

HIST 300 SPRING 2016 Historical Methods



History 300-002
Spring 2016
Robinson Hall A125
T 4:30–7:10
Prof. Paula Petrik
Dennis Garcia TA

Office: 335 Robinson B
Office Telephone: 993-1250
Office Hours: M 3:00–5:00,
T 2:30–4:14, and by appt
ppetrik@gmu.edu
<http://www.archiva.net>

Schedule

- Tuesday,
January 19 — Housekeeping & Introductions
Topic Exercise
- Tuesday,
January 26 — **LAST DAY TO ADD CLASSES**
LAST DAY TO DROP W/NO TUITION PENALTY
- Tuesday,
February 2 — **ASSIGNMENT #1 DUE: Reading Quiz:**
Paper Topic (Discussion #1)
Reading: Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920*
- Tuesday,
February 9 — **Paper Topic (Discussion #2)**
Reading: Turabian, *A Manual for Writing*, Chapter 2
- Tuesday,
February 16 — **Primary Sources: Electronic Databases//Annotated Bibliography**
(Meet in TBA)
Reading: Turabian, *A Manual for Writing*, Chapter
- Friday,
February 19 — **LAST DAY TO DROP A CLASS**

- Monday,
February 22— **SELECTIVE WITHDRAWAL (UNDERGRADUATES ONLY)**
- Tuesday,
February 23 — **Primary Source Analysis**
Reading: Turabian, *A Manual for Writing*, Chapter 3
Primary Source (download or in class)
- Tuesday,
March 1 — **Secondary Sources: Electronic Databases/Annotated Bibliography
(Meet in TBA)**
Turabian, *A Manual for Writing*, Chapter 5
- Tuesday,
March 8 — **NO CLASS (Spring Break)**
- Tuesday,
March 15 — **Secondary Source Analysis/Annotated Bibliography**
Reading: Turabian, *A Manual for Writing*, Chapter 16
Secondary Source (download or in class)
- Tuesday,
March 22 — **ASSIGNMENT #2 DUE: THESIS & INTRODUCTION**
Thesis/Ethical Research
In a very short, one-page paper, write an an introduction (one paragraph) using one of the strategies discussed in class and a thesis (one or two sentences) using one of the frameworks outlined during class. Remember: an introduction is the “hook” that will draw your reader into your essay and a thesis is a proposition or a summary statement of the argument that you intend to make. We will spend this class period going over the thesis statements and your introductions.
- Friday,
March 25 — **Field Trip to National Archives/Library of Congress (Tentative)**
- Tuesday,
March 29 — **ASSIGNMENT #3 DUE: ANNOTATED BIBLIOGRAPHY
IN CLASS WRITING
(ATTENDANCE REQUIRED)**
By this point, you should have your bibliography fairly finished and in acceptable format. As a rule of thumb, it should contain at least five—preferably more—primary sources or groups of primary sources (5), five to seven articles from scholarly journals (5–7), and two to three books (2–3). Your list should include sources that you intend to quote from or paraphrase and not simply be bib filler. We will spend class time going over the bibliographies as well as quotation and footnote format. Note that the bibliography is to be annotated, meaning that you

have read enough to write a two to three sentence summary.

Tuesday,
March 29

— **IN CLASS WRITING
(ATTENDANCE REQUIRED)**

Tuesday,
April 5

— **ASSIGNMENT #4 DUE: FIRST DRAFT**
Your first draft should be as complete as possible and presented in the proper format (including page numbers, title page, double-spaced text, a serif font, footnotes, and bibliography). Your essay should be between 10 and 12 pages. If you use illustrations, graphs, or tables, these should appear in an appendix and be referred to in the footnotes with the proper citation (for example use: See Appendix I, fig. 2; see Appendix 3, Table 4.). The paper should also be proofread in order to eliminate any typos. Papers are a chance to show your best work.

Tuesday,
April 12

— **Individual Conferences (Tuesday, Wednesday, Thursday)
Revision Strategies**

Tuesday,
April 19

— **Oral Presentations (Group #1)
IN CLASS WRITING
(ATTENDANCE REQUIRED)**

Tuesday,
April 26

— **Oral Presentations (Group #2)
IN CLASS WRITING
(ATTENDANCE REQUIRED)**

Tuesday,
May 9

— **ASSIGNMENT #5 DUE: FINAL DRAFT (hard copy in person)
PDF VERSION DUE (electronic copy via email)
SELF-EVALUATION/LETTER DUE**

Course

Be forewarned: this is a challenging academic undertaking. *Introduction to Historical Methods* is designed as one of the research courses for the history major. As such, it is an opportunity for class members to concentrate on the steps involved in the process of writing an original, extended research paper in which they synthesize the skills that they have honed during their undergraduate majors. This particular offering of the seminar will focus on the history of the Gilded Age, the period roughly spanning the years between 1877 and 1915/1920; its twin objectives are, first, to read a basic text that will introduce the history of the period and suggest ideas for further research and, second, to write an extended, formal essay on a topic relevant to the course topic. Along the way, the class will complete several smaller assignments that will build toward the seminar essay.

