

**Undergraduate Program Assessment Annual Report
School Year 2005-2006
Department of History
October 4th 2006**

I. Assessment Activities:

A. Program Goals:

The History Department offers a course of study to its undergraduate students that has relevance for both history and non-history majors. The Department offers courses that present up-to-date understanding and interpretation of historical events and developments and strives to train students to think clearly, logically, and critically.

Consistent with the mission of the University and the College of Liberal Arts, the goals of the History Department are as follows:

- to provide students with the opportunity to learn about the breadth, variety, and complexity of the human experience through the study of history;
- to produce graduates who have an informed appreciation and understanding of historical processes;
- to produce graduates who are prepared for and can compete successfully in graduate and professional programs and other history-related careers;
- to prepare graduates for careers in a variety of history-related fields;
- to provide students living in our increasingly interdependent world with the necessary historical background to interpret world events that affect their lives.

Recognizing that quality research informs and precedes quality teaching, the Department also seeks to assist faculty in their research goals by:

- supporting the presentation of faculty research at professional meetings and in print;
- encouraging attendance of faculty at professional meetings to enhance the quality of instruction by interaction with other professionals and by staying current in one's field;
- assisting faculty in attaining expertise necessary to assure multicultural content in every course if appropriate;
- securing financial support and/or reassigned time for faculty willing to "retool" to create needed new courses;
- encouraging every faculty member to receive WAC training; to continue faculty development of interactive instructional units on CDs, and to develop further e-courses.

Finally, the Department continues to develop and refine a curriculum which exposes students to the breadth and variety of the human experience through historical

perspectives, and is thoughtfully reviewing its offerings in areas not adequately covered, adding courses in Women's History, African-American History, African History, Appalachian History, Public History, Latin American and Atlantic Community history, and the history of science and technology.

No changes were made in the program's goals this year.

B. Learning Outcomes/Data Collection:

Students who earn a BA in history will:

1. have become familiar with the fundamental processes and developments of American, European and World History

This is a very difficult outcome to measure. Neither the American Historical Association nor the Organization of American Historians has set national standards for content knowledge in history at the college level and it is unlikely that they will do so at any time in the near future. Instead, the profession values the plurality of approaches to determining what should constitute the most significant and fundamental processes and developments of American, European, and World History, and tends to emphasize meaning over memory. Our department represents a cross-section of current disciplinary approaches to the interpretation of the past, and students who successfully complete a degree in history necessarily acquire knowledge included in this outcome. BOT Initiative # 3, while an appropriate approach to assessment in some disciplines, *is not a workable proposition in the field of history at the undergraduate level.*

In the absence of national standards, the department has established local ones for itself: each of the survey courses in American and World History (HST 101, HST 102, HST 103, HST 230, and HST 231), irrespective of instructor, includes department-mandated learning objectives in the syllabus, thus ensuring significant uniformity.

In an effort to measure this outcome, the department has collected data on the performance of majors and non-majors in the American and World History survey courses. By analyzing this data we can determine whether our majors are performing at a higher level in survey classes than non-majors.

We also measure the degree to which our history majors have become familiar with the fundamental processes and developments of American, European, and World History upon completion of the B.A. program by examining the wide range of subjects and themes about which they write

in their History 400 research papers. Students in this capstone course are only permitted to write on subjects about which they have studied basic background information in one or more of their previous courses. The wide range of subjects that students choose to write about clearly reflects the broad knowledge that they have gained through completing the courses required for their major. (See Appendix 1, History 400 Senior Seminar Project Titles Fall 2005-Spring 2006).

2. *Use primary sources to refine and/or expand their historical knowledge.*

Many, if not most, of the history survey courses require students to use primary source documents as part of the course requirements. HST 101, The Great Civilizations to 1300, for example, requires students to analyze documents from the various civilizations. These exercises are evaluated, and those evaluations make up both part of the final grade and evidence for this learning objective.

While many upper division courses in the department require the use of primary source documents as evidence in constructing an argument for a research paper or project, none of those courses (other than HST 400, discussed below) currently assesses that usage separate from the overall paper/project assessment.

The capstone course for history majors is History 400 (Senior Seminar). The course explores the philosophy of history, advanced historical methodology, data analysis, and writing. One of the major assignments in History 400 is a research project, which requires students to utilize and analyze primary sources. (See Appendix 3-History 400 Syllabus). The department uses student performance on the documentary analysis section of the History 400 Capstone research paper as an assessment tool for measuring the success of the second Learning Outcome.

3. *Be able to carry out procedures required to conceptualize, research, draft, and revise a historical research paper.*

As is the case for objective 2, many, if not most, history courses require the planning and execution of a research paper or project. For this assessment report, we are going to use data from HST 200 and from two upper-division courses: for Fall 2005 HST 483, Food in World History; and for Spring 2006 HST 481 Seminar in Public History. Both of these courses required students to submit paper/project proposals and research plans, as well as final papers, and, in the case of HST 483, a preliminary draft of the paper.

Students enrolled in History 400 must also achieve the objectives called for in Learning Outcome 3. The department uses student performance on the initial and the final drafts of the History 400 research paper as assessment tools for measuring Learning Outcome 3.

4. *Be able to demonstrate knowledge of the nature and development of the historical profession through written narrative and/or oral expression.*

Students in both History 200, Sophomore History Workshop, and History 400, Senior Seminar, must achieve the objectives called for in Learning Outcome 4 (See Appendices 2 and 3). While other history courses may place some emphasis on this objective, it is a major element of these two courses, and therefore they will be used as assessment tools for this learning outcome.

In HST 200, students are introduced to the basic theoretical and methodological orientations of the historical profession (including, but not limited to, military history, cliometric history, *Annales* history, social history, Marxist history, and post-modern history). Students read articles reflecting these stances; for each article they write a 3-5 page critical review. The department uses student performance on these reviews as an assessment tool for measuring Learning Outcome 4.

