

**History 201 Introduction to Historical Methods MASTER with corrections
Fall 2012 Course No. 11928**

Tuesday and Thursday 1:30-2:45 BAL 2058

Professor L. M. Lees BAL 8020

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Office Hours Tuesday, 3:00 to 4:00 and by appointment

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All students are responsible for all information and requirements contained in this syllabus and for any additional information distributed orally, in handouts, via email or posted on Blackboard. All students must activate their ODU email account and Blackboard account and check them regularly for announcements, clarifications, suggestions, etc. University policy demands that all email communications with the professor must be conducted through the ODU email or Blackboard accounts. Please list the course name in the subject line. Emails from private accounts will not be acknowledged.

Please note: This syllabus and all other course material will be posted on Blackboard under Assignments. Other communications will be posted on Announcements or through email.

Course Description: History 201 is a research methods class for history majors and for students in other programs who take upper level History classes. It focuses on building basic skills for conducting historical research and includes guidance on locating, utilizing, and evaluating sources. The course examines the methods and tools of historical analysis and explores the mechanics of research presentation and historical writing to help students prepare for successful completion of upper-division History requirements. History 201 also provides a brief introduction to historiography and examines ethical issues related to historical research and writing. Written assignments are plentiful and all due dates are absolutely firm. Regular attendance and diligence in completing assignments are mandatory for successful completion of this class.

Office Hours: Office hours are posted above. If you experience difficulty with the class, contact me as soon as possible. Email is also a good way to ask questions, express concerns, etc.

Required Readings:

1. Books (available in the University Bookstore)

a. Conal Furnay and Michael J. Salevouris, The Methods and Skills of History, A Practical Guide 3rd ed. ISBN 978-0-88295-272-7

b. Robert H. Abzug, ed., America Views the Holocaust: A Brief Documentary History, Bedford/St. Martin's 1999 ISBN: 0312133936

c. Kate Turabian, A Manual for Writers of Term Papers, Theses and Dissertations
7th ed

*****Students must use only the books and editions specified. No accommodations will be made for any other editions. The Methods book is a workbook, but the answers to the Methods workbook assignments will be typed separately and submitted. *****

2. Other Material

A variety of handouts may be posted on Blackboard and are also required reading.

Recommended:

1. a dictionary and thesaurus (on-line editions available with word processing packages are rarely adequate). Proper spelling and grammar, and polished writing are essential for all written assignments;

2. consult the ODU Library Web Page; the Research Assistance page contains valuable material that will help you in this class. The Tutorials and How-To section of the page has a link to Hist 201 sources; to a subject guide for History; and to a variety of on-line tutorials. When in doubt, consult a librarian, but your work must be your own. The "I can't find it" excuse is not acceptable.

NOTE: The Chicago Manual of Style, on which Turabian is based, is available in the Reference section of the library and should be consulted for additional citation information if needed.

Attendance and Classroom Behavior

Students are required to attend class regularly, to be on time, to remain in class until the class is dismissed, and to participate in class discussions. Students are responsible for all class material and must meet all assignment deadlines. Role will be taken. Excessive absences will lower a student's final grade. While in class, students should be attentive to the lecture, and to class proceedings.

The use of laptops is not permitted for any reason other than a documented medical condition. All cell phones and other electronic devices must be turned off and put out of sight during class. Consistent lateness and other disruptive or uncivil behavior (talking during the lecture, texting, doing work for another class, sleeping, leaving class before the end of the period for anything other than an emergency) will also not be tolerated. EATING DURING CLASS IS NOT PERMITTED; DRINKS MUST BE IN CLOSED CONTAINERS. All personal business must be concluded before class begins. Once the classroom door is closed, students will not be admitted.

