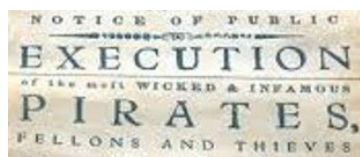


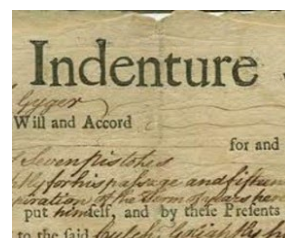
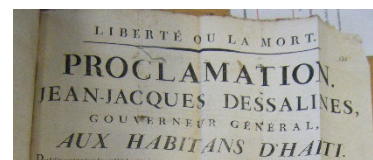
HIS 411C.02: Seminar in Historical Research and Writing In the Wake of Columbus (fall 2022)



Class meetings
Tuesdays & Thursdays 2:00-3:15 pm
MHRA 2204

Professor
Dr. Linda Rupert
lmrupert@uncg.edu
Office: MHRA 2105

Office hours
Wednesdays 10-12 via Zoom
(link in Canvas Menu)
and in person by appointment



COURSE DESCRIPTION

Columbus's arrival in the Caribbean in October 1492 was one of the most consequential blunders in human history, with world-changing ramifications. In this course we will explore a range of primary sources that document the impact of Europeans' conquest, settlement, and transformation of the region, and how historians have interpreted them, with particular attention to the usefulness, limitations, and changing interpretations of the available sources. Each student will identify and delve into a selection of appropriate primary and secondary sources related to a specific theme in early Caribbean history. The major project is to write and revise an original research paper based on a careful reading and critical analysis of these sources, with reference to how different historians have interpreted the material.

REQUIRED BOOKS

- Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. **Tenth edition**. Bedford/St. Martin's Press, 2021.
- Brundage, Anthony. *Going to the Sources: A Guide to Historical Research and Writing*. **Sixth Edition**. Wiley Blackwell, 2018. (Also available as an ebook.)

Both books can be purchased at the UNCG bookstore or from online sellers. **Make sure you have the correct edition and always bring both to class.** Throughout Unit 1 there will also be weekly readings posted to Canvas. In Units 2 and 3 students will work with material that is appropriate to their individual research projects, drawing heavily on library and Internet resources, as well as some common readings.

IMPORTANT DATES

Tuesday, August 16: First day of classes

Monday, August 22: Drop/add ends; last day to withdraw with full refund

Friday, September 23: "Midterm" grades posted (reflecting work through 6th week of classes)

Friday, October 7: Last day to drop a class without penalty of WF

Tuesday, November 2: Draft research paper due

Tuesday, December 6: Final, revised paper due

STUDENT LEARNING OBJECTIVES

Students in HIS 411 should demonstrate mastery of all four of our Learning Goals for History Majors:

- **Historical Comprehension (SLO #1):** Analyze historical duration, succession, and change in terms of human agency and larger systems or structures.
- **Historical Analysis (SLO #2):** Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
- **Historical Research (SLO #3):** Conduct original research by investigating and interpreting primary and secondary sources.
- **Historical Interpretation (SLO #4):** Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing,

ASSIGNMENTS

The major project for this class is production of an original research paper that closely analyzes an appropriate selection of primary sources; situates this material in historical context; and engages with relevant historiography. Conceptualizing, researching, writing, and reworking an original research paper can seem overwhelming, but it is also deeply satisfying—and it's what we historians do!

In Unit 1 we will discuss major themes in early Caribbean history; critically examine the types of sources available; and discuss how historians have interpreted them. Students will review and hone research and writing skills with short weekly assignments, and zero in on an appropriate research topic (SLOs 1&2).

You will build a draft paper throughout Unit 2, via carefully scaffolded assignments. Unit 3 is devoted to revising the draft paper into a final, polished version—a central part of your training (SLOs 3&4)

To pass this course, you must successfully complete all the assignments on schedule, including submitting a full draft and writing a final paper that shows significant reworking of the draft, based on the professor's comments. If you stay on schedule and follow the specifications, you should do well in this course. However, it will be very difficult to catch up if you miss more than one or two classes, or if you get behind in the assignments: your grade will suffer, and you may fail the course. Late assignments will incur a penalty of one letter grade per day.

Grading

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| • Short weekly writing assignments and exercises (Unit 1): | 15% |
| • Scaffolded assignments (Unit 2): | 15% |
| • Draft research paper (End Unit 2): | 20% |
| • Final research paper (End Unit 3): | 35% |
| • Attendance, participation, and presentations: | 15% |

Grading Scale:

A: 93-100	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: 0-59

PLAGIARISM AND ACADEMIC INTEGRITY

By submitting an assignment, each student is acknowledging their understanding of and commitment to UNCG's Academic Integrity Policy: <http://academicintegrity.uncg.edu/complete/>. Quite simply, plagiarism is using someone else's words or ideas without giving them full credit. Plagiarism is a serious academic offense which can result in failing the class or expulsion from the university. **Know the rules. When in doubt, ask!** For more information see the Week 1 Module of Canvas.