Students enrolled in HST 400 continue to expand their readings in these areas. For each week's readings, they must write an abstract that analyses the author's argument, historical orientation, and use of evidence. Students also take an extensive mid-semester essay exam covering historical theory and methodology. The department uses student performance on the History 400 abstracts and essay exam as assessment tools for measuring Learning Outcome 4. Students' class participation grades represent another measurement tool for this outcome.

C. Results:

1. *Become familiar with the fundamental processes of American, European, and World History.*

In our efforts to measure student performance on Learning Outcome One (*Become familiar with the fundamental processes of American, European, and World History*), Table 1.1 introduces measures for the performance of our majors beyond History 200 and 400. It shows how History majors performed in the department's required survey courses (HST 101, HST 102, HST 103, HST 230, and HST 231).

Table 1.1.1 Grade distribution of HST majors in HST survey courses, Fall 2005

COURSE	101	102	103	230	231	TOTALS
	(n=18)	(n=12)	(n= 20)	(n= 13)	(n= 12)	(n=75)
A	5	8	12	3	5	33
B	7	2	6	3	4	22
C	1	0	0	3	2	6
D,F,W,I,	5	2	2	4	1	14

Source: Academic Affairs

Table 1.1.2 Grade distribution of HST majors in HST survey courses, Spring 2006

COURSE	101	102	103	230	231	TOTALS
	(n= 15)	(n= 17)	(n= 11)	(n= 15)	(n= 12)	(n= 70)
A	4	7	2	7	4	24
B	8	5	4	6	4	27
C	1	1	3	1	2	8
D,F,W,I,	2	4	2	1	2	11

Source: Academic Affairs

Assuming that grades of B and higher reflect substantial student competence, and acknowledging that the survey courses all incorporate at a basic level Learning Outcome One, grade distribution data from the Department’s survey courses reveal that HST majors in those courses perform at a higher level on average than non-HST majors. Table 1.2 shows the percentage points by which HST majors outperform non-HST majors.

Table 1.2 Percent Grade, HST and Non-HST Majors, HST Survey Courses Spring 2006

	%A	%B	%C	%D	%F	%I	%W
HST Majors 101	26.67%	53.33%	6.67%	0.00%	6.67%	0.00%	6.67%
Non-HST Majors 101	17.78%	31.85%	34.81%	5.19%	4.44%	0.00%	5.93%
HST Majors 102	41.18%	29.41%	5.88%	0.00%	11.76%	0.00%	11.76%
Non-HST Majors 102	19.46%	29.53%	18.12%	10.74%	10.74%	0.00%	11.41%
HST Majors 103	18.18%	36.36%	27.27%	9.09%	0.00%	0.00%	9.09%
Non-HST Majors 103	30.51%	27.34%	17.81%	6.88%	5.47%	0.00%	11.99%
HST Majors 230	46.67%	40.00%	6.67%	0.00%	0.00%	0.00%	6.67%
Non-HST Majors 230	9.69%	30.10%	19.37%	5.24%	11.78%	1.31%	22.51%
HST Majors 231	33.33%	33.33%	16.67%	8.33%	0.00%	0.00%	8.33%
Non-HST Majors 231	25.09%	34.63%	23.32%	2.83%	4.95%	0.35%	8.83%

See also Appendix 1 for History Capstone Research Paper projects completed during the academic year 2005-2006.

2. *Be able to use primary sources to refine and/or expand historical knowledge.*

In the Spring 2006 semester, in order to gather data on this objective, students in HST 101, The Great Civilizations to 1300, were required to compose and submit six Document Analyses over the course of the semester. These exercises require students to read, analyze, and respond to questions about primary source documents from a variety of cultures, civilizations, and time periods. Their average scores are indicated in the following table:

Table 2: HST 101 Document Analyses Average Scores

	#1	#2	#3	#4	#5	#6
Spr. '06	83.45	80.01	86.26	77.5	86.44	86.34

Students in the HST 400 capstone course must research and compose a twenty to thirty page paper that involves analysis of a more extensive body of primary source data, and which includes a historiographical discussion. These papers go through a thorough critique at the hands of both fellow students and the instructor, and students must revise their papers in response to these critiques. The results show that students' abilities to analyze primary source materials improve from the first to the final draft of this assignment. In the fall of 2005, the average grade for the document analysis section of the initial draft of the research paper was 62.57% the average grade for the document analysis section of the final draft of the research paper was 76.43%. For Spring 2006, the equivalent numbers are 73.64% and 81.09%.

History majors read, analyze, and write about primary source documents in a number of their courses, but History 400 teaches, emphasizes, and reinforces these important skills most explicitly. The data from History 400 demonstrate that students perform adequately on the document analysis section of their full-length capstone research paper drafts and substantially improve their performance on the final draft of the same assignment.

3. *Be able to carry out the procedures required to conceptualize, research, draft, and revise a historical research paper.*

The following table uses data from HST 200 and two upper division courses during this year in which the students were required to complete a research paper proposal, a draft, and a final version. In HST 483, Fall 2005, the proposal and final version were formally graded, but the draft was not; in

HST 200 and HST 481, Spring 2006, the data include evaluations of the draft and final versions.

Table 3. HST 200, Fall '05 and Spring '06, HST 481 Fall 2005 and HST 483 Spring 2006 Research Proposals, Drafts, and Final Papers

	Proposal	Draft	Paper
HST 200 Fall '05 (n=25)	---	84.23	90.00
HST 200 Spr. '06 (n=19)	---	85.61	86.00
HST 481 (n=19)	---	80.84	87.63
HST 483 (n=12)	84.00	---	89.00

The data show clear improvement in student performance in these phases of completing a research paper

Students in the History Department's Senior Seminar spend the semester developing a paper that involves all of the above steps. The results of our efforts to achieve Learning Outcome 3 have been quite good. A total of 24 students completed the process of writing a senior thesis in the 2005 - 2006 academic year. In the Fall semester the average score on the first draft of the capstone research paper was 70.00%; the average score for the final paper was 81.29%. For the Spring semester the equivalent numbers are 80.36% and 83.82% respectively.