Written Assignments:

1. All assignments must be completed as instructed to earn credit for this class; failure to complete any assignment will result in an automatic grade of F for the entire class. The only exception is exercises done in class from the Methods book; these exercises cannot be made up; absences will simply mean a loss of those points. Students may not collaborate in any way on any assignment; collaboration will be viewed as a violation of the honor code.
2. All written assignments, unless otherwise specified, are to be typewritten and double spaced and printed on **ONE SIDE** of the page (only the **New York Times** assignment may be printed on both sides). Any assignment that is designed to be handwritten (such as the **New York Times**) must be written in INK.
3. All papers must be secured with a paper clip or staple; loose pages will **NOT** be accepted (the only exception are the workbook assignments done in class); folding over the corners does not count as “secured.” Additional instructions may be given for each assignment during class or on BlackBoard. Assignments are explained below.
4. All assignments are due **IN HARD COPY** and **DURING CLASS ON THE DATE INDICATED**. Papers submitted outside of class will lose ten points; an additional ten will be subtracted for every day the paper is late. Late papers must be submitted to the History Office to be dated and stamped; the burden of proof is on the student. No paper will be accepted after the assignment in question has been graded and returned. In class exercises can only be completed in class.
5. E-mail submissions are not acceptable. In case of an emergency, students may submit an assignment via email to demonstrate that it has been completed, but the paper must be submitted in hard copy to be graded.

List of Written Assignments:

1. Methods assignments; see class schedule for instructions and due dates.

2. New York Times microfilm assignment; the form is posted on Blackboard under Assignments; print it out, complete it IN INK or TYPE it and submit it on **Thursday, September 6.**

3. Article Review: Due Thursday, September 27 , two to three page essay

One of the skills that a historian must possess is the ability to read a secondary source, extract its essential points and judge its merits. This exercise in writing a review of a journal article from any **2011 or 2012** issue of The Historian is designed to teach you that skill in regard to secondary sources. The journal is available in the ODU Library, in both a paper copy and online. The paper must be footnoted and contain a bibliography and all proper rules for notes and bibliographies must be followed. In your TWO to THREE page review do the following:

- a. put your name at the top of the page;

b. type the review, double- spaced, printed on one side of the page only, with proper margins and with appropriate footnotes; be sure to have an introductory and an concluding paragraph;

c. attach a works cited (bibliography) page listing the article in proper bibliographic form.

Note: there are four issues of The Historian published each year: Winter, Spring, Summer, Fall; for this assignment, read ONE article from ONE issue. You will be reviewing the article as a work of scholarship. In the paper, identify the title and author of the article; discuss the main thesis, the points and evidence used by the author to prove his/her thesis; and the value of the article in understanding the issue in question.

Note: the thesis of an article is not the same as the subject of an article; the subject or topic is what the article is about; the thesis is what the author argues or proves or asserts). There is a sample review link on the Library Research Assistance page noted above).

4. Conflicting Interpretations Robert Abzug, America Views the Holocaust, 1933-1945 Due Thursday, October 11

The paper must be five typewritten pages, double spaced and printed on one side of the page with footnotes. No bibliography is required

Content: In his Introduction to America Views the Holocaust, Robert H. Abzug asked what Americans knew about the Holocaust, and how they responded to it. In his Epilogue, he reviewed the various answers that historians have given to those questions. In the body of the book, he provided documents that enable the reader to answer those questions on their own. In your essay, briefly review the issues Abzug raised in the Introduction and the main interpretations given to the American view of the Holocaust by the historians he looked at in the Epilogue. Then analyze the documents in the book to arrive at your own interpretation of the question of how Americans viewed and responded to the Holocaust. You need not use every document, but you must use a fair selection and prove whatever points you choose to make. In your conclusion, indicate which of the historians' interpretations your own views most resemble.

Please note: Do not go through the documents by rote, but use them as sources to prove whatever point you want to make. Be sure to refer to the ones you use in your text, and to footnote them properly, according to the instructions given in Turabian. Your essay must be based on the documents, not on the introductions to them provided by the editor. Do not use any sources other than the Abzug book for this assignment.

