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HIS 411A, Fall 2018: Seminar in Historical Research and Writing **“Crisis to Crisis: Cold War, Civil Rights, Vietnam, and Urban Revolt, 1960-1970” (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 relevant historical scholarship. That’s a tall order, but if you break it down, utterly achievable, as over a dozen cohorts that have taken my research classes attest.

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. Research on student learning demonstrates this is among the highest “high impact” educational experiences for those who sustain the commitment. 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.

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.

A Dramatic Decade of Change: 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.” But what really changed? Your answer will depend on your angle of vision and your “frame of reference.”

“The Sixties” has its own scholarly journal, and I think deserves its reputation for being a “tumultuous” if not “transformative” decade (I believe it was both). 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. Much changed to make the U.S. political system, society, and culture more “liberal.” But “liberalism” is not a term that can contain all the long term changes wrought by the conflicts of the decade. A conservative popular revolt against the

Establishment within the Republican Party ended in humiliation for the 1964 Republican presidential candidate, Barry Goldwater. Yet soon, 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. And the war "came home." 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 ongoing debates about affirmative action and abortion.

Broad Course Themes – Keep in Mind as You Pursue Individual Projects that the Class is Your Audience

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.**

The Course Plan:

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. We begin with introductory readings in scholarship that you choose individually, and move to primary document collections on the way to compiling individual working bibliographies. Keep an open mind regarding your final research question, to which you will all commit yourselves on September 28. I will push students toward common understandings of what happened, and clear understandings of how differently you could explain why it happened and what its consequences were. Students will continually practice forming informed questions, then develop individual research questions and an annotated bibliography with the help of the professor and of issue-focused "affinity groups."

Expect to improve your proficiency in speaking, writing, and information literacy, though the planning and production of a 20-22 page research paper. **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. If you have done previous research in any area under the scope of the class, please show me what you wrote.

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 (hence the 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. As long as the "trial subscription" to ProQuest History Vault lasts, along with Archives Unbound, you will have a wealth of digital primary source material to work with!**

A Speaking Intensive Course: Formal University requirements involve repeated practice in oral presentations, with opportunities for feedback from professors and peers. There will be a speaking tutorial. Presentations will count in each of the graded assignments. Don't just come with notes or read your paper. Convey your meanings to your audience.

Required Reading

There is only one common assignment on the first day of shared reading, linked in Canvas.

Over the next three weeks, expect to read: **One book of your choosing** that introduces you to the themes or sub-themes of the decade, **one historiographical review** essay that introduces you to "the conversation" among historians, then **one other book or set of articles** referenced in that historiographical review. This is more specialized work that either covers your topic or represents the kind of writing you would like to do.

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 interfere with a face-to-face class.

Get Help: University Writing Center (www.uncg.edu/eng/writingcenter/; tel: 4-3125): 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.

Office Hours and Appointments: Visit office hours to brainstorm and clarify feedback. **Appointment slots** will be posted and sent via email periodically. 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.

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, 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.

Time Commitment: Generally the University expects two hours for every one hour of class time. **Block that time out in your calendar.** Be clear on the questions we are asking and the results that might satisfy you and others.

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." If you don't hear back from me in 24 hours, please try me again! Use your UNCG account.

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. 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.

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).

FORMAL GRADED REQUIREMENTS

I. Participation in Discussion and Peer Reviews, cumulative all semester. 10%

II. Groundwork: Informed Questions, Historiographical Reports, Book Review, Primary Source Collection Review 20%

III. Proposal and Oral Pitch to Class! 4 page minimum written PLUS 3 page annotated bibliography of primary sources. Total 6-8 pp. SEPTEMBER 30: 10% THE Most important assignment—your roadmap—Professor's 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, stay informed and on topic, and respond to each other as much as to me. Don't be afraid to respectfully disagree, but don't be disagreeable.* Individual projects benefit enormously from group discussion and evaluation by members of smaller "affinity groups." 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 one other 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, August and September, Writing and Speaking, Cumulative Grade 20%

See Canvas for a detailed progression from secondary source readings that gain increased focus, and an important exercise in diving into primary source digital collections, mainly ProQuest History Vault and Archives Unbound.