The above data show that students completing a BA degree in history acquire the ability to conceptualize, research, draft, and revise a historical research paper.

4. *Be able to demonstrate knowledge of the nature and development of the historical profession through written narrative and/or oral expression.*

The data from HST 200 indicate that history majors have the opportunity to study and have demonstrated success in writing about the nature and development of the historical profession early in their experience as a history major. As the table below demonstrates, the average grades for the assignments related to this Learning Objective are reasonably high, and improve over the course of the semester.

Table 4. HST 200 Critical Reviews and Historiography Essay

	Review One	Review Two	Historiography Essay
HST 200 Fall 05 1 (n=12)	88.17	88.5	90
HST 200 Fall 05 2 (n=15)	87.53	88.20	88
HST 200 Spring 06 (n=19)	84.42	87.22	86

The History Department has also collected two sets of data to measure Learning Outcome 4 from students in HST 400. On a lengthy essay examination focused on the development of the historical profession, Fall 2005 students earned an average score of 87.57%; in the Spring of 2006 the equivalent score was 80.82%. In the preparation of nine abstracts of readings on historical writing since the Enlightenment, students earned an average grade of 83.88% in the Fall of 2005 and 84.73% in the Spring of 2006. These results indicate that history majors are leaving the program with a reasonable ability to express in writing their knowledge of the nature and development of the historical profession.

Again this year, the department's Assessment Committee collected data from History 400 on students' abilities to express the above knowledge orally. The average class participation grade in History 400 in the Fall of 2005 was 84.64%; in the Spring of 2006, it was 86.73%.

In a number of courses, but most explicitly in History 200 and 400, students are taught about and then expected to demonstrate knowledge of the nature and development of the historical profession. Students are expected to demonstrate this knowledge through both oral and written expression. The data set forth above show that students are achieving the objectives set forth in Outcome 4.

II. BOT Initiative 3 Compliance:

See section B. 1. above.

III. Plans for the current year:

If time and resources permit, the department hopes to:

1. Expand the collection of data from courses that evaluate students' abilities to use primary source materials.
2. Analyze student bibliographies from History 200 and History 400; this will help us make comparative assessments of their work.
3. Continue to analyze data from the annual survey of undergraduate history majors related to student perceptions of the program, the quality of assignments, their preparation for the future, etc.
4. Explore more thoroughly what current national assessment resources are available for the discipline of history.
5. Continue to foster the Department of History's tradition of being pedagogically self-conscious and student-centered. The Assessment Committee reports regularly to the full faculty about the results of its efforts and recommendations for future data collection. This "closing of the loop" between assessment and actions taken has resulted in the establishment of standard objectives for all on- and off-campus sections of the survey courses, improved coordination between and among faculty on pedagogical and assessment matters, and reinforced the department's existing pedagogical and disciplinary strategies for improvement; we anticipate that this process will continue to yield valuable results for our department and our students. We have also formed an ad hoc committee to examine the required courses for our majors to ensure that they form a coherent series of courses with substantial focus on the objectives outlined in this report.

IV. Assistance Needed:

None.

V. One important thing the department has learned through this process:

As individuals and as a department, we encourage a high degree of self-scrutiny. With or without the mandated formal assessment process, we would maintain our efforts to improve our strategies and tactics aimed at advancing student knowledge and skill acquisition.

Appendix 1
Capstone Course Project Titles

Fall 2005

A Comparative Analysis of the Elizabethan Conquest Ireland and England's First Settlements in the New World.

The Cherokee Nation: A Historical Perspective of the Events Leading to Their Involvement in the Civil War.

Media Reactions to the Military Industrial Complex and its Role in the War with Vietnam.

The Great Debate on Harpers Ferry: Evaluating Newspaper Responses to John Brown's Raid on Harpers Ferry.

US Media Responses to South African Apartheid: A Comparative Analysis, The Nation and The New York Times 1985-89.

Read Between the Lines: Analyzing Appalachian Newspapers in Cold War Confrontations.

Failures of the X article and Truman Doctrine: an Examination of Truman's Failure with Containment.

The Japanese Oligarchy and the Sneak Attacks on Pearl Harbor and Port Arthur.

A Study of the Portrayal of Women in Undergarment Advertisement From 1950 to 1999.

Safe in my Underground Hysteria Hell or In a Hallway with my Hands Over My Head.

Read Between the Lines: An Analysis of Appalachian Newspapers During the Berlin Blockade and Bay of Pigs Invasion.

Catching the Downbeat: Women, Gender, and Position in Downbeat 1938-1943.

"In the Name of Beauty and Baseball" A Study of Magazine Imagery of the All-American Girls' Professional Baseball League 1943-1954.

A Psycho Historical Perspective on the Character and Personality of Aaron Burr.

Transformation of Western Monasticism.

Spring 2006

The Treatment of Women's Mental Illness in the Late 19th Century 1870-1900.

Nitro, West Virginia: A Powder Keg of Opportunity.

Japanese American Internment Camps: Normal Lives in Abnormal Conditions.

A Democracy in Trouble: Voter Decline in the United States 1960-1980.

El Salvador's Civil War: The Costs of Democracy.

Through Bondage and Strength Comes Survival.

The Korean War and How it Forever Changed the Lives of Young Men from Rural Appalachia.

"Camden Park, First in fun for more than a century": A History of a West Virginia Amusement Park From 1903 to 2006 and its Place in Amusement Park History.