Instructions for Footnotes

1. For the book as a whole:

a. Robert H. Abzug is the editor of the book; the book is in a series; you need the title of the series but you need not include the name of the series editor.

b. Use the appropriate form from 17.1.1 and 17.1.5 in Turabian.

c. After you cite the book in full the first time, use the short form for the book for all subsequent notes, regardless of the part of the book you are citing. The short form is the last name of the author and a short title. (see numbers 2 and 3 below)

2. For all parts of the book, (Introduction, Epilogue, and documents):

a. cite them as contained in 17.1.8, Chapters and Other Titled Parts of a Book, Parts of Edited Collections. See the example on the top of page 179. Remember to use the short form for the book after the first citation of the book, but to give the full information on the chapter or document :

John Jones, “No Change in Immigration,” in Abzug, America Views, 27.

In other words, once you cite the full book once, you do not do that again since you will use the short form; each new author and document, however, must be cited fully the first time they are mentioned.

b. Abzug is both the editor of the book, and the author of the Introduction and the Epilogue; you still must list him as both author and editor

Robert H. Abzug, “Introduction,” in Abzug, American Views, 12.

3. if you cite a document more than once, you may use a short form for that as well, after the first full cite :

Jones, “Immigration,” in Abzug, America Views, 16.

5. Using Primary Documents: Harry Truman’s World War I. Due on Thursday, October 18 The paper must be four typewritten pages, double spaced and printed on one side of the page with footnotes and bibliography.

The documents, which consist of Truman’s letters home from the battlefield in September, October and November of 1918, are available via The Harry S. Truman Library and Museum at <http://www.trumanlibrary.org/>; click on to Documents; click on to World War I and scroll down to September, October and November, 1918. Or use this direct link: http://www.trumanlibrary.org/whistlestop/study_collections/ww1/.

Content: For this assignment, you will read the letters specified and write an account of Truman’s experiences in the closing months of WW I, using **the letters as your evidence**. You will craft your own thesis and narrative and prove whatever argument you wish to make, based on the letters, but be sure to consider the following points and address them in your paper:

What do the letters tell you about the living conditions of Truman and the other soldiers; what is Truman’s attitude toward the enemy; what are the home front activities of the people to whom Truman is writing. What do the letters reveal about Truman’s future plans? What impact do you think the war had on Truman’s character?

Instructions: Primary documents are excellent sources for historical research, but historians, when using such evidence, must be aware of the identity of the author, the significance of the date, and the context and purpose of the documents in question, in

order to ascertain their usefulness and validity and to write a full and accurate account of the events they depict. Some information can be found in the document itself (we call that internal evidence) but some must come from outside research (we call that external evidence).

As you see in Lees's Laws, all persons must be identified fully when you write about them; if you are not familiar with the context of the letters, or the names and issues mentioned, you may conduct additional research **only** for that purpose. Note that footnotes are provided at the end of the letters section which identify many of the people named, but your paper should provide a bit more information on Bess Wallace, the battles Truman mentions, and the stage of the war in which he is participating. General, factual, background information (such as the dates or locations of the battles he mentions) that can be found in a textbook or encyclopedia need not be footnoted. More detailed information, as well as the letters themselves must be footnoted and the instructions are given below. The point of the assignment is for you to interpret and analyze this material on your own, using the documents in question and the information you have (I will provide some background in a class lecture).

Note: Footnote and bibliographic information can be found in Turabian for manuscript and online collections (for manuscript collections see 17.6.4, pages 196-198; for electronic sources, see 17.7.1, page 198).

**6. Research Paper Proposal with Bibliography: Also see Numbers 8 and 9 below:
Due Thursday, October 25**

Your term paper will be based on materials held in the ODU Library Special Collections and deal with a 20th century topic or individual. We will spend one class period in Special Collections learning about the holdings of primary source materials there. Secondary materials that will help provide background for your topic or individual will be identified as well. An important part of historical research is the art of determining a workable topic; the Special Collections librarian and the professor will assist you, but ultimately you are responsible for making your own choice of subject matter for your paper, which must be based on Special Collections material. In addition, it is imperative that you carve out the time to do research in Special Collections, which is open **ONLY** from 9 to 4:30, Monday through Friday.