COURSE OVERVIEW

You will receive a detailed schedule of readings and assignments at the beginning of each unit.

Unit 1: Getting Started (Weeks 1-5: August 16-September 15)

In this unit you will:

- explore major themes in early Caribbean history, sources, and how historians have interpreted them
- review and practice the major skills needed for writing an original research paper
- identify a topic and appropriate primary source(s) on which to base a research paper

We will have regular class meetings throughout this unit, with readings in primary documents and secondary sources, and some individual meetings as necessary.

Short Weekly Writing Assignments will help students strengthen analytic and writing skills (SLOs 1 & 2). There will also be some *skills exercises* in Canvas. Rampolla and Brundage will serve as important reference tools.

Unit II: Getting it Down (Weeks 6-11: September 20-October 27)

In this unit you will:

- read and closely analyze the primary source(s) you have selected
- develop suitable research questions related to the material
- identify and read an appropriate corpus of secondary literature related to the paper topic, including both narrative and historical interpretation (historiography)
- produce a 12-15 page draft research paper, contextualizing the selected primary source(s) in a wider narrative and beginning to identify larger historiographic (“so-what”) questions

There will be a combination of regular class sessions; individual and small group meetings with the professor; and individualized research time. Reading assignments will focus on material that is specific to each person’s project, with some common readings, as appropriate. Rampolla and Brundage will continue to be vital references.

Weekly Scaffolded Assignments will include deep analysis of the primary documents selected; paper abstract (draft and revisions); annotated bibliography; development of an appropriate narrative based on relevant secondary material; historiographic analysis, and the draft research paper (SLOs 3 & 4).

******* Draft research paper due on Tuesday, November 2 *******

Unit III: Fixing it Up (Weeks 12-16: November 2-29)

The primary task for this unit is to produce the final research paper (approximately 20 pages), which will be a substantial rewrite of the draft paper (SLOs 3 & 4). It should address all the professor’s comments on the draft and incorporate a balance of the following three elements:

- in-depth, original analysis of primary material
- historical narrative to provide appropriate context
- engagement with one or more relevant historiographic issues

There will be a combination of regular class sessions, individual and small group meetings with the professor, and individualized research time. Additional readings, as needed, will be specific to each student’s project.

******* Final, revised paper due by Tuesday, December 6 *******

CLASS ETIQUETTE, COMMUNICATION, ATTENDANCE AND MEETINGS

Due to the medical vulnerability of several people in this class (including myself), please wear an N-95 mask or equivalent and keep it over your nose and mouth at all times while you are in the classroom or a meeting. Please do not bring food or drink to class.

We will communicate regularly in this course via Canvas and our UNCG e-mail accounts. Check both regularly. Feel free to e-mail me with any questions or concerns (lmrupert@uncg.edu). You should expect to hear back within 24 hours, unless: 1) it is the weekend; or 2) you receive an automatic “out of office” reply. It is your responsibility to make sure that the communication is successful and that all material gets to me on time.

Students are expected to be punctual, prepared, and attentive in class and in meetings, and to participate actively in discussions. You are allowed two unexcused absences in this course; for every class or meeting you miss thereafter your participation grade will be lowered by five points. Let me know immediately if you have an emergency, illness, or other issue that requires accommodations.

Individual and small group meetings are central to this course. It is your responsibility to attend scheduled meetings, and to be punctual and prepared. If you must cancel due to illness or an emergency please contact me immediately and reschedule promptly. Missing a scheduled meeting, being unprepared, or arriving more than 15 minutes late will count as an absence. Because I schedule meetings back-to-back, arriving late will limit the time we have to discuss your project or concerns.

UNCG POLICIES

Please see the syllabus page in the course Canvas site (Week 1) for full information about UNCG policies related to Covid-19, ADA & OARS, attendance at university-sponsored events, religious observations, and other important information.

IMPORTANT UNCG RESOURCES

These are your go-to sources for specific problems and issues. Expert help is just a click away!

[History Department](#): Browse our [Website](#) and [Facebook page](#) for information about upcoming events.

[The Writing Center](#): Excellent resources and guidance for all types of writing assignments.

[Information Technology Services \(ITS\)](#): Your source for all tech problems!

[Student Health Services](#): Free, confidential support for a variety of health issues.

[Counselling Center](#): Take good care of your body **and** your mind! Both are feeling the stresses of the times.

[Students First Office](#): Your one-stop resource for a variety of support services to ensure academic success.

[Dean of Students](#): Supports students in a wide range of situations, including crises and emergencies.

[Office of Student Rights and Responsibilities](#): Provides information about expectations for student conduct, academic integrity, appeal procedures, due process, and more.