Unfinished Work: Melungeons and the Melungeon Movement.

Urban Gangs in America Since the Civil Rights Movement.

The Civil War at Home in Jackson County: Guerrilla Conflict and Bridges Across the Divide Between Confederate and Union Loyalists.

Appendix 2
History 200 Syllabus

HISTORY 200:
HISTORY METHODS WORKSHOP

Dr. David Winter
Harris Hall 111
phone: 696-2954
e-mail: david.winter@marshall.edu

Class Meetings: Mondays, 6:30 to 9:00 pm
Office Hours: Mon., 11:00 am to 12:30 pm; Wed., 4:30 to 5:30 pm (and by appointment)

Course Description

History 200 is designed to familiarize students with the most fundamental methods of the discipline. In this class students will be introduced to how historians think and how historians communicate with one another. Students who take this course will be better prepared to read historical work critically and to execute the range of historical writing assignments that they will encounter as they take upper division courses in the History Department. The skills that students will learn in History 200 are ones that will prove useful in a range of social science and humanities courses and will be easily transferable to a number of work environments.

Students who successfully complete this course will:

- learn to locate and use the historical resources available in and through the John Deaver Drinko and Morrow Libraries;
- master the rudiments of interpreting and analyzing historical documents;
- be able to identify, and formulate basic evaluations of, historical arguments;
- achieve proficiency in incorporating and documenting evidence in historical narratives;
- have an opportunity to improve their writing skills.

Required Texts

Breisach, *Historiography: Ancient, Medieval and Modern*. Available on-line.

Brundage, *Going to the Sources*. Available for purchase in the bookstore.

Strunk and White, *The Elements of Style*. Available for purchase in the bookstore.

Turabian, *A Manual for Writers*. Available for purchase in the bookstore.

Journal Articles for Review

Farmer, Sharon. "Down and Out and Female in Thirteenth-Century Paris," *AHR* 103, no. 2 (1998), 345-372. Available through the J-STOR database.

Roberts, M. L. "Samson and Delilah Revisited: The Politics of Fashion in 1920s France", *AHR* 98 (1993), 657-684. Available through the J-STOR database.

Evaluation (Grading)

In-Class Test	= 10 %
Portfolio	= 20 %
Critical Reviews (2 x 10 %)	= 20 %
Research Paper (Rough Draft)	= 10 %
Research Paper (Final Draft)	= 20 %
Critiques of Classmates' work	= 10 %
Contribution to Discussions	= 10 %
Total	= 100 %

Attendance Policy

Attendance in this class is very important.

1. Unexcused absences: Three (3) unexcused absences are allowed without penalty. Each additional absence will reduce the final course grade by 10 percent.
2. Excused absences: Excused absences are those resulting from illness, a death in the family, or university-sanctioned activities such as athletics, debate, ROTC and musical/theatrical performances. The student is responsible for making sure that the instructor receives written documentation from the dean's office within two weeks of the excused absence.

Plagiarism Policy

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. Plagiarism may take several forms:

Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.

Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.

Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works. The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence. A plagiarized paper will automatically be failed. Plagiarism may also result in a failing grade for the entire course and other penalties as noted in **The Marshall University Calendar.**

CLASS SCHEDULE

Section I: Historiography

Week One (January 9)

- A. Intro to Course
- B. The Idea of History (Lecture)

*****DR. MARTIN LUTHER KING, JR. DAY: JAN. 16—NO CLASS*****

Week Two (January 23)

- A. Greek Historiography (Lecture)
- B. Roman Historiography (Lecture)

Week Three (January 30)

- A. The Christian Idea of History and Historiography of the Middle Ages (Lecture)
- B. The Renaissance and Beyond (Lecture)
- C. The Sources of History (Lecture)

Readings for Section I: Please read Breisach, *Historiography: Ancient, Medieval and Modern*, pp. 1-170, on-line at the course's Web CT site.

Section II: Documentation

Week Four (February 6)

- A. Library Tour—On-Line Catalogues and the Reference Room (Meet at Drinko)

*****IN-CLASS TEST*****

Week Five (February 13)

- A. Library Tour—Government Documents (Meet at Morrow)
- B. Library Tour—Special Collections (Meet at Morrow)

Readings for Section II: Please read Brundage, *Going to the Sources*, chs. 2-3.

Section III: Argumentation

Week Six (February 20)

- A. Evaluating works of History (Lecture)
- B. The Critical Review (Lecture)

Week Seven (February 27)

- A. Discussion of M. L. Roberts, "Samson and Delilah Revisited: The Politics of Fashion in 1920s France", *AHR* 98 (1993), 657-684.
- B. Workshop your "Samson and Delilah" review w/ classmates
(Bring 3 copies of a rough draft of your critical review to class)

*****Portfolio Assignment Due*****

Week Eight (March 6)

No class: Work on critical reviews or begin research on your final essay

Week Nine (March 13)

A. Discussion of Sharon Farmer, "Down and Out and Female in Thirteenth-Century Paris," *AHR* 103, no. 2 (1998), 345-372.

*****Final Draft of "Samson and Delilah" Review Due*****

B. Workshop your "Down and Out" review w/ classmates
(Bring 3 copies of a rough draft of your critical review to class)

*****SPRING BREAK: MARCH 20-24—NO CLASS*****

Readings for Section III: In addition to the journal articles that I have assigned for review, please read Brundage, *Going to the Sources*, ch. 1.