The paper is due in three stages: a proposal and bibliography; a first draft and a final draft; see 7 and 8 below for information on the draft and the final paper.

For the proposal and bibliography:

In at least 2 typewritten pages, name your research paper topic; provide a tentative outline of what you will cover and prove; name the collection(s) you will use in the body of your proposal, and attach a formal bibliography on a separate page with citations for the collection(s) and other sources you will use. The other sources should be material you have already consulted and which you know will be useful.

Note: A sample bibliography is in Turabian on page 401.

7. Triangle Fire paper: Due, Tuesday, October 30, four to five page essay

Historical treatments of the Triangle Fire include many of the perspectives examined in this class. The Fire can be studied from several perspectives, including women's history, labor history, immigration history, and economic and political history. Since many of the primary documents involve eyewitness's accounts, photos and news articles, issues of memory and interpretation also come into play. In addition, a recent documentary film marking the 100th anniversary of the Fire allows us to ponder the role of media in the retelling of the past. For this assignment, you will view the documentary film, available on the *PBS American Experience* webpage at

<http://www.pbs.org/wgbh/americanexperience/films/triangle>

You will also review the other materials available on the webpage (news accounts, biographies, etc.). The point is to treat the webpage as though it were an archive on the Triangle Fire and to provide an evaluation of it as a source for historians.

In a four to five page paper, typed and double spaced, provide an evaluation of how this archive, consisting of a webpage and a film, tells the story of the Triangle Fire and how the webpage and film relate to the issues raised in the relevant Methods chapters. Be sure to cover these points in your evaluation:

a. What picture do the newspaper accounts on the webpage give of the background to the Fire, the Fire itself, and its aftermath? How accurate an account could you write using only this material? Should a historian exercise any caution using this material?

b. How useful are the Biography segments? Which would be most useful to historians of women's history? Economic history? Labor History? Immigration History? How would those historians use this material?

c. What does the film add to the story? What does the film do that the other sources do not?

d. Is there anything missing from the PBS Triangle Fire collection that would add to our ability to write an account of this episode? Take a brief look at the Cornell University Webpage on the 100th Anniversary of the Fire at

<http://www.ilr.cornell.edu/trianglefire/index.htm>

Are there any primary materials there that are missing from the PBS page that you think would be useful?

e. What does the interview with Kristen Downey on the PBS page tell you about the relevance of this Fire to later events?

f. Why do you think the Triangle Fire continues to hold our interest one hundred years later?

Please note: your paper must be in essay form, with an introduction, a body that covers all of the necessary points, and a conclusion. Footnotes are not necessary; just refer to the material as you evaluate it in the body of the paper.

8 and 9. Research Paper based on a 20th century topic from the ODU Special Collections material: First Draft due on Thursday November 8; final paper due Thursday, December 13.

Each student will write an 8-10 page (2000-2500 words, exclusive of notes) term paper on the topic or individual selected. The paper should have 1-inch margins, blue or black ink, 11 or 12 point type, and must have footnotes in Chicago style.

The first draft should be as finished and polished as possible, and must conform to all instructions. If the corrections specified on the first draft by the professor are not made by the student in the final draft, the grade for the final paper will be lower than the grade for the draft. The returned draft with the instructor's comments must be handed in with the final paper, so that the professor can be sure all of the corrections have been made. No final paper will be graded unless it is accompanied by the first draft.

Oral Presentation: Each student make an oral presentation of their research during the final class meetings of the semester. This presentation should run between 9-11 minutes; presentations shorter than 9 minutes will be penalized as will presentations longer than 11 minutes. Each student should prepare their presentation well enough in advance to allow some practice runs. I recommend that you either write out and read your presentation – the method common to scholarly conferences—or create a PowerPoint presentation that is long on content and short on flashy bells and whistles. There is no grade advantage to either method—you should choose what works best for your particular topic. A Norfolk architectural topic would be an obvious candidate for PowerPoint, while a mini-biography might not.