III. Proposal! 4 page written PLUS 3 p. annotated bibliography of primary and secondary sources. Total 6-8 pp: This is Your Road Map! 10%. Due SEPTEMBER 30, a day ahead of your "pitch" to the class. This is a firm deadline. Those who miss will lose 5 points on their final grade. NINE weeks to final draft.

Write 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, and pertinent to your questions (NOT general summaries). 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.

Rubric and Proposal Guidelines (also in Canvas). 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 9 for peer feedback and discussion November 11. 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

V. Final Draft after Serious Revision, 50%. Due December 12 at 3:30 PM in My Office 2141 MHRA AND Online in Canvas

This assignment includes REVISIONS AGREEMENT sketched with reviewer and professor. I will make as explicit as I can 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. The revisions agreement consists of a rough checklist of intended revisions, which will provide the standard for raising or lowering the draft grade.

Some Rules and Resources:

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

In many cases, Ebooks, review essays, and a good start with primary documents can be found in the sub-folders (Link at top of Canvas Syllabus Page). Browse around! 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, curated by me and past students.

Skills Guides Digitized for You (Google Drive – compendium of pdfs and 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 document through Canvas titled "[Skills Guides Digitized for You By Chapter and Topic With Links.](#)" In addition to assignments in the syllabus, I may require individuals or the class to read selections as I get a clear picture of your proficiencies.

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.** If the reading is long and time is short, *skim* and *scan* for details that answer a question.

Professor Jackson's Downloads from His Year Off and subsequent research trips to DC. On a case by case basis, I can share downloaded digitized material and my own photographs of documents from research trips: *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, and more.*

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.]

8/26: Student Introductions, Course Introduction and Introduction to Sources, Questions, and Methods

Student interviews and introductions. Review of syllabus and requirements. Introduction to suggested research questions. Proficiency profiles reviewed and introduced.

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.

9/2: Labor Day, No Class, But Make Progress Toward Understanding Historical Interpretation and Narrowing Your Topic – Next Week is a Double Assignment Due to Late Start

9/9: History of "The Sixties" – Reports and Writing

1. For Class Discussion: Identifying a Thesis, Finding Critical Frames of Reference

James Patterson, *Grand Expectations*, 15: "The Polarized 60s: an Overview," 442-457.

Tim Lacy, "James T. Patterson's *Grand Expectations*: A 10-Year Retrospective Appreciation and Critical Review," *Columbia Journal of American Studies* (abridged by T. Jackson)

This is a great example of a couple of things: 1. A chapter where an author basically tries to tie threads of his book together around a thesis or framework of explanation, in Patterson's case "*Grand Expectations*" are behind much of the decade's conflict and changing political culture, from Vietnam to welfare rights. Lacy is sharply critical of Patterson's explanatory framework. Why? (Nota Bene: "Frames of reference," or "thesis" are best captured by identifying key words *first*, then finding those examples or areas of life the author sees the concepts to be most powerful in explaining a mystery. In this case, why was one of the most prosperous decades in U.S. history also the most rebellious?)

2. Method, for Discussion: [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.

3. Overview Reading Geared to Informed Questioning: Select 200-300 pages (or more, if you have not been exposed to this history) from approved historical surveys of the era. A. Identify the author's or authors' "frame of reference," which is the basic analytical or explanatory framework for presenting patterns of change and continuity, causation, and contemporary meaning or "lessons" for us interpreting the past and charting the future. In other words, what do they argue? B. Identify two researchable questions from different events, decisions, trends, or movements and pose *informed* questions based on more focused events, persons, or decisions. C. Identify the *sources* that your author based their conclusions upon; find at least one source that they did not consult.

4. Read Ahead in Your Historiographical Essay, Chosen from Canvas list

9/16: Historiography and Your Emerging Focused Problem of Explanation.