Section IV: Presentation

Week Ten (March 27)

A. The Research Paper: An overview (Lecture)

B. Individual student meetings with professor

*****Final Draft of "Down and Out in Paris" Review Due*****

Week Eleven (April 3)

A. Introductions and Conclusions (Lecture)

B. Footnotes and Endnotes (Lecture)

*****Rough Draft of Research Paper Due in Class*****

Week Twelve (April 10)

A. Bibliographies (Lecture)

B. Discuss research papers of the following students...

Week Thirteen (April 17)

A. Discuss research papers of the following students...

Week Fourteen (April 24)

A. Discuss research papers of the following students...

*****Final Draft of Research Paper Due Wednesday, April 28*****

Readings for Section IV: Please read Brundage, *Going to the Sources*, chs. 4-5, Strunk and White, *The Elements of Style* and familiarize yourself with the Turabian system of citation.

Appendix 3
History 400 Syllabus and Assignment Instructions

History 400
Senior Seminar
Mondays and Wednesdays 1:00-2:15
Harris Hall 139

Spring Semester 2006

INSTRUCTOR: Dr. Montserrat Martí Miller

OFFICE, PHONE, E-MAIL: Harris Hall 105, 696-2723, millerem@marshall.edu

OFFICE HOURS: Mondays and Wednesdays 12:00-1:00,
Tuesdays 12:00-4:00,
and by appointment.

COURSE DESCRIPTION: History 400, Senior Seminar, is a capstone course designed to provide history majors with advanced experience in the methods of the discipline. Students in this course will examine the nature and development of the historical profession, explore questions about the role of history in our society, and gain experience in research and writing. Students will use primary and secondary source materials to build upon the historical knowledge that they have gained from their course of study in the history department. They will refine their critical thinking skills and oral communication skills, and they will produce a full-length history paper that demonstrates mastery of professional methods of research, analysis, and writing. History 400 is a Writing Intensive course.

TEXTS TO BE PURCHASED FOR COURSE:

Appleby, Joyce, Lynn Hunt, and Margaret Jacob. *Telling the Truth About History*.
New York: W.W. Norton and Co., 1994.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and
Dissertations*. 6th ed. Chicago: University of Chicago Press, 1993.

COURSE OBJECTIVES: Students who successfully complete this course will

- understand and express, both orally and in coherent written form, the nature and development of the historical profession and the directions in which the profession is currently moving;

- critically review the published academic literature surrounding a specific historical topic and present historiographic analyses both orally and in coherent written form;
- critically analyze documentary evidence and use primary source materials to refine, refute, and/or expand historical knowledge of a specific question or theme;
- carry out the procedures involved in the conceptualization, research, drafting, and revising of a historical research project;
- critically review and constructively edit peer work;
- have the opportunity to improve their writing skills.

COURSE REQUIREMENTS: In order to receive credit for History 400

- Students must turn in all written assignments as specified in the Schedule of Classes and assignments below;
- Students must average a score of 60% or above on all assigned work;
- Students must critically read, and come to class prepared to discuss, all of the material as specified in the aforementioned schedule of classes and assignments;
- Students must attend all class sessions except in case of an excused absence.

PERFORMANCE ASSESSMENT: Grading for this course will be determined as follows: 90-100% of all possible points=A; 80-89% of all possible points=B; 70-79% of all possible points=C; 60-69% of all possible points=D; 59% or below=F

Scores of 90% or above on individual assignments are awarded for outstanding work that shows attention to detail in thought, meticulous execution, and significant analysis (where called for).

Scores of 80-89% on individual assignments are awarded for work that is above average, correct, and executed according to instructions.

Scores of 70-79% on individual assignments are awarded for work that is average, error free, and executed according to instructions.

Scores of 60-69% on individual assignments are awarded for work that includes errors, fails to adhere to instructions, and reflects sloppiness in thought and execution.

Scores of 59% and below are awarded for work that is superficial, late, not executed according to instructions and fails to adhere to minimal standards of acceptability.

All written work in this class must conform to the rules of edited standard written English and be submitted in 12 point Times New Roman font.

See the attached History 400 Grade Record for the point values of each individual course assignment.

COURSE POLICIES:

Attendance: As this course is a seminar, student participation represents a crucial component. Attendance is therefore extremely important. Students who miss class discussions will receive a zero for their participation grade on that day.

Plagiarism: Plagiarism, the copying of another's work without acknowledgment, is forbidden. These rules apply to Internet information just as strictly as they do to information contained in books and articles that are housed in our libraries. See the Marshall Student Handbook and the Marshall University Undergraduate Catalog sections on Academic Dishonesty for a description of the penalties that are imposed in cases of cheating and plagiarism.

COMPUTER REQUIREMENTS: All students in this course are expected to respond to e-mails from the instructor, word process their research papers for greater ease in the execution of revisions, and, in addition to conducting extensive print research in our libraries, use on-line databases as appropriate for each individual project. Any student who anticipates difficulties in carrying out these tasks should immediately see the instructor for assistance.

SCHEDULE OF CLASSES AND ASSIGNMENTS:

Week One

1/9 Course Introduction

1/11 Choosing a Research Topic

- *Have Ready to Turn In:* Student Information Form

Week Two

1/16 No class: Martin Luther King, Jr. Day

1/18 Science as the Model of Truth

- *Be Prepared to Discuss:* Appleby, Hunt, and Jacob Introduction and Chapter One

- *Have Ready to Turn In:* Abstract #1

Week Three

1/23 The Nuts and Bolts of Research

-Meet at Drinko Library Reference Desk

1/25 Scientific History as the Path to Progress

- *Be Prepared to Discuss:* Appleby, Hunt, and Jacob Chapter Two

- *Have Ready to Turn In:* Abstract # 2

Week Four

1/30 Good Writing Habits

- *Have Ready to Turn In:* Initial Research Proposal

2/1 History in the Service of Nationalism

- *Be Prepared to Discuss:* Appleby, Hunt, and Jacob Chapter Three

-*Have Ready to Turn In:* Abstract # 3

Week Five

2/6 Student Presentations-Round One

- *Be Prepared to Present:* A Report on the Progress of Your Research
- *Have Ready to Turn In:* Revised Research Proposal and Preliminary Bibliography

2/8 Approaches to American History

- *Be Prepared to Discuss:* Appleby, Hunt, and Jacob Chapter Four
- *Have Ready to Turn In:* Abstract #4

Week Six

2/13 Questions about Truth and Science

- *Be Prepared to Discuss:* Appleby, Hunt, and Jacob Chapter Five
- *Have Ready to Turn In:* Abstract #5

2/15 The Impact of Postmodernism on Historical Work

- *Be Prepared to Discuss:* Appleby, Hunt, and Jacob Chapter Six

Week Seven

2/20 The Impact of Postmodernism on Historical Work, cont.

