

History Seminar - 490 Spring 2015

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Hours: Tuesday and Thursday: 8:00 to 9:00, 10:45-11:15; Monday and Wednesday: 8:00-8:30 and 9:30- 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 in small groups on four separate occasions for discussions.

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 14 1/2; 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](#). As history majors, these rules should not be new to you. Your grade will be determined not only by the quality of the finished product but also on your understanding of research techniques.

Your bibliography must be divided into two parts, primary and secondary sources.

Read the assigned chapters of Grob, Billias, and Couvares, 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. There are three discussions over chapters in Grob. There is one discussion over Gordon Wood's *The Purpose of the Past*. Be sure you are aware of Wood's arguments and the examples he uses to demonstrate his points. Motivation to excel in these discussions is found in the 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 fifteen 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 30% of your grade for the course.

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, Eighth Edition.

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

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

Gordon Wood, The Purpose of the Past. **This reading is posted on Foxtale.**

Grading:

Discussions:	120 points
Test:	50 points
Paper:	200 points
Total:	370 points

A	92%-100%
A-	90%-91.99%
B+	88%-89.99%
B	82%-87.99% and so on down the line

Class Calendar

January 14: Course Introduction, Seminar: Research Topics.

January 21: Research topics conversation. Come to class with a first and second choice of topics.

- January 28: Read Tuchman through page 90. Twelve question multiple choice test on Tuchman. Seminar: Technical Form.
- Turn in choice of topics and plan for research in class or to my office. Turning in the plan late results in a 5 point per day deduction from the total paper grade.**
- February 4: Group One Discussion: Grob, The Constitution: Conflict or Consensus?
- February 11: Group Two Discussion: Grob, The Constitution: Conflict or Consensus?
- February 18: Group One Discussion: Wood, The Introduction. Reading posted on Foxtale.
- Turn in paper outline in class or to my office. Turning in the outline late results in a 5 point per day deduction from the total paper grade.**
- February 25: Group Two Discussion: Wood, The Introduction. Reading posted on Foxtale.
~~Technical form review.~~
- First page of paper with thesis statement clearly written due today, history office. Late, 5 points per day.**
- March 4: No Class Tonight
- Paper must be reviewed in the Arc this week in a one hour appointment, no exceptions. Paper will not be accepted until the Arc has reviewed it.**
- March 11: Individual paper consultations today. There will be a signup sheet circulated. You may choose any 1/2 hour appointment that is open. These consultations are a requirement and must be done today. **Bring your completed Arc reviewed paper. If your paper is not completed and has not been reviewed in the Arc, there will be a 10 point per day penalty.**

- March 18: **Final Draft Due in History office at High Noon.** No class tonight. Late papers 10 points per day.
- March 25: Spring Break.
- April 1: Group One Discussion: Grob, The Civil War: Repressible or Irrepressible? (read pages 309-332, no need to read Freehling)
- April 8: Group Two Discussion: Grob, The Civil War: Repressible or Irrepressible? (read pages 309-332, no need to read Freehling)
- April 15: Group One Discussion: Grob, The New Deal: Revolution or Restoration?
- April 22: Group Two Discussion: Grob, The New Deal: Revolution or Restoration?

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. Divide the bibliography into primary and secondary sections.
- * 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 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.
- * The bibliography must be divided into two sections: primary sources and secondary sources.

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

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.

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

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

³ Ibid., p. 243.

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?

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.

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.**

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

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:

Citing a book viewed on the internet or ebook. Just use the standard format, **do not list the internet address.**

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.

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 (10%): 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.