake up politics, sexuality, and women’s sense of their possibilities, providing space and exposure to every type of political and cultural rebellion. A conservative popular revolt against the Establishment within the Republican Party ended in humiliation for the 1964 Republican presidential candidate, Barry Goldwater. But in the context of escalating political and cultural conflict, conservatives mobilized in defense of “family values,” patriotic anti-communism, and (implicitly, at least) a defense of racial segregation. Even then, the nation was frustrated by American efforts to control the spread of Communism in Southeast Asia, amid rising big-power tensions, which came terrifyingly close to nuclear war during the Cuban Missile Crisis.

Military intervention against Vietnamese communists escalated in ways that cramped reform at home, even as the war radicalized students and civil rights activists. Triggered by violent confrontations between police and

citizens in big-city neighborhoods, 200 racial uprisings challenged American to provide opportunity and to reform police practices, in order ultimately to forestall the coming of a widely-feared "race war." In response, conservative forces gave up their defense of local Jim Crow social hierarchy, but regrouped behind slogans of "law and order," laying the basis for modern "color-blind" conservatism. In the nest of the Great Society lay the eggs of our contemporary dilemmas of mass incarceration and mass immigration, and eternally festering debates about affirmative action and abortion.

The Course Plan: This course will begin with introductory readings in scholarship and primary sources. Students will then develop individual research questions and bibliographies with the help of the professor and of issue-focused "affinity groups" that I will form by week 4. Expect to improve your proficiency in speaking, writing, and information literacy, though the planning and production of a 20-22 page research paper.

The first month will be taken up by common discussion and our search for a repertoire of researchable questions that any and all of you may draw upon. Be collaborative at this stage, and above all, keep an open mind regarding your final research question, to which you will all commit yourselves on September 30.

Information literacy is among the most important skills we can help you learn. In my field, you may quickly feel yourself overwhelmed by sources! There has been an explosion of scholarship on every aspect of the Sixties (we even have our own journal *The Sixties*). The breadth of preserved primary sources is astonishing and a bit daunting: from the digitized National Archives records on the Kennedy Assassination to the complete records of the Black Nationalist League of Revolutionary Black Workers and many online and bound collections from "the Movement" -- the sky is the limit, and of course, very high. Do not hesitate to ask me for guidance into these sources. **I can help you quickly gain access to an immense amount of digital sources through Jackson Library and through digital collections that I was able to download at the University of Virginia when I had a research assistant and the very wide access that the UVA Library afforded.**

Take the first weeks very seriously. Here you will be going through scholarship and identifying those topics and questions that you can narrow down into something focused and manageable.

All deadlines and assignments are summarized in this paper syllabus, which closely mirrors the Canvas structure of assignments. There are MANY links to primary and secondary sources there, often to material I have collected in the Google Folder. Always check Canvas for Announcements, new developments, any changes in content, or tweaking of assigned readings. Dates are FIRM as assignments build on each other and usually assignments line up with student reports.

Within several weeks, I will organize you into subgroups of 3-5 students who will collaborate to lay the groundwork for individual projects. I have outlined a couple dozen possibilities in documents linked at the top of the Canvas syllabus main page. You will each learn how to select a topic, turn that topic into a focused research problem that will be compelling to readers, identify pertinent secondary and primary sources, present your hypotheses and findings both orally and in writing, and constructively criticize the work of your peers. In this case, "original" research does not connote studying something someone has never examined before. Rather, the effort will reflect your interpretation of original primary sources, taking into account the best that has been written by historians on the subject, yet still bearing the stamp of your own insights.

Though the class will range widely, individuals will within six weeks choose a person, decision, or debate, immersing yourselves in primary sources. **Use secondary sources and scholarship to guide you to questions and primary sources, but be sure that your final product relies principally on your direct encounter with the evidence in primary sources.** The formal paper will follow a sustained development of an idea or a solution to

an interpretive problem. Some students, especially those considering the value of a "senior thesis" to graduate school or other applications, may wish to follow up with a Spring Semester independent study that deepens the sources, context, and presentation. **Note:** If you have already written something for another class that you want to develop, don't shortchange the first weeks. I urge everyone to take on something fresh. If you have done previous research in any area under the scope of the class, please show me what you wrote.

Required Reading (Available in Campus Bookstore and Amazon at a Discount)

Lytle, Mark Hamilton. *America's Uncivil Wars: The Sixties Era from Elvis to the Fall of Richard Nixon*. 1 edition. New York: Oxford University Press, 2006.