- *Be Prepared to Continue Discussing:* Appleby, Hunt, and Jacob Chapter Six
- *Have Ready to Turn In:* Abstract #6

2/22 Is Historical Objectivity Possible?

- *Be Prepared to Discuss:* Appleby, Hunt, and Jacob Chapter Seven
- *Have Ready to Turn In:* Abstract #7

Week Eight

2/27 Student Presentations-Round Two

- *Be Prepared to Present:* Historiographic Analysis of your topic/theme

3/1 The Historical Profession's Future

- *Be Prepared to Discuss:* Appleby, Hunt, and Jacob
Chapter Eight
- *Have Ready to Turn In:* Abstract #8

Week Nine

3/6 The Place of Political History in the Discipline

- *Be Prepared to Discuss:* Leff Article, "Revisioning U.S. Political History"
- *Have Ready to Turn In:* Abstract #9

3/8 Essay Exam

Week Ten

3/13 Discussion of Research Challenges

- Have Ready to Turn In:* Paper Outline and Revised Bibliography

3/15 No Class: Individual Student Conferences

(3/17 is the last day to drop an individual class)

(3/20 through 3/24 is Spring Break)

Week Eleven

3/27 No Class: Work on Research Paper

3/29 No Class: Work on Research Paper

Week Twelve

4/3 Career Paths in History

- *Have Ready to Turn In:* First Draft of Research Paper (two copies)

4/5 No Class: Assessment Day

Week Thirteen

4/10 No Class: Individual Student Conferences

4/12 No Class: Individual Student Conferences

Week Fourteen

4/17 No Class: Work on Final Papers

4/19 No Class: Work on Final Papers

Week Fifteen

4/24 Final Round of Student Presentations

-Have ready to turn in: Final Draft of Research Paper

4/26 Final Round of Student Presentations, cont.

SCHEDULED FINAL EXAM PERIOD:

5/5 (from 12:45-2:45) Final Round of Student Presentations, cont.

HISTORY 400 Grade Record

	Points Possible	Points Received
Abstracts		
#1 (A, H, & J Chap. 1)	30	_____
#2 (A, H, & J Chap. 2)	30	_____
#3 (A, H, & J Chap. 3)	30	_____
#4 (A, H, & J Chap. 4)	30	_____
#5 (A, H, & J Chap. 5)	30	_____
#6 (A, H, & J Chap. 6)	30	_____
#7 (A, H, & J Chap. 7)	30	_____
#8 (A, H, & J Chap. 8)	30	_____
#9 (Leff AHA Article)	30	_____
Assignments		
Initial Research Proposal	80	_____
Revised Research Proposal	100	_____
Preliminary Bibliography	100	_____
Round One Presentation	50	_____
Round Two Presentation	75	_____
Essay Exam	250	_____
Paper Outline	300	_____
First Draft	450	_____
Reader's Report	50	_____
Final Draft	600	_____
Final Presentation	75	_____
Seminar Participation	600	_____

HISTORY 400 Student Information Form

(Please fill out all four pages)

Name:

Local Address:

Permanent Address:

E-mail:

Local Telephone:

Birthplace:

States and countries other than West Virginia in which you have lived:

States and countries other than West Virginia to which you have traveled:

Name and location of high school from which you graduated:

Year of high school graduation:

Year in which college or university studies were first undertaken:

Colleges or Universities attended other than Marshall:

Student Information Form, continued

College or University History courses successfully completed:

(Please provide course name and number, semester in which the course was taken, the name of the professor who taught the course, and the institution at which you took the course.)

use the other side of this sheet if necessary

Student Information Form, continued

College or University courses successfully completed in Minor area of study:

(Please provide course name and number, semester in which the course was taken, the name of the professor who taught the course, and the institution at which you took the course.)

Student Information Form, continued

Use at least one full page to describe the three most interesting themes, questions, or events that you have studied in a college or university level history course. Explain why you find each of the themes, questions, or events that you have identified interesting and historically significant.

Table of Contents

General Guide to Doing Well in This Course	14
Identifying a Topic and Theme for your Research	15-16
Instructions for Writing the Research Proposal	17
Instructions for Writing Abstracts	18
Preliminary Bibliography Instructions	19
Outline Instructions	20-21
Instructions and Grading Criteria for Research Paper Draft	22
Reader's Report Instructions	23
Instructions for Student Presentations	24
Instructions and Grading Criteria for Final Draft	31
Suggestions for Further Reading	32-33

General Guide to Doing Well in This Course

History 400, the capstone experience for history majors, combines an emphasis on professional research skills, historiography, theory, writing, and oral expression. The class also offers students the opportunity to do in-depth historical research on the subject of their choice. The following tips for doing well in this course are based upon student feedback and my own observations.

- Take the instructions for each assignment seriously. Read the instructions before beginning an assignment, at some point in the process of preparing the assignment, and then when the assignment is complete (but far enough in advance of the due date to allow time for corrections and revisions).

- Carefully consider the comments I make on your work and incorporate them into revised versions and subsequent assignments. Please understand that all comments are intended to help you improve your writing and clarify your thoughts.