10. The Final Research Paper: Due Thursday , Deceember 13, at 1:30am in BAL 2058.

Style Guidelines (Lees's Laws)

Note: each professor may have his or her own guidelines for individual classes. The guidelines listed below are required by Dr. Lees for **all** written assignments, unless other instructions are given.

Note: Correct spelling and proper grammar are essential in all written work. Papers must be typewritten in a standard font (10 to 12 point) and double spaced, with proper margins. All printed work must use only ONE SIDE of the page and must be secured with a paper clip or staple. Additional instructions on footnoting will also be distributed.

1. Use the **simple past tense** and formal language (no slang or colloquial expressions).
2. Avoid the passive voice.

e.g. The blockade was designed to force the Soviets to make concessions.

Instead, use a subject, an active verb with simple past tense and an object

e.g. Kennedy used the blockade to force the Soviets to make concessions.

3. Avoid biased language (unless it is in a quote).
e.g. substitute "humankind" for "mankind"; do not use the generic "he" or "she" unless the reference indeed applies only to men or only to women.
 4. Use quotes from primary sources judiciously and only when the very words written or said are important in and of themselves; otherwise paraphrase.
 5. In a research paper NEVER quote from secondary sources; paraphrase! If an assignment calls for an analysis of a secondary source, it is acceptable to quote from that source.
 6. Do not use textbooks as sources for anything other than background and general knowledge, unless they are specifically required as part of the assignment; they have no standing in notes or bibliography and should not be quoted or footnoted.
 7. Use block quotes very rarely.
 8. Always identify people and organizations fully the first time they are mentioned; if an abbreviation will be used subsequently, include that in brackets with the first mention.
e.g. Secretary of State John Foster Dulles (the first time)
Dulles or Secretary Dulles (thereafter)
National Security Council (NSC) (the first time)
NSC (thereafter)
- Do not refer to historical figures by their first name.
9. Avoid such words or expressions as felt or at this point in time or the use of impact as a verb.
 10. Do not use headings such as Introduction or Conclusion or numbers to identify different sections of your paper. Separate the introduction and conclusion from the text by two double spaces.
 11. Do not assign cosmic significance to your paper; stay with the issue and time period in question. In your conclusion you may add a few sentences about subsequent events, but do not make the mistake of claiming that your tiny topic was the decisive event that dictated future events. History is a child with many parents.

Note: Turabian does not give an example of how to list a book review in a bibliography, so here is a sample.

Smith, Francis. Review of How to do Footnotes, by I. M. Ascholar. Journal of Pedantry 36, no.2 (September 2001): 423-424.

Honor Code

The Honor Code applies to all work done for this class. Any violation of the code, even one as minor as the accidental omission of quotation marks, will result in a failing grade for the assignment in question. All work is to be done by each student on their own; the professor reserves the right to view any collaboration as a violation of the Honor Code. Plagiarism in any form is not acceptable. Any student violating the rules specified below will receive a zero for the assignment in question and may be subject to disciplinary action by the university. For more information see:
<http://al.odu.edu/al/resources/undergrad.shtml>.

About Plagiarism: A Guide for College of Arts and Letters Students¹

What is plagiarism?

The ODU *Catalog* defines plagiarism as follows: “A student will have committed plagiarism if he or she reproduces someone else’s work without acknowledging its source; or if a source is cited which the student has not cited or used. Examples of plagiarism include: submitting a research paper obtained from a commercial research service, the Internet, or from another student as if it were original work; making simple changes to borrowed materials while leaving the organization, content, or phraseology intact; or copying material from a source, supplying proper documentation, but leaving out quotation marks. Plagiarism also occurs in a group project if one or more of the members of the group does none of the group’s work and participates in none of the group’s activities, but attempts to take credit for the work of the group.”

Hints for Avoiding Plagiarism:

* *More than three words copied in sequence is plagiarism.* This is ordinarily a good yardstick to use when wondering whether or not quotes are appropriate; they are, if you are copying more than three words in sequence that are not part of a common phrase (e.g. “up-to-date”).

* *One source is not “common knowledge.”* Common knowledge does not require citation. But something is not common knowledge if you have found just one source for the information.