Select one or two of the historiographical essays collected in the Google Drive folder. Clarify how different historians brought different frames or reference or interpretations to bear on the decade over time. From the footnotes in these essays, you will **identify and locate a work of scholarship** to review and report on. You may consult book reviews but you must locate the more specialized scholarship and give it critical attention. Read at least 100 pages in something you are pretty sure you want to research further, OR, something that looks like it could be a model for what you might like to write. 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 title "Historiographical Essays By Topic." **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. *Any student whose informal presentation on these "lit reviews" wins over a classmate to the possibilities of changing their topic will receive extra points on participation.*

Method: Marius and Page, "[Basic Principles for History Essays](#)," 9-23. Booth, ch. 5, "[From Problems to Sources](#)."

Assignment: write a book review in context of larger historiography: 400-600 words. List two informed questions that lead further to sources you can find using footnotes or search engines. See Canvas for Rubric.

9/23: Student Commitments to Topics and Questions – Informal Student Reports and Brief Essays on Primary Source Document Collections in Your Area of Interest

See List of Archives Unbound and ProQuest History Vault Document Collections and Sign Up.

Speaking Center Tutorial in Formal Presentations

Continued Professor Demonstration and Scaffolding of Sources and Searching

9/28: Proposal is Due by 11:59 PM, in CANVAS, a day and a half before your pitch to the class, to give your professor and peer reviewer time to read [NB: This is a Saturday night]. (You must submit something. These are subject to my approval before you go to the next stage. I sometimes have to ask students to re-submit within a week. Get your *road map* in the best shape it can be at this point). See detailed rubric.

Key words: Focused, significant, researchable. The rubric will identify ELEMENTS of a great proposal, which can be sequenced as you see fit. But all elements must be present: **hook, topical definitions (who, what, when where), questions, 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.

9/30: Oral Presentations of Project Proposals—Pitching for Research Funding

These will take the form of a "Research Grant Sales Pitch" in which students make the case to the entire class for funding one project (\$50,000) and a "runner up" (\$20,000, play money, of course). **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).

10/7: 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.

10/14: No class—FALL BREAK! Don't lose momentum!!

10/21: Status Updates and Affinity Groups—Reports to Class and 1-2 page Summaries

What to date are your most solid and interesting findings? **1) Analytical:** is your working hypothesis being *confirmed* by evidence you are examining, or *complicated, even contradicted* 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.

Discussion: 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.

10/28: Working with and Citing Sources – Primary Source Analysis of Chosen Documents

Students should be advised that if they wish to have comments on outlines, they should be submitted to me via email in advance of this date. This class is now too large to make outlines a requirement.

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.

Writing Due: 300-500 words, with footnote(s) in which you analyze a primary source from your research, mixing paraphrase, direct quotation of only the most revealing language. Provide **context** that helps your reader understand its full significance (in terms of who it is challenging, persuading, etc.), making clear its explicit meaning (text) and implicit meanings or "silences" (subtext).

11/4: NO CLASS – Work on your Rough "Second" Drafts

11/9: "Second" Drafts due to me and peer reviewer. Peer reviews posted by class time on Monday. 15-18 pages with notes. 10%

Approximate Date: 11/15: "Revisions Agreement" in 1 page bullet point form after feedback from peers and conference with professor. Yardstick 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 without seriously undertaking revisions. Revisions are the defining requirements for Writing Intensive classes.

11/18: No Class – Revisions

11/25: Oral Presentations of Findings – Half the Class will Present – Do Not Book Thanksgiving Travel Yet – All are Required to Attend

12/2: 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).

12/12: 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. GRADUATING SENIORS MUST INFORM ME SO I CAN GRADE YOU FIRST. Grades are all Due Monday at latest but if you are graduating I have only one day to read!!!

12/13: Peer reviews of final papers due. To the greatest extent possible, you should comment on the revisions and achievements of your peer's final version.