- Get started choosing a viable and manageable research topic during the first few days of the semester. Do not pursue anything without having some leads on primary source materials.

- Go through all reading assignments with care, taking notes as you go along rather than underlining passages. If you get lost or lose your train of thought, back up. Come to class prepared to thoughtfully discuss the reading assignments.

- Do not hesitate to ask me for help. I prefer to communicate with students outside of class during my office hours and by e-mail.

- Make your interlibrary loan requests early but watch those due dates. The fine is a dollar a day with no exceptions.

- Pay attention to proper citation forms. Avoid losing points through sloppy footnotes and bibliographic citations. Use Chapter Eleven of Turabian to check for citation forms. The clearest examples begin on page 187. The letter N stands for footnote and the letter B stands for bibliographic citation. Please note the fundamental differences between footnote and bibliographic citations from the outset of the course. (You will not need to use the PR and RL forms included in this chapter).

- Because the historical profession values careful written and oral expression, this course will push you to improve your written and oral communication skills. It is perfectly alright to be shy, modest, and a bit awkward about expressing yourself in front of others. Many successful historians are. Be comforted by the fact that the classroom environment in History 400 has always been very inviting to students with some hesitance about participating. Though the first weeks have nearly always been tough, an interesting, fun, and accommodating classroom culture seems always to emerge before too long.

Identifying a Topic and Theme for your Research

Start by filling out the Student Information Form with care and then re-reading and thinking about what you have written on the last page(s). You should ideally focus on a time period and civilization and/or culture that you have studied in one or several survey courses, and for which there are sources in a language you can read.

Try not to select something that has been pounded to death by generations of previous historians unless you have stumbled across new evidence that no one else has looked at. Do not, for example, plan to evaluate the causes of World War I unless you have a genuinely new angle to take on the subject backed up by heretofore unseen documents. Try not to select something that is too broad and unwieldy such as FDR's Presidency or American involvement in Vietnam.

Select narrower topics and themes such as:

FDR's policy toward the arts (topic) and his promotion of local theater (theme);

or

Gender constructs in the experiences of American soldiers in Vietnam (topic) and the role of female nurses in combat (theme).

Do pursue potential topics or themes about which you have a sense of genuine enthusiasm. The subject matter can range from the traditional to the innovative. Military foci are welcome as are examinations of cultural constructs or everyday phenomena in the past.

Do go after primary sources with zeal and gusto from the first moment you begin to think of potential topics and themes. Remember that there are an abundance of published personal testimonies that work quite well as primary sources and that if we do not have a particular one of these in our library they can usually be acquired quite easily through interlibrary loan (the life line of the historian). Government documents and newspapers and magazines are also rich primary sources available in large quantities here at Marshall. Other primary sources to consider using include medical books, children's literature, city directories, advertisements, and local public records.

Do look carefully at the footnotes and bibliographies of your favorite history books to see what primary sources have been used to arrive at those interpretations.

Do keep careful records of your research leads in a research journal or notebook. There are few things worse than knowing that you have earlier stumbled across something crucial and but are unable to find it when you need it because you jotted it down on some odd scrap of paper that has gotten lost. It happens all too often.

Here are some topics and themes to contemplate:

1. Student teaching as a component of educational programs (topic); the case of the Marshall Lab School (theme).
2. The origins of the self-help movement in America (topic); the emergence of Alcoholics Anonymous as a national organization (theme).
3. The shift from trains to automobiles as predominant modes of intercity travel in the U.S.(topic): the case of Huntington, West Virginia or some other city or region (theme).
4. The urban renewal frenzy of the 1960s and 70s (topic): a comparison between Huntington and Charleston, or some other city or set of cities (theme).
5. The impact of the GI Bill on American society (topic): how educational institutions were transformed by the influx of soldiers (theme).
6. Post-War consumerism and eating habits in the U.S. (topic): the rise of gourmet cooking fashions among the middle classes in the 1950s and 1960s (themes).
7. The place of high school in American culture (topic): the emergence of homecoming and junior/senior prom rituals as benchmarks of female success for teenagers (theme).
8. The process of de-industrialization in America (topic): the emergence of the Ohio River Valley “rustbelt” area (theme).

Instructions for Writing the Research Proposal

Your initial research proposal should be approximately three typed, double-spaced pages in length and must include the following components:

--The first paragraph must explicitly identify the historical topic you have chosen to embrace (this is broader than the subject area your paper will actually cover). The first paragraph should also specify the theme you intend to tackle in your paper (historical themes are narrower than historical topics). At the end of the first paragraph you must set forth a preliminary hypothesis. Be as explicit as possible and feel free to write in the first person for this assignment.

--Your second paragraph should describe the background knowledge that you will bring to your research. Which courses have you taken that have dealt with the general topic area? What specific books or articles have you read dealing with the topic? Make sure to include correct Turabian-style footnotes for the readings you mention. This paragraph should also offer a sense for how your topic, your theme, and your hypothesis relate to other historical questions of a broader nature. This paragraph must end with an initial statement of the historical significance of the research that you plan to undertake.

--Your third paragraph should constitute a sort of research reality check. Here you must describe the primary sources you plan to use in your work, what dates they cover, who wrote or produced the documents and why. You should also specify what type of access you have to the primary sources. If you have not identified available primary resources, then the thought and work you put into the first two paragraphs of this proposal will have gone for naught. This last paragraph should end with reference to at least three secondary sources you have identified but have not yet read, which deal with your theme, and that you believe might be helpful to you in the interpretation of the primary source material you are going to examine. Please include correct Turabian-style footnotes for both the primary and secondary sources mentioned in this third paragraph.

Your revised research proposal should reflect a conscientious response to the comments and suggestions for improvement that I made on your initial research proposal. Please attach the graded Initial Proposal with my comments in order to facilitate evaluation. You must also attach to the revised research proposal a Preliminary Bibliography that is two pages in length (see page 17 of instructions).