* *When in doubt, cite!* If you have any doubt about whether or not to cite a source, err on the side of making the attribution.

* *If your co-author sounds surprisingly eloquent, make sure the contribution is his/her own.* We often work in groups and co-author papers and projects. You should ask the question of your co-author if you doubt the work is his/her own. In group work, you are responsible for the project/paper in its entirety.

* *Look away.* When you are writing, do not have open books or papers in front of you as you type. Read your sources, and then put what you have read into your own words.

* *Writing is hard work.* Paraphrasing is relatively easy, writing is hard. Learning to be a good writer is part of what your college education is about. Staring at an empty screen does become less daunting over time!

* *Just because it’s on the Internet, doesn’t mean it’s yours.* The Internet is a fantastic resource and search engines are terrific research tools. But what you find on the Internet was written by someone. You must cite Internet web sites, and if you use a quote, use appropriate quotation procedures.

* *Paraphrasing is more than changing a verb tense or reordering a list.* Essentially, paraphrasing is used to summarize another author’s text. A paraphrased passage must be cited.

* *Use a Style Guide.* Purchase a style guide and refer to it. Your instructor may suggest one that is specific to an academic discipline. You may also ask a reference librarian for recommendations.

¹ This information is adapted from a guide developed by Old Dominion University’s College of Business and Public Administration.

The High Cost of Plagiarism

Plagiarism can ruin your reputation and cost you your professional career, along with the respect of your peers and family. Plagiarism at Old Dominion University is an act of academic dishonesty that has serious consequences. Note that plagiarism is specifically covered in the ODU Honor Pledge. Refer to your course syllabus and the Student *Handbook* and the Office of Student Affairs for details about sanctions and penalties for this behavior.

Final Grades are earned according to the following point system.

A 1000-925
 A- 924-890
 B+ 889-860
 B 859-820
 B- 819-790
 C+ 789-760
 C 759-720
 C-719-680
 D+ 679-650
 D 649-610
 D- 609-580
 F 579 and below

Points will be allocated as follows:

NYT Microfilm Exercise	50 points
Paper Proposal with Bibliography	50 points
Methods book exercises/Class participation	100 points
Holocaust paper	100 points
Truman/Letters paper	100 points
Article review	100 points
Triangle Fire	100 points
Research Paper First Draft	100 points
In class Paper presentation	50 points
Research Final paper	250 points

Schedule of topics and readings

Bring Turabian and the Methods book with you to class every day; read all assignments before the class period when they are due to be discussed. The class participation grade depends on participation, not simply attendance.

Week One

August

28 Introduction and Overview

30 History and Historians

Readings: Methods, chapters 1, 2 and 13; **the Puzzle Exercise on page 240-241 will be done in class**

Discussion Questions: what is History; what are the uses that History has been put to throughout the centuries; what are the different approaches that have been taken to the study of History?

September

Week Two

4 Doing History; Researching and Evaluating Sources

Readings: Methods, chapter 9, Evidence
Exercises 1 to 4 in Set A, Primary Sources in Methods, pages 147-156 will be part of the class discussion

6New York Times Microfilm Assignment Due in Class, September 6****

Basis of class discussion

Week Three

11 Session in Special Collections, third floor in ODU Library

Ms. Yaco, the Special Collections Librarian, will have the following boxes arranged on the table. Sit at a table whose contents interest you.

- Records of Florence Crittenton Home. Topics - Women: birth control, prostitution 1890s- 1970s
- Papers of G. William Whitehurst Topics - Politics: military, 1960s – 1980s
- Records of Norfolk Division and Old Dominion College Topics -Military: teaching 1930 – 1960s
- Papers of Dr. Marvin Lee: Topics - Hampton Roads redevelopment 1940s – 1960s
- Norfolk Public Schools Desegregation Papers: Topics - education, politics, desegregation- 1950s – 1980s

DO NOT MISS THE CLASS

13 How to Use the Library and Locate Sources

Reading: Methods, chapter 6, Libraries Real and Virtual, pages 77-87 (exercises on pages 90-93 will be submitted in class on September 18—see below)

In-class tutorial by Dr. Lees on how to use the library

DO NOT MISS THIS CLASS

Oral History—

Reading: Methods, chapter 10 , chapter 7, pages 112-113

How to frame a Question

Reading: Turabian, chapters 1,2,3.