The themes of the book nicely follow questions the whole class will touch upon, to varying degrees determined by student interests:

1. African-American History as American History. African Americans have historically exposed the flaws and hypocrisies of American democracy that was formally dedicated to equality but in practice entrenched in racial privilege, subordination, and exclusion. People in social movements and powerful allies have had to actively bend the historical "arc of justice." The modern civil rights movement occurred in every region of the country and took on a vast array of social and economic issues, inspiring other excluded groups – women, gays and lesbians, Latinos, and others – to take up the tools of resistance and rhetoric of liberation. Its intersection with the movement opposed to the Vietnam War is an essential key to understanding the Sixties.

2. The search for gender equality, in voting, work, and family, and the related struggle for gay rights, revealed deep ideological divides, both within rights movements, and within society, over sex roles and sexuality, mutual obligations, and scope of freedom men and women should enjoy. They have exposed sharp differences over the centrality of family to individual and national health.

3. Expanding ambitions and heightened political conflicts over social welfare guarantees for all Americans and for historically oppressed groups took on new urgency when the expanding agenda of the black freedom struggle intersected Lyndon Johnson's liberal promises of an end to poverty in our time. This is when Head Start, affirmative action, Medicare and Medicaid, federally sponsored citizen action, and conflicts over the content of welfare reform came to a head and defined the terms of debate into our time. At heart these were very long-running debates over how much "individual responsibility" and market capitalism can and should govern the distribution of social goods. As well as the extent of social obligation: What do we owe each other? Has public policy complicated or disrupted or made fairer the calculus of "winners" and "losers" in the economy and culture? What happens when some groups who are struggling economically react negatively to programs targeted at those less fortunate?

4. Debates over America's role in the world -- the wisdom of colonies, military alliances, and interventions -- involved disagreements over the effectiveness of diplomacy and war, over whether and how freedom and democracy can and should be promoted abroad, and over how much prosperity at home required promotion of liberal democracy and capitalist development in the world. **Vietnam was of course the defining and most divisive war of modern American history, but it raised all of these questions to a level of intensity not seen since.**

5. The Modern Environmental and Consumer Rights Movement.

6. Political Polarization in a Tumultuous Decade Riven By Conflicts of Race, Gender, Patriotism, and Sexuality, Amped Up by Protest and Violence.

Student Learning Objectives for HIS 411A

Upon completion of this course, students will demonstrate skills of historical reasoning, written, and oral expression:

- **Exercise Information Literacy.** Master several of the relevant historical search engines and databases available through Jackson Library subscriptions (Archives Unbound; ProQuest Congressional; ProQuest Historical Newspapers; America History and Life; EBSCO; iPoll—Roper Center). Locate, evaluate, and share evidence from online curated document collections (Presidential libraries; civil rights institutes; PBS; ProQuest database materials digitized from microfilm collections in your professor's possession).
- **Pose Research Questions.** Formulate and refine questions that lead to **focused, researchable, significant, and original** writing. Inspiration comes from any point on the compass: reading primary source documents, considering historians' interpretations, examining your own inherited assumptions, questioning narratives present in the culture, considering your classmates and professor's interpretations.
- **Analyze Secondary Sources.** Locate and evaluate scholarly sources that have addressed clear questions. Identify and analyze their concepts, main ideas, methods, sources, evidence, and conclusions. Employ evidence-based reasoning in historical scholarship to improve your own questions and approaches.
- **Analyze Primary Sources.** Identify, locate, and contextualize primary source documents and interpret different types of primary sources. Make **inferences**. Consider competing interpretations based upon limited or ambiguous sources. Evaluate sources in terms of **plausibility, trustworthiness, and accuracy**. **Corroborate** facts and points of view by comparing sources. **Extract useful evidence** from sources through careful note taking, which involves summary, paraphrase, selective quotation, and commentary, keeping in mind that you are answering a clear question, solving a problem of interpretation.
- **Explain and Use Historiography for Research.** Explain how historical understanding has advanced through testing old interpretations against new evidence, and reinterpreting old evidence in light of new questions and theories. Discuss and debate interpretation and evidence openly and ethically. [Recent discussion among History faculty has led to de-emphasis on this skill in undergraduate courses, but I stress how useful historical research is in helping you formulate questions, locate sources, sharpen concepts, and develop interpretations. Recent evaluation of our program reveals that students need more help in posing clearer questions and in supporting arguments and theses, and scholars model both of these].
- **Write Up and Revise Research Findings.** Synthesize evidence and communicate research findings effectively in writing and orally. Mix summary, paraphrase, and careful quotation. ALWAYS cite sources in full upon first citation, abbreviating thereafter. Integrate writing into all phases of the research process, in order to break the undergraduate notion that writing only happens at the end! Avoid plagiarism. Incorporate the professor's and your peers' comments and suggestions into revisions; summarize for us the extent and significance of your final revisions.
- **Critically evaluate the work of your peers.** Constructively criticize the work of your peers while also utilizing feedback from others to revise their own projects.
- **Deliver Oral Reports (Speaking Intensive Requirement, throughout the Semester, Taking Feedback Seriously):** Organize, condense, and deliver clear and engaging spoken presentations, informal and formal, that reflect your understanding of concepts and your discovery of evidence.