Instructions for Writing Abstracts

You will be required to write nine abstracts for History 400 this semester. The first eight abstracts will be on a chapter of Appleby, Hunt and Jacob's *Telling the Truth About History* as specified in the schedule of classes and assignments section of your syllabus and the History 400 Grade Record Form distributed in class. The ninth abstract will be on an article by Mark H. Leff that you can get access to through JSTOR. All abstracts are due at the beginning of class.

An abstract is a summary of a piece of writing and should not include your evaluation or opinion of the work you are abstracting. Abstracts in this class should not include quotes from the reading either. You must express the author's argument and describe the evidence used to prove the argument in your own words. Your abstracts should be thorough and should avoid repetition.

History 400 abstracts should be one double-spaced, full typed page in length. Each abstract should be structured as a single paragraph. Abstracts shorter than one page in length reflect a superficial reading of the assignment and will be graded accordingly. Abstracts longer than one page in length will not be accepted.

Additional instructions: Students should use a 12 point font, type their name in the upper right hand corner, and head their abstract with the following citation form:

Abstract: Appleby, Joyce, Lynn Hunt, and Margaret Jacob. "Competing Histories of America." In *Telling the Truth About History*, New York: W.W. Norton, 1994.

Preliminary Bibliography Instructions

You are required to submit a preliminary bibliography for this class. It is due on the date that is set forth in the Schedule of Classes and Assignments above and must be turned in with the revised research proposal. Your preliminary bibliography must be at least two full pages in length and must adhere to Turabian form.

Include everything you have found so far, including all those items you think you might not have a chance to read. At the end of each citation indicate whether the item is available in Drinko or Morrow Libraries, whether or not you have checked the item out, and whether (and when) you have ordered the item by Inter-Library Loan. If the item is available on the Internet, the citation will make that clear and thus you will not have to specify the above with respect to it. Use the heading Bibliography, centered at the top of the page and then divide the bibliography into two sub-headings: Primary Sources and Secondary Sources. Position each sub-heading flush against the left margin of the page.

Please note that a revised, three-page bibliography must be turned in with the paper outline that is due on the date set forth in the Schedule of Classes and Assignments above.

Outline Instructions

One of the requirements for this class is that you submit a detailed outline of the research paper you will turn in at the end of the semester. Prepare your outline in accordance with the following instructions and make sure that your outline adheres to rules of edited standard written English. The outline should be single spaced with extra spacing inserted between sections. Please attach a revised and expanded bibliography that is three pages in length to the outline.

Each section of your outline should be designated with an upper-case Roman numeral positioned flush against the left margin and followed by a period and two spaces. Immediately after the two spaces the subject heading should appear. The Roman numeral and subject heading should be underlined. After that, you should write one or two sentences describing what you intend to say or cover in that section of your paper. Where sub-sections are necessary, they should be designated by a lower case letter, positioned at a 5 space indentation from the left hand margin. These letters should appear in alphabetic order and that order should begin anew beneath each Roman-numbered section.

Your outline should include the following sections and be modeled on the following form:

I. Introduction. This should be $\frac{3}{4}$ of a page in length and should end with a thesis statement. Thesis statements may be more than one sentence in length. Your outline should include a first draft of this paragraph and of the thesis itself.

II. Background section. In the actual paper this should be no more than one page in length and should be a chronological account of the historical theme with which you are dealing. Briefly describe in your outline what the narrative section will include.

III. Historiographic analysis section. In the actual paper this section should be two pages in length (roughly four paragraphs) and should focus on the way in which scholars have treated your topic and/or theme (in other words, do not deal with primary sources here). In this section of the paper you must critically review the published scholarly literature and identify precisely how your research relates to what other scholars have written (and/or not written). When applicable, indicate where historians agree and disagree in their interpretation of the periodization, causation, and significance related to your topic and theme. This section must begin with a carefully-constructed transition. Please include that transition in the outline.

a. Indicate which scholars, which books and articles, and which concepts or interpretations you will consider in each of the paragraphs.

b.

c. The last paragraph of your historiographic analysis section should plainly state how you believe your research has the potential to refine, refute, or expand existing scholarly

work on your topic and theme. In this outline, you should give a brief version of that assessment next to the last subheading in the Historiographic Analysis section.

IV. Documentary Analysis section. In the actual paper this section should be no less than twelve pages in length. This is the heart of your paper; it is where you have the opportunity to delve into the primary source material and use the documents you have studied in support of the argument you have set forth in your thesis statement. This section must begin with an expanded statement of your thesis: a fleshing out of your argument that will be supported by an in-depth examination of primary source materials. Indicate in your outline which specific documents you will use in your argument (give dates, titles, and other concrete identifying information). You may certainly find yourself needing to use secondary sources in this section to some extent, but please remain focused on the primary sources and your interpretation of them. Make sure that your document analysis involves analytical depth and does not merely consist of quotation from, and description of, primary source materials and acceptance at face value.

- a. Use sub-headings to indicate how you intend to organize this section of your paper.
- b.
- c.

V. Conclusion. The conclusion should be at least half a page in length and should directly link your thesis statement to the evidence you have presented in section IV. (You do not need any sub-headings here).

VI. Historical significance section. This section should be one paragraph in length and should consist of a statement of the historical significance of your research, analysis, and conclusions. Include a brief statement of significance here in your outline. (You will not need to use sub-headings in this section.)

Instructions and Grading Criteria for Research Paper Draft

You will be required to submit a full draft of your research paper on at the beginning of class on the date specified in Schedule of Classes and Assignments above. Please bring two copies with you (one for me and one for a fellow student to read and critique). Your draft, like your final paper, should be double spaced with footnotes in Turabian style situated at the bottom of the page. It should include page numbers