

History Seminar - 490
Fall, 2009

Professor: Dr. Kerry E. Irish

Phone: 2672

Office: Center House

Hours: Hours: T, U: 8-9 a.m. MW: 8-8:30, 9:30 to 10:00 a.m., and **by appointment.**

History Seminar is designed to accomplish two purposes: 1) to teach students how to do professional quality research and writing, 2) familiarize students with the major themes in American historiography (the writing of American history).

In accomplishing the first task the student will write a major research paper. In the process of writing this paper we will discuss the location of historical records, how to do research, how to record and store your findings and, of course, how to convert your research into a readable treatise.

In regard to the second goal I will assign readings which explain how historians have interpreted our past along with samples of those interpretations. Having read these articles we will convene on 4 separate occasions for discussions. During the discussions there is no reference to the book or notes allowed.

Requirements:

Each of you will research and write a scholarly paper of approximately 15 pages. The paper cannot be longer than 16 pages, nor shorter than 15; papers which violate this rule are penalized 10 points per page regardless of whether they are long or short. The paper must rely substantially on primary sources (to be explained later) and conform to the specifications set out in Kate L. Turabian. [A Manual for Writers of Theses and Dissertations](#). **Papers which do not so conform will not be accepted.** Your grade will be determined not only by the quality of the finished product but also on your understanding of research techniques.

You will have the opportunity to make corrections to the first draft of your paper after I have read it and made my comments. However, the most one can expect to improve one's grade on the final draft is one letter grade. Therefore, do an outstanding job on the first draft. The first draft will be turned in with the final draft so that I can make comparisons. In addition, the student will write a 1-2 page summary of the changes made for the final draft and turn that summary in with the final draft, along with the grading sheet.

Read the assigned chapters of Grob and Billias and come to class on the appropriate day ready to discuss the reading. You will want to: be aware of the

chapter's primary theme, the names of the more important historians discussed, and their opinions regarding the theme. Motivation to excel in these discussions is found in the following: a desire to demonstrate knowledge in the field you have chosen as your area of expertise in this life. Then, of course, there is the desire to score points. If you do not take part in the discussion in the first 15 minutes or so, I will call on you.

In regard to motivation, the professor awards up to 30 points for each student in each discussion. There are 4 discussions. Total possible points for the discussion aspect of the class are 120. The discussions, then, account for about 40% of your grade for the course. The discussions are "closed book" affairs; no reference to written sources is allowed.

Finally, there is a 50 point multiple choice exam on the 87 pages of reading assigned in Tuchman. The purpose of this reading is to give you another perspective, besides my own, on "how history is done." I think you will find Tuchman insightful, engaging, easily understandable, and ultimately rewarding.

Textbooks:

Grob, Billias, and Couvares, *Interpretations of American History to 1877*, Seventh Edition.

Grob, Billias, and Couvares, *Interpretations of American History Since 1877*, Seventh Edition.

Tuchman, Barbara, *Practicing History*, New York: Ballantine Books.

Highly recommended:

Gordon Wood, *The Purpose of the Past*.

Important Note: No Japanese internment papers.

Grading:

Formal Discussions (4)	120 points
Wood Discussions (2)	40 points
Tuchman Test	40 points
Paper:	200 points
Total:	400 points

A's are awarded at 90%, B's at 80 % etc. Plusses and minuses are awarded at the 2's and 8's. i.e. 81% is a B minus, 88% is a B plus.

Class Calendar

- Aug. 31: Course Introduction; Seminar: Research Topics.
- Sep. 2: Seminar: Research Methods. Have Tuchman read through page 44.
- Sep. 4: Lecture, The Meaning of History, have Tuchman read, 45-90.
- Sep. 7: Topic consultation at my house.
- Sep. 9: Serve Day.
- Sep. 11: Discussion #1: The Constitution: Conflict or Consensus?
- Sep. 14: Lecture Twelve Stones.
- Sep. 16: Test on Tuchman, pages 3-90.
- Sep. 18: No class, **turn in choice of topics and plan for research to my office mailbox at High Noon, turning in the plan late results in a 5 point per day deduction from the total paper grade.**
- Sep. 21: Work on your papers.
- Sep. 23: Discussion #2: The Civil War.
- Sep. 25: Work on your papers.
- Sep. 28: Work on your papers.
- Sep. 30: Wood Discussion #1.
- Oct. 2: Work on your papers.
- Oct. 5: **Turn in paper outline with research cited to my office. Turning in the outline late results in a 5 point per day deduction from the total paper grade. There is no class today.**

The paper outline should be 1-2 pages long. Each of the points in the outline should reference the sources or sources from which you drew the point. It might look like this:

- I. Jimmy Carter's foreign policy based on humanitarian principles (Carter memoirs, p 65).**

A. Carter's humanitarian foreign policy directed toward the Soviet Union (State Dept memo, August 15, 1977, Carter papers).