Policy on Electronic Devices. Laptops and cell phones will be quite useful for research exercises in class. Laptops are more useful than cell phones. At other times – for example when students are presenting, or when I sense that

electronics are distracting people or diminishing attention— I will ask that all devices be stowed and paper and pens be the only technology. Too many devices can detract from the necessary focus all students should maintain in a face-to-face class.

Get Help: University Writing Center (www.uncg.edu/eng/writingcenter/; tel: 43125): An excellent place to get help with paper structure, grammar, style, etc. **University Speaking Center** (<http://speakingcenter.uncg.edu>): The place to go for help with all oral presentations, whether individual or group.

Email Etiquette and Efficiency – Required Subject Line “HIS 411A Question”

Please address questions to me via email regarding assignments, appointments, mishaps. **Subject line:** “HIS 411A question.” I have a filter and deal with them all at once. If you don't hear back from me in 24 hours (weekends excepted), please try me again.

Office Hours and Appointments: Visit office hours to brainstorm and clarify feedback. **Appointment slots** will be posted and sent via email periodically. My appointments page is linked on Canvas, but I don't regularly make slots. Be aware, **many** students using Google calendars are on GMT (That's England!) time and have in the past arrived 5 hours late! Don't.

FORMAL GRADED REQUIREMENTS

- I. Participation in Discussion and Peer Reviews, cumulative all semester, periodic updates on Canvas. 10%
- II. Groundwork and Skills Development, Weeks 1-6, Writing and Speaking Exercises, Cumulative Grade 20%
- III. Proposal! 4 page written PLUS 3 page annotated bibliography of primary sources. Total 6-8 pp.
- SEPTEMBER 30: 10% Most important assignment—your roadmap—Professor approval required to proceed.
- IV. “Second” Draft for Feedback and Peer Review (with oral progress reports). 10%
- V. Final Draft after Serious Revision, With Formal Presentation 50%

I. Participation and Peer Review, cumulative all semester 10%

This class works best when everybody prepares and contributes to common understandings and clear appreciation of different interpretations. *So be concise and respond to each other as much as to me. Don't be afraid to respectfully disagree, but don't be disagreeable.* Speaking in an informed way and staying on topic is a key element. But so is listening and thoughtful questioning, especially when others are formally presenting. Individual projects benefit enormously from group discussion and evaluation by members of smaller “affinity groups.” I will form these as soon as everyone's questions crystallize. This is a “rolling” cumulative grade based upon my periodic evaluation of participation and “class citizenship,” the obligation to prepare and support others, and the right to get support and curiosity from your peers. Everyone will fill out short feedback sheets on both of the formal presentations required in class. The idea is to mix appreciation and honest constructive criticism, both of which depend on clear communication and high attention. *Expect to supply written critiques of another student's proposal, draft, and final paper, in addition to the oral feedback, so the writer can have something concrete and the professor can benefit from your evaluation, a second set of “eyes” on each project as it were.*

II. Groundwork and Skills Development, Weeks 1-6, Writing and Speaking, Cumulative Grade 20%

A. Canvas Discussions -- first four weeks: Reader Reactions to Assigned and Chosen Readings, Posing Informed Questions, Surveying the Historical Literature. 10%:

For the first three substantive meetings, each set of readings presents actual people, decisions, and events that shed light on the general themes outlined above. Pick an issue or episode that intrigues you the most. Name one

other that you considered. In 250-400 words, reflect upon: What *informed* question does the reading suggest in this focused case? How does your case exemplify the broader themes outlined above? Is your question sufficiently focused and historically researchable? What alternative interpretations present themselves upon first considering? (General questions such as the desirability of school desegregation over 30 years don't go very far in the direction of laying down a plan for a one semester paper based on empirical evidence).

Written and spoken contributions will be evaluated after each class through Canvas's discussion grading, but the posts are due an hour before class. See rubrics elaborating expectations for writing and speaking. Though you may have a topic in mind, this is an essential part of the course. Each member needs to be sufficiently well-informed to engage others in diverse topics. The process of transforming topics into research problems must be shared and practiced. I have taught this course a dozen times, and these exercises of group brainstorming open up many exciting unsuspected possibilities for individuals.