This course demands a great deal of its participants, but those who commit themselves will have a sense of accomplishment at its end. The reading assignments should be completed before the date they are due so that you will have time to digest the material thoroughly. The assignments are due on date indicated on the schedule above. Because the discussions depend on all participants' having completed the reading or done the assignments, participants are encouraged to make virtues of punctuality and readiness to facilitate lively exchange. **Most important, class members need to work every week on their essays every week; waiting until the last minute will not work. Let me repeat: the usual "study the night before the test" approach will not be effective**

This course fulfills all/in part the Writing-Intensive requirement in the history major and for the university. It does so through the successive stages, namely the topic statement, a bibliography, small research tasks, and drafts; these are due on dates indicated on the syllabus. The Writing Intensive regimen culminates in a 3500-word research paper. The research paper will be completed through a draft/feedback/revision process. The first draft will be due on the date specified on the syllabus. I will provide commentary on the draft and return it to you for revision. The department requires that students earn a C to meet the departmental rules regarding successful completion of the major. The essay in its final form will be due during exam week. The following are the rules governing a WI course:

1. Construction of an original historical thesis
2. Use of primary sources in support of thesis statement
3. The degree to which the work is situated appropriately in the existing literature of secondary sources, produced by historians as well as scholars in other disciplines
4. The synthesis of diverse sources and the sophistication of the historical analysis
5. How well the work is linked to larger political, social, and cultural issues appropriate to the topic
6. How well knowledge and skills acquired in other disciplinary contexts is integrated
7. The organization of the presentation and the quality of the written narrative

The rules for the oral presentation are the following:

1. Construction of an original historical thesis
2. Use of primary sources in support of thesis statement
3. The degree to which the work is situated appropriately in the existing literature of secondary sources, produced by historians as well as scholars in other disciplines
4. The synthesis of diverse sources and the sophistication of the historical analysis
5. How well the work is linked to larger political, social, and cultural issues appropriate to the topic

6. How well knowledge and skills acquired in other disciplinary contexts is integrated
7. The organization of the presentation and the quality of the written narrative

HIST 300 is also an RI course or Scholarly Inquiry courses. Students in an RI course are expected to learn about the recursive process of scholarly inquiry either through studying previous scholarship or as preparation for participating in an original project. HIST 300 students will learn content and skills that make them capable of evaluating scholarly work and may prepare them to conduct their own scholarly project. This particular iteration of the course includes the completion of a scholarly essay based on original research. Specifically, the learning goals of the this particular course are:

1. select a research topic
2. frame a research question
3. conduct research in relevant primary and secondary sources that span a variety of disciplines
4. evaluate the quality, credibility, and limitations of the arguments presented by scholars working on similar topics
5. articulate a historical argument via a thesis
6. introduce a historical argument with an introduction
7. craft a historical argument that is appropriately supported by the evidence you compile through your research
8. situate your findings within the scholarly literature of your topic
9. connect issues in your topic to larger intellectual or social concerns; that is, to appreciate and convey the broadest significance of your research
10. effectively communicate the products of your research orally and in writing

Books

The following book and device are required for the course. They are available in the Campus Bookstore and from various online vendors.

Reading: Lear, *Rebirth of a Nation: The Making of Modern America, 1877-1920*

Kate L. Turabian, *A Manual For Writers*, 8th edition

Thumb Drive

Field Trip

Instead of meeting at our regularly scheduled time, we will meet at the Library of Congress or the National Archives, College Park during the semester for an orientation and a full day's work. Please note that the class visit to the LOC or NARA depends on the paper topics. The field trip is a course requirement. If you work or have other responsibilities, please arrange your commitments accordingly.

Policies

By the time students should be fairly serious about their studies and responsibilities. Nonetheless, I am explaining and stating these policies now, in the clearest possible terms, so there can be no dispute over what I expect. If you have questions about my expectations, please raise them.

Attendance

By its nature, this is a small class and offers the participants a singular opportunity to learn new skills and new ways of thinking about history. As such, the class asks that you prepare for class and participate energetically. And you cannot participate without attending class, having read the material and, most important, worked on your paper. Let me emphasize: It will be very difficult to pass the course without

attending regularly. Unlike other history classes, the assignments in this course build one on another. In fact, failure to attend class will have grave consequences. If you miss three classes, it is highly unlikely that you will be able to pass the course. If you fail to turn in your first draft on time, it is also unlikely that you will pass the course. A word to the wise, in short, should be sufficient.

Punctuality

Similarly, the class begins at promptly at 1:30—not at some other time around 1:30 or 2:00. Please plan to arrive for class in a timely manner. Tardiness disrupts the class

A Note on Computer Use

Computers are a great boon to the graduate student. But, as with any technology, you must take steps to minimize the problems that computers inevitably cause. Do not expect to get through the semester without having at least one computer crisis. Prepare for this well in advance. Back up your work constantly and have alternative plans for obtaining computer use, if your primary options fail you. I will never accept computer problems as excuses for missed assignments. You must also keep backup copies of submitted assignments—either in electronic form or hard copy. Similarly, computers and email permit around-the-clock communication. If you have questions or need to apprise me of an emergency situation, contact me via email.

ppetrik@gmu.edu

Should you need to discuss an issue with the instructor, contact me via email or by phone to make an appointment. Do not, however, expect an immediate response. Many of your questions can be answered by consulting the web site at:

<http://www.archiva.net>

Your best chance of reaching me immediately by email is during my office hours. Even then I cannot make a guarantee because I may well be with another student.