Week Four

18 ***Hand in chapter 6 Set A exercises 2 and 3, pages 90-93 on September 18 in class. Retype questions and answers on separate sheets. Assignment must be submitted in class to be graded*****

How to Read History, Find a Thesis, Judge an Interpretation, and Take Notes

Readings: Turabian, chapter 4; Methods, chapter 7, Reading History and chapter 11, Interpretation (exercises on pages 192-194, and 195-197 will be submitted in class on September 20—see below)

; Methods, chapter 6, Libraries, pages 93-97

Note taking, Set A Exercise 4, Notetaking on pages 93-97 of the Methods book will be done in class

(Prep for Article review assignment)

20 ***Hand in chapter 11, Set A exercises 2, pages 192-194 and exercises 4, pages 195-197 on September 20 in class. Retype the answers on separate sheets. Assignment must be submitted in class to be graded******

Citing Sources, Writing a paper and avoiding Plagiarism

Readings: Turabian, Manual, chapters 15,16,17; all of Part III, especially chapter 25; Methods, chapter 12, Writing the History Paper

DO NOT MISS THIS CLASS

Week Five

25 The nature of History; History as Reconstruction

Readings: Methods, chapter 2, The nature of History

Readings: Methods, chapter 14, History and the Disciplines

Exercises 1,2 and 3, pages 249-256 in chapter 14 will be part of the class discussion.

Historical Thinking: Continuity and Change and Context

Readings: Methods, chapter 3, chapter 4, and chapter 5, Historical Thinking

Set A, Exercise 1, pages 30-33 in chapter 3; Set A, Exercise 2, pages 52-54 in chapter 4 and Set A., Exercise 1, pages 65-68, in chapter 5 will be done in class

27 Article review DUE**Thursday, September 27******

basis of class discussion

October

Week Six

2 background lectures for Holocaust, and Truman and Triangle assignments

Readings: Methods, chapter 8, Film

4 In class discussion of America Views the Holocaust

Week Seven

9 No Class Fall Break

11***Holocaust paper due, Thursday, October 11*******

Basis of class discussion

Week Eight**16 Genealogy: How to do a Family Tree****18 ****Truman WW I Letters Paper Due****Thursday, October 18**

Basis of class discussion

Week Nine**23 Prep for Research Paper Proposal and Paper Draft****25 *** Research Paper Proposal and Bibliography Due in Class, Thursday, October 25*****

Basis of class discussion

Week Ten**30 ****Triangle Fire Paper Due in class, Tuesday, October 30******

Basis of class discussion

November**2 NO class Meeting; individual consultations in professor's office for First Draft of Research Paper; Students not scheduled to meet with the professor should be working on their papers in Special Collections****Week Eleven****6 NO class Meeting; individual consultations in professor's office for First Draft of Research Paper; Students not scheduled to meet with the professor should be working on their papers in Special Collections****8 ***Research Paper First Draft Due in class, Thursday, November 8*******Week Twelve****13 Draft returned****15 NO Class meeting: Individual Consultations in professor's office (students who do not meet with the professor are expected to spend the class period in Special Collections)****Week Thirteen****20 No Class meeting: Individual Consultations in professor's office (students who do not meet with the professor are expected to spend the class period in Special Collections)****22 Holiday No Class****Week Fourteen****27 Presentations**

29 Presentations

Week Fifteen

4 Presentations

6 Presentations

*******Final Research paper Due: Thursday, December 13 at 1:30 in class*******

PLEASE NOTE: THIS SYLLABUS IS SUBJECT TO CHANGE DUE TO WEATHER EMERGENCIES, OR OTHER RANDOM EVENTS.

8-11-12