- Oct. 7: Bring the first page of your paper to class today. Bring the first page of your paper to class today.
- Oct. 9: Mid-semester holiday.
- Oct. 12: Bring the first page of your paper to class today. Bring the first page of your paper to class today.
- Oct. 14: Discussion #3, American Imperialism: Economic Expansion or Ideological Crusade?
- Oct. 16: Work on your papers
- Oct. 19: Work on your papers.
- Oct. 21: Wood Discussion #2,**
- Oct. 23: Work on your papers.
- Oct. 26: Work on your papers.
- Oct. 28: Work on your papers.
- Oct. 30: Work on your papers.
- Nov. 2: PAPERS DUE in my office at High Noon, late papers lose 5 points for each day they are late**
- Nov. 4: No class. Start revising your paper even though you don't have it back yet. Every paper's prose can be polished and you all know where some of the problems are in your papers. You don't need me to tell you.
- Nov. 6: Discussion 4: The New Deal: Revolutionary or Conservative?
- Nov. 9-13: Work on revising your paper.
- Nov. 16-20: Work on revising you paper.
- Nov. 23-27: Thanksgiving Holiday and work on revising your paper.
- Nov. 30: Work on guess what? You got it!

- Dec. 2: FINAL DRAFT DUE. Turn in to my office or history office by **High Noon. Late papers will not be reviewed for raising the original grade.**
- Dec. 4-11: No classes, If you do not feel you have earned this week off, read Richard Norton Smith's Biography of George Washington entitled *Patriarch*.

History Seminar Paper Grading Form

Research (35%):

Sources cited to prove points, (1-20): _____

Sources consulted and used appropriately, (1-50): _____

Writing (30%):

Sentence structure, wording, paragraphing, spelling (1-40): _____

Technical form: title page, margins, font size, footnotes,
page numbers, bibliography. - (1-20): _____

Thesis structure, (10%).

Clearly stated and well conceived. (1-20): _____

Subject well developed throughout essay,
History is accurate. (25%, 1-50): _____

Total and Grade (200 points): _____

Comments: _____

_____ Cite your sources to prove your points. Your sources are your “evidence”
in “proving” your thesis. When you make a statement taken from one of your
sources you must cite that source in a footnote.

_____ Need to consult more sources to establish greater certainty. If you use only
a few sources how do you know their authors are historically accurate?

_____ Choice of words needs work.

_____ Some sentences are poorly organized and/or unclear.

_____ Some paragraphs have more than one main idea.

_____ Some paragraphs run together, when you change subject start a new paragraph.

_____ Paper needs some reorganization.

_____ Proper technical form (footnotes, etc.) not followed or inconsistent.

_____ State your thesis clearly. There must be a clear thesis sentence near the
beginning of the paper which explains the purpose of the paper.

_____ The body of your essay does not adequately support your thesis.

_____ **You have a misspelled word!**

_____ Use quotes only when the language of the author is helpful in making the point,
or when the quote is the primary support of your main thesis. **Do not write your
paper by stringing quotes together. Instead, put the information in your
own words and cite the source.**

_____ When you do use a quote you must introduce it - explain its purpose -
don't just throw it out there on the page to stand alone.

_____ Some of the history you cite or relate is inaccurate.

Historical Research Paper Requirements

Technical Requirements:

- * Papers must be double spaced.
- * Margins must be 1 inch wide on all four sides of the paper.
- * **Use 12 point Times New Roman font.**
- * Include a complete bibliography of works cited. Use the proper form.

- * Use a title page, include name and box number. **Do not repeat title page information on page 1 of the essay.**
- * Essay should have page numbers beginning with page 2 on the second page of the text. The title page is not numbered, the first page of the text is page 1, but the number is not printed. Numbering continues through the bibliography.
- * Length of the essay is 15 full pages. Title page and bibliography **do not count** toward the 15 page requirement.
- * Cite your sources in a footnote or endnote when you prove your points. Notes within your text in parentheses (MLA format) **are not acceptable**. The following is the proper form for a basic foot or end note entry. The first line of a note is indented beginning with the note number.