B. Primary Source and Historiographical Analyses and Oral Presentations 10%: (sign up for one of the primary source assignments in advance one of the three days listed). If you don't complete each assignment by class time, you will receive an "F" for the assignment, because sharing the fruits of your thinking with the class is 50% of the purpose of these exercises. Oral reports should be 3-5 minutes max, including time for Q and A.

The primary source report (sources provided in the Google Drive folder or discovered by you and cleared with me in advance). Paper should be 1-2 pages max, single space, can be in outline form as long as sentences are complete and quotes are clear. Here you are practicing paraphrase and quotation to most fully capture the essential points of an historical text. Texts range from 10 pages to 30 pages. **Once you give a fair representation of the text, identify its subtexts of meanings and contexts of power, persuasion, and purpose. (I want to see how you write and contextualize). Sign ups:** Under each week in the Google Document 511 Source Report Signups, under Primary Source Reports, find dates and sources where you'll sign up. In a number of cases I have found documents that the textbook refers to very selectively, and the class would benefit from deeper understanding.

One scholarly literature review on an issue or event 3 pp. double space, 900 words. Consult the many historiographical review essays collected in various folders of the Google Drive, especially "General Historiography". All the historiographical discussions will occur on **September 24** after submitting a 3 pp. essay. **You will write a Synopsis and deliver an oral presentation (4 minutes).** Select two or three (max) authors referenced in the lit review and summarize their arguments and some of their evidence. (We'll talk about how to find the many sources cited in the Suggestions for Research in the Google Drive and Canvas links, and you may also want to consult the footnotes in the text, perform red box and America History and Life searches).

III. Proposal! 4 page written PLUS 3 p. annotated bibliography of primary and secondary sources. Total 6-8 pp: Your Road Map! 10%. Due SEPTEMBER 30, 24 hours ahead of your "pitch" to the class. This is a sacred deadline, because a day after you will pitch the idea to the class. Whatever you have by the deadline must be submitted.

A fully-fledged 4 page written *proposal* with attached annotated bibliography of no more than 3 pages, outlining a sharp set of questions that can be answered with *readily available secondary and primary sources*. The ideal proposal also states a *working hypothesis*, justifies the research in terms of what we don't know and should care about, and is followed by an annotated bibliography of *selected* secondary and primary sources.

Annotations should not provide general or exhaustive summaries, rather focused synopses of key claims and evidence discernible in the sources, pertinent to your questions. Again, please don't provide generic summaries that don't help with focused informed questions. (See elaboration below).

Proposals should reflect serious immersion in a topic-as-problem. I encourage everyone to get going by week 5 even though all possible topics have not been exhausted. A Draft is due one month and four days later, and the Final Draft is due one month after that!!

Right here are the Rubric and Proposal Guidelines. In carefully written prose, organize in a way that makes sense to you, but touch on the following. These are the elements of a good proposal, but there is plenty of overlap between them such that you need not follow this rigid six part organization, except insofar as you should separate the body from the bibliography:

1. State a *problem* needing explanation. Proposals often open with a compelling "hook" that creates curiosity, embodies the question or mystery, and gives the reader a sense of the people involved and what is at stake. The statement of your problem should cover the standard journalistic questions – who, what, when, where – and suggest an interpretive problem – why?
2. *Justify* in light of interpretations in the scholarship and possible (but not required) pertinence to current debates. Have different scholars looked at this differently, with different sources and controlling ideas? Do you want to take issue with anybody's interpretation? Or is there someone who helped to formulate your questions especially? What mysteries remain, and are there lines of investigation unexplored? Suggest its *significance* in terms of what was recognized to be an important public issue then, one that may or may not have implications for today. (Relevance to today is not a requirement, to repeat, but certainly enhances the appeal).
3. Describe well the *method* and *boundaries* of the study. Convince the audience or reader that your problem is sufficiently *focused* and *researchable* as to be achievable within a standard article length format aiming at a 6000 word draft. Mention the body of primary sources that are likely to provide evidence, facts, and data (but save details for the annotated bibliography).
4. Give a "**working hypothesis**" or a framework of *informed questions* that clearly relates to the problem and has *coherence* (i.e. don't ask wildly ranging separate, unconnected questions). This should incorporate your key concepts, as well as assumptions that you feel should be made explicit at the outset, ideas that might be confirmed or disconfirmed through study.
6. Attach a **bibliography** of 3 pp. single spaced whose annotations are brief but *specific* and *related* to the questions they are likely to answer or evidence they are likely to provide. Don't give a book summary, rather share a specific quote, a paraphrase, or a claim made by an author. Be as specific as you can regarding the subject matter in primary sources relevant to the questions you have posed (no, you haven't done the depth research, but you have previewed the material and know it has rich evidence).

IV. "Second" Draft for Feedback and Peer Review (with oral progress reports). 10%

See canvas rubric. Due November 4 for peer feedback and discussion November 5. Shoot for a minimum of 15-18 pages with notes (which should be as complete as possible, since best practice calls for keeping citations pretty tightly tied to writing. "Second" Draft is what you write after you hammer out your ideas in a "rough" draft, which often is not ready for other eyes. FEEDBACK will quickly follow and a REVISIONS AGREEMENT sketched with reviewer and professor.

V. Final Draft after Serious Revision, 50%. Due December 7 at 6:30 PM in My Office 2141 MHRA AND Online in Canvas

I will make as explicit as I can in initial feedback just how much revision is necessary. Please be aware that a good grade on the "second" draft does not mean that you have done all the work. Individual conferences of one half hour minimum will help clarify expectations for revision, expansion, focus and editing. Professor and student will agree on a rough checklist of intended revisions, which will provide the standard for raising or lowering the draft grade.

Some Rules and Resources:

Self-evaluation. From the beginning, when you will fill out a survey of skills and an assessment of your strengths and what you need to work on, through the short presentations on particular research and writing skills, to your final assessment of what you learned to do and where you might have put more time and energy, self-evaluation will be integral to the course. As you learn, "meta-cognition," learning about how you think and learn, can be powerfully insightful and motivating.

The Google Drive Folder (Central Repository for everything I've been able to digitize for the class).

Links to primary sources are in the Canvas Assignments pages for each day (titles parallel this syllabus). I will take the opportunity to add worthy material by subject, and compile a list of the best review essays. Browse around! I put extra materials there and even carried over some folders from past student projects to allow you to see the range of resources available to you. In these subject folders you will find a mix of all three sources: historiographical essays; articles and chapters of cutting edge scholarship; and primary sources (autobiographical writings, journalism, government reports, speeches).

Zotero! This is a powerful records and bibliographic management software that allows for cloud based collaboration of research "Groups." Much of my primary research on several of these topics, especially my newspaper databases and my growing bibliography of books and articles, can be transferred to a Group, once you settle on a topic. This is OPTIONAL but potentially very powerful for you. I will show examples of Groups I have formed with Undergraduate and Graduate students.

Skills Guides Digitized for You (Google Drive or library ebooks):

The following sources have proven quite valuable. Check the Google Drive folder for those and more (Titled Skills Guides" and linked to a master contents table by subject in Canvas as "Skills Guides Digitized for You By Chapter and Topic With Links." **In addition to assignments in the syllabus, a few excerpts may be assigned to individuals or the class as I get a clear picture of your proficiencies.**

Salevouris, Michael J., and Conal Furay. *The Methods and Skills of History: A Practical Guide*. 4 edition. Chichester, West Sussex, UK: Wiley-Blackwell, 2015. Cited hereafter as Salevouris. Entire e-book available.

Marius, Richard, and Melvin E. Page. *A Short Guide to Writing About History*. 8th ed. Boston: Pearson, 2012, or 7th ed. New York: Longman, 2010. This is great for examples but quirky! Cited hereafter as Marius and Page.

Storey, William Kelleher. *Writing History: A Guide for Students*. 4 edition. New York: Oxford University Press, 2012. Cited Hereafter as Storey.

Elder, Dr Linda, et.al. *Student Guide to Historical Thinking*. Tomales, CA: Foundation for Critical Thinking, 2011. An inspiring and clear pamphlet.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. Seventh Edition edition. Boston: Bedford/St. Martin's, 2012. What most professors assign. Great on things like citation and plagiarism, not so much on information search strategies. Cited hereafter as Rampolla.

Booth, Wayne C, Gregory G Colomb, and Joseph M Williams. *The Craft of Research*. Chicago: University of Chicago Press, 2008. Ebook. Cited hereafter as Booth. Entire e-book available.

A note on Strategic Reading: Practice strategic reading, i.e. *preview* and *highlight* main ideas and turning points evident in paragraph transitions and sub-headings. Find that paragraph early on that encapsulates the structure of the whole. Understand the questions they are asking and paraphrase them for yourself. **Especially preview the conclusion of any writing, which is meant often to restate the puzzles and contradictions and offer an at least partial resolution.** Yes, I am telling you to read the last paragraphs first!! If the reading is long and time is

short, *skim* and *scan* for details that answer a question.

Time Commitment: Generally the University expects two hours for every one hour of class time. So that means officially I can ask you to spend six hours outside of class per week preparing and producing. **Block that time out in your calendar.** Be clear on the questions we are asking and the results that might satisfy you and others, and you will do well.

Information Literacy: Research methods and how to locate digital and paper sources through Jackson Library databases and the Internet will be a continual theme. The landscape has changed dramatically and in some ways this poses a challenge of authentication of primary sources. **But the ready availability of a vast array of sources makes this an exciting time to be a historian.** Students will learn and use a combination of the following. Please familiarize yourselves as your topic dictates and as I advise:

Internet:

Google books (for life magazine and the like)

HathiTrust.org (massive digitization project of published material, though copyrighted material is protected after the 1930s.

Government documents such as the "FBI Crime Bulletin" are not).

National Security Archives.

Library of Congress (downloadable Congressional Record)

JFK and LBJ Presidential Libraries

Miller Center for Public Affairs University Of Virginia Presidential Recordings Project

Wisconsin Historical Society Freedom Summer Digital Collection

Jackson Library:

Red Box (WorldCat combined with various databases)

America History and Life (best for scholarly articles in American history)

EBSCO

Reader's Guide Retrospective (essential for magazines and periodicals from the day, such as Time or Nation or Christian Century)

ProQuest Congressional (indispensable for extraordinary array of committee hearings and testimony; somewhat challenging but hugely rewarding)

ProQuest Historical Newspapers (limited to New York Times and a few others in Jackson Library, but about 10 mainstream and African-American newspapers are available through Dr. Jackson's UVA Library subscription. Possible collaborative Zotero group).

Archives Unbound

Women and Social Movements in the United States

Jackson Library Microfilm:

Papers of Bayard Rustin, A Philip Randolph, Student Nonviolent Coordinating Committee, FBI surveillance of Martin Luther King, Jr.

Professor Jackson's Downloads from His Year Off and subsequent research trips to DC: *Papers of the NAACP, CORE, SNCC from ProQuest; Library of Congress and National Archives manuscript collections and declassified FBI FOIA materials: James Forman Papers, Kenneth Clark papers, AFL-CIO civil rights division papers,*

An Invitation: My next book is on the impact of the black revolt of 1963 and Buddhist protest in Vietnam on the course of civil rights and foreign policymaking. I am happy to share archival and digitized medai research as long as you pursue your own lines of inquiry.

Email Etiquette and Efficiency – Required Subject Line “HIS 411A Question”

Please address questions to me via email regarding assignments, appointments, mishaps. **Subject line:** “HIS 411A question.” I have a filter and deal with them all at once. If you don’t hear back from me in 24 hours, please try me again! Use your UNCG account to make sure you don’t end up in Spam.

Attendance and Participation:

This class has a strong collaborative dimension, though we do not meet every week. Attendance is mandatory (any unexcused absences will hurt your grade, and any absences will deprive you of participation credit – excuses are limited to medical or family emergency, not competing work obligations, travel plans, or extra-curricular conflicts).

Plagiarism:

Plagiarism is a serious offense of the academic code and is treated as such by faculty. Do your own work and clearly cite any sources you rely upon for your information. Don’t quote even phrases verbatim without quotes and attribution. You may view the university’s academic integrity policy for further information. Familiarize yourself with the responsibilities of the instructor and the options I have: <http://sa.uncg.edu/handbook/academic-integritypolicy/> I will report violations of the honor code to the Dean of Students through one of the two paths explained on the website, both of which involve conferences with me, agreed penalties or mediation of the Academic Integrity Board.

Watch: Plagiarism 2.0: Information Ethics in the Digital Age [Plagiarism 2.0 Video](#) (Beware specifically "Patch Writing" a form of plagiarism that plagues undergraduates, starting at 4:30 in the video).

Get Help:

University Writing Center (www.uncg.edu/eng/writingcenter/; tel: 43125): An excellent place to get help with paper structure, grammar, style, etc.

University Speaking Center (<http://speakingcenter.uncg.edu/>): The place to go for help with all oral presentations, whether individual or group.

Grading Scale:

A (93 and above), 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 (less than 60, unacceptable work). We will assign points on a 1000 point scale to comprise the several components of assessment that follow.

SCHEDULE OF MEETINGS AND DUE DATES

[Note: After Fall Break, the schedule may be tailored by what I conclude that you need to work on in terms of specific research and writing skills, either in class, conferences, or independently.]

8/20: Introductions and Introduction to Sources, Questions, and Research Methods

Members will introduce each other after 5 minute interviews. Review of syllabus and requirements. Introduction to suggested research questions. Proficiency profiles (self-assessments at the outset).

Time Permitting: Demonstrations of the most productive on-line search engines (active student contributions welcome): Red box, *America History and Life*, JSTOR, EBSCO, HathiTrust.org, ProQuest Historical Newspapers (UNCG and UVA), ProQuest History Vault (digitized microfilm); Archives Unbound.

8/27: Cracks in the Cold War Consensus

Lytle, *America's Uncivil Wars*, 1-115.

Marius and Page, "[Basic Principles for History Essays](#)," 9-23.

Assignment: formulate an informed, focused, researchable question on Canvas, based on Lytle. Identify at least one primary and one secondary source that will likely help you make the question better focused and researchable. 250-400 words. List a second question that occurred to you as you read.

Primary Source Synopses and Discussion

(4 people will sign up to give a report on text, subtext, and context, posing questions that the source provokes):

Allen Ginsberg, *Howl*

SDS, "Port Huron Statement"

Life magazine 1961 articles on nuclear fallout and JFK statement

HUAC, *Operation Abolition*, 1960, on San Francisco 'riot', independent film response

JFK, First Inaugural Address and "Radio and Television Report to the American People on the Soviet Arms Buildup in Cuba, October 22, 1962"

9/3: Labor Day, No Class, But Make Progress Toward Defining Your Topic By Reading One Week Ahead

9/10: Confrontation: Civil Rights and Vietnam Policy and Protest [Longer Assignment Reflects 2 Week Gap]

Lytle, *America's Uncivil Wars*, 116-239.

Isserman, Maurice, and Michael Kazin. *America Divided: The Civil War of the 1960s*. 2nd ed. New York: Oxford University Press, 2004, 103-113 *CRUCIAL on the War on Poverty, which is poorly covered in Lytle.*

[Booth, *Craft of Research*, ch. 3, "From Topics to Questions," and ch. 4, "From Questions to Problems."](#) Essential on how to focus and where to find questions. Elegant framework for **defining topics, questions, rationales, and significance**. Demystifies the process of finding problems in the course of reading or discussion.

Assignment: formulate an informed, focused, researchable question on Canvas, based on Lytle.

Primary Source Synopses and Discussion (4 people sign up).

TBA: see Canvas options or suggest one to professor for approval

9/17: Liberalism, Liberation, and Reaction: Revolt in America and Vietnam, Conservative Backlash

Lytle, *America's Uncivil Wars*, finish.

Booth, ch. 5, "[From Problems to Sources](#)."

Assignment: formulate an informed, focused, researchable question on Canvas, based on Lytle.

Primary Source Synopses and Discussion (4 people sign up).

TBA: see Canvas options or suggest one to professor for approval

9/23: Historiography Paper 3 pp (900 words) double spaced on Canvas, for Reports and Discussion in Class.

You will pick one or two of the historiographical essays collected in the Google Drive folder. The most useful historiographical essays do not overwhelm the reader with zillions of references; rather they clearly identify how earlier interpretations have been revised or expanded in light of new questions, new sources, new theories, or new frames of reference. Consult cited sources in Canvas, under the Google folder topic that has drawn your interest, AND in the general folder on surveys and historiography. **You might need to read 2-3 until you find one that poses substantial questions of interest to you that are worth pursuing.** Don't just comply with this

assignment by picking something and reproducing the review essay. I would like you to identify 2-3 scholars who have contrasting viewpoints on a focused issue or problem. Then, go to the library and locate books, and/or download articles and book reviews, and **read/skim enough of the scholarship referenced in the historiographical essay and footnotes** to be able to summarize: **1. Differences and/or developments in historians' interpretations**, and **2. The sources, questions, or new evidence** which informed these revised or contending interpretations. These will be visible to all of your classmates, and anyone can use these to delve into an area they had not considered. Consider this a repository of "burning questions" that historians have explored. *Any student whose informal presentation on these "lit reviews" wins over a classmate to the possibilities will receive extra points on participation.*

9/24: Student Commitments to Topics and Questions – Informal Student Reports on Historiography Papers

Research Tutorial with Lynda Kellam, Library Rep

Speaking Center Tutorial in Formal Presentations

Continued Professor Demonstration and Scaffolding of Sources and Searching

9/30: Proposal is Due by 6 PM, in CANVAS, 24 hours before your pitch to the class, to give your professor and peer reviewer time to read [NB: This is a Sunday].

(You must submit something. These are subject to my approval before you go to the next stage. I often have to ask students to re-submit within a week. There is a compelling reason for getting your *road map* in the best shape it can be at this point). See detailed rubric earlier. **Key words: Focused, significant, researchable.** The rubric will identify ELEMENTS of a great proposal, and student should not feel compelled to follow the list seriatim or rigidly, but all elements must be present: hook, topical definitions (who, what, when where), questions and mysteries and hypotheses, due credit to scholars who have visited these issues and who helped you formulate questions, method and mode of analysis, broader implications. All these should be 4 pages, and an *annotated bibliography* of primary and secondary sources attached. See also above p. 7.

10/1: Oral Presentations of Project Proposals

These will take the form of a "Research Grant Sales Pitch" in which students make the case to the class for funding one project (\$50,000) and a "runner up" (\$20,000). **Criteria:** Focused Questions on a Problem of Interpretation, Researchability, Significance to History and Possible Contemporary Relevance.

Introductions often best follow the format outlined by Booth, et. al. *The Craft of Research*

1. I am working on the topic of . . . (posed as questions or mysteries)
2. Because I want to find out . . . (what you don't know or what we should learn in addition to what we know)
3. In order to help my reader understand better . . . (why you want your reader to know and care about it— the rationale and the bigger implications and the answers to the "so what" question).

10/8: No Class – Research and Professor Conferences

With an approved proposal, you have about a month to do most of your research. Writers usually incorporate maybe 10-20% of what they discover. It makes sense to step back every week or so and "free write" about the main insights and pieces of evidence that you saw in that time. Don't let yourself forget something only to re-discover it later, or lose it. (I do this at the end of every long research day when I am travelling to archives).

10/15: No class—FALL BREAK!

10/22: Status Updates and Affinity Groups

What up until now are your most solid and interesting findings? Has anything surprised you? More explicitly:
1) Analytical: is your working hypothesis being confirmed by evidence you are examining, complicated by it? Or

have the basic terms of one of your claims changed in light of evidence and counterargument? 2) Evidentiary: discuss the piece of evidence, what it clearly shows, and how you found it. 3) Field questions from your peers.

Keeping the end in view: Good History Essays and Good Writing:

Read: Marius and Page, *Short Guide to Writing about History 6e*, "Modes of Historical Writing," 55-78, and "Simple and Direct Writing," 151-63.

10/29: Working with and Citing Sources – Class and Conferences to be Determined – Keep this Open

Rampolla, *Pocket Guide*, ch. 7 "Avoiding Plagiarism."

Rampolla, *Pocket Guide*, ch. 7, "Quoting and Documenting Sources," 106-147 (more complete).

Extraordinarily valuable section on when, why, and how much to quote! Think also about how professors have evaluated your use of quotes in the past according to the guidelines. Write several sentences about how you have used quotes well and poorly in the past.

NB: In writing, the ratio of paraphrase and summary to direct quotation varies, but don't quote more than 25% to 30% directly. Pick only the quotes that have unique language that vividly convey (as paraphrase cannot) the consciousness of the historical subject.

11/4: "Second" Drafts due to me and peer reviewer. Peer reviews posted by class time on Monday. 15-18 pages with notes. 10%

11/5: Affinity Groups Meet for Discussion of Peer Reviews, and then Reports on Progress

If needed, further conferences with professor, to define plans of revision.

Assignment: Students will be asked to select and report upon one of the chapters in the "Skills Guides" that is most useful for clarifying what good writing is, and what different modes of explanation involve.

Approximate Date: 11/10: Plans of Revision in 1 page bullet point form after feedback from peers and conference with professor. Loose "Revisions Agreement" will provide standard for evaluating the final paper. Repeat: a good grade on the draft does NOT guarantee a good grade on the final paper, though it does suggest you are making good progress. Too many students in the past just replicated flaws identified and apparent in the Draft.

11/12: No Class—Revision of Drafts

11/19: Oral Presentations of Findings DO NOT BOOK THANKSGIVING TRAVEL PLANS THAT CONFLICT WITH THIS CLASS.

11/26: Oral Presentations of Findings

(These are not exhaustive but highlight your best analysis and evidence, and allow for Question and Answer on the Revision Process).

12/6: Final Paper Due at 3:30 PM in My Office 2141 MHRA AND Online in Canvas (Where you should look for feedback through the evaluation rubric for the final paper). This is the absolute latest I can accept these, as I pushed deadlines for other classes forward to accommodate this class. Usually the date of the final exam is when papers are due. Not so here! You have as much time as I can give.

12/7: Peer reviews of final papers due.