Email

Students must use their Mason email accounts to receive important University information, including messages related to this class. Please put HIST 300 in the subject area so that I can route your email properly.

Students with Disabilities

If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Resources at 703.993.2474. All academic accommodations must be arranged through that office.

Late Assignments

In a research venture, punctuality is a virtue. Assignments that are not ready for presentation do not benefit from class members suggestions. Generally speaking, therefore, assignments are due on the date indicated on the syllabus. It is critical that you complete all your assignments on time; this is especially true of your first draft. Late assignments will be accepted up to a week after the due date; 10 points will, however, be deducted. After the grace period, late submissions will receive a zero except in cases of documented and university sanctioned reasons.

Academic Integrity

Mason is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else's work in an aspect of

the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Grades

Grades, including +s and -s, will be assigned in the following manner. REMEMBER THEY REPRESENT AN EVALUATION, NOT A REWARD. To rephrase Smith-Barney (now Morgan Stanley), the investment folk, we do grades the old-fashioned way—earn them.

A—Outstanding work, complete mastery of the material presented, combined with some originality.

B—A solid command of the material with some gaps or mistakes in a basically sound essay or discussion.

C—Some knowledge of the material; mistakes and confusion are acceptable if mixed with some understanding. Not a reward for attendance or effort.

D—An incomplete and minimal knowledge of the material, major confusions and errors.

F—A failure to present the material in a reasonably accurate and comprehensible manner.

I—There are no “incompletes” given in this course except in cases of bona fide and documented instances in accordance with the regulations of the university.

P—For a “pass” a “C” average is required.

If you receive a grade or criticism that seems unfair or if you desire further explanation, please feel free to discuss the matter with me.

Requirements

The requirements for the course are as follows: (1) Preliminary Assignments including quiz (20%); (2) Participation (10%); (3) First Draft (30%); (3) Final Paper (30%); (4) Oral Presentation (10%); and (5) a self-evaluation (one-page, typed, single-spaced) assessing your performance in the course (not graded but required) and a “Letter to the Next Class” (one-page, typed, single-spaced, in sealed envelope). All of these will be discussed in considerable detail in class.

Writing Intensive Guidelines

The course fulfills a university writing intensive requirement as well a Department of History & Art History major requirement. the department requires that students earn a C+ to meet the departmental rules regarding successful completion of the major.

- Construction of an original historical thesis
- Use of primary sources in support of thesis statement
- The degree to which the work is situated appropriately in the existing literature

of secondary sources, produced by historians as well as scholars in other disciplines

- The synthesis of diverse sources and the sophistication of the historical analysis
- How well the work is linked to larger political, social, and cultural issues appropriate to the topic
- How well knowledge and skills acquired in other disciplinary contexts is integrated
- The organization of the presentation and the quality of the written narrative

Oral Presentations

There are few opportunities for students to present their research to an audience. Although the synthesis and writing intensive rubrics no longer require an oral presentation, this iteration of HIST 300 will require a presentation for successful completion of the course. Please note that students will dress professionally for their talks.

- Demonstrates ability to synthesize several aspects of general education in presentation
- Demonstrates ability to present one's work in a clear and organized manner
- Ability to handle questions from the audience
- Completed the presentation's essential elements within the allotted time
- Ability to engage and maintain the audience's attention

Campus Resources

There are various campus resources that you might find helpful for various reasons:

- Writing Center: A114 Robinson Hall (703) 993-1200 <http://writingcenter.gmu.edu>
- University Libraries "Ask a Librarian" <http://library.gmu.edu/mudge/IM/IMRef.html>
- Counseling and Psychological Services (CAPS): (703) 993-2380 <http://caps.gmu.edu>
- University Policies The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. All members of the university community are responsible for knowing and following established policies. <http://universitypolicy.gmu.edu/>

Self-evaluation guidelines

Oftentimes, a letter grade does not reflect the effort that students put into a course, the amount a student has learned, or the skills that a student has acquired. A self-evaluation is one way of remedying this deficiency by illustrating and documenting your participation in the course from your perspective. This is the time to argue for yourself and put your best foot forward. In fact, it is in your interest to do the best job that you can on this assignment. The self-evaluation should be a one-page, typed single-spaced paper in which you address the following topics:

I. Evaluation of your participation in the class

- a) attendance
- b) time devoted to the materials
 - i) assigned reading
 - ii) quiz
 - iii) preliminary assignments

- iv) preliminary drafts & final paper
 - v) research
 - c) class participation
 - i) class discussion
 - ii) class preparation
 - d) the ways in which you think you improved or not
 - i) the problems you encountered in your effort to complete the class assignments
 - ii) what you would have done differently
 - iii) some of the skills or knowledge that you acquired
- II. A general assessment of how you will apply what you have gained (or not) from the class in the future