First citation of a source requires a full bibliographical reference as shown in number.¹

Note that the first line of a footnote is always indented one tab. After creating the note number, place the cursor left of the number and tab it over! See examples below.

All subsequent citations of that source may be shortened as shown in number.²

Ibid. May be used immediately following either type of above reference. Ibid. means “in the same place as above” so a footnote that looks like number 3 at the bottom of this page means that the information may be found in the same place as the footnote just preceding.³

Learn to use the foot or end note application on your computer. Do not attempt to do the notes manually. **I will not accept such work.**

You need to be aware that there is a proper technical form for every aspect of a paper. I expect you to use the proper form. Proper form for footnotes, title page, etc., can be found in Kate L. Turabian, A Manual For Writers. There are two copies of Turabian on reserve in the library for HST 490, you may use them.

Use several sources in researching your paper. If you use only two or three sources how do you know that the authors know what they are writing about?

Footnote Positioning: Footnote numbers go at the end of sentences and the material being referenced by the note is in that immediately preceding sentence. Information coming after the note number is not supported by the note. Sentences without a note prove nothing – no note no proof! So if a sentence proves your thesis it must be footnoted. Summary

¹ James Kirk, *My Voyages on the Starship Enterprise* (New York: Simon and Schuster, 1995), 43.

² Kirk, *My Voyages on the Starship Enterprise*, 49.

³ Ibid., 243.

sentences, connecting sentences, background sentences and the like do not require footnotes. However, since most of your paper is supposed to prove your thesis one can easily imagine a paper that averages 4 or even 5 notes per page.

Remember: no footnote, no proof; no proof, no thesis; no thesis, no paper; no paper, no grade; no grade, no college credit; no college credit no, college degree; no college degree....well, you can see where this is going.

Your entire future depends on footnotes!!!!!!

Dictionaries, encyclopedias, and your text book are not research sources.

Spell-check your paper. For each misspelled word you lose one full grade.

Plagiarism, use of Quotes, and Citation of sources. Plagiarism is defined as copying another person's work and claiming it as your own; or using another person's ideas without proper citation in a foot or endnote. If you use another person's exact words you must put those words in quotation marks and cite the source in a foot or endnote. If you use another person's idea(s) or information you must cite the source in a foot or endnote. Facts that may reasonably be held as general knowledge need not be cited in a foot or endnote (e.g. The Japanese bombed Pearl Harbor on Dec., 7, 1941 is general knowledge).

Many students are tempted to write papers which are full of quotes. **Do not do this.** Quotations should be used only when the original language of the author is essential to understanding his/her point, or, when the quote directly proves your primary thesis. Otherwise you should put the information in your own words and then **cite the source** to avoid the accusation of plagiarism.

When you do use a quote you should explain the purpose of the quote before you provide it in a manner similar to this:

Historian John Andrews argues the Japanese bombed Pearl Harbor not to capture Hawaii, but to destroy the American Navy, "The Japanese had no plans to invade the islands, but did hope to deliver a crippling blow to the only force capable of stopping the southern offensive - the US Navy at Pearl Harbor."⁴

Never just throw a quote into an essay hoping it will serve the purpose of continuing your work - that is not what quotes are for.

⁴John Andrews, *War in the Pacific* (New York: Harper and Row, 1992), 187.

Subject and Thesis: What's the Difference? Your paper must have both a subject and a thesis. Let's use our Pearl Harbor example. The subject of the paper is the Japanese attack on Pearl Harbor. The thesis may be any number of arguments, some that come to mind are: The Japanese attack was cowardly, the Japanese attack was brilliantly planned, the Japanese had no intention of invading the islands; the Americans should have been ready, the Americans were lucky they didn't lose their carriers, the Americans recovered from the attack quickly. Any one of these six arguments - or a number of others - could serve as a thesis. Depending upon which one is chosen - **the paper will be shaped to prove the chosen thesis.**

Do not even think about turning in a paper you wrote the night before it was due. A good college level paper should be re-written at least twice. Since I require only one paper I expect to receive your best work. I assure you your paper is going receive my best work in grading it.

Citing references from the Internet:

General Rule:

If the Internet document or file contains standard bibliographic data, follow the established format of the style manual (Turabian) you are using. Then add [Internet] in brackets after the title.

Non-standard formats:

If there is no author, start with the title.

If there is no title, make one up that describes the contents and enclose it in [brackets].

If there is no date use n.d. (no date) where the date goes.

If there is no publisher or source use the phrase - unpublished Internet data.

Follow the entry with the Internet address you used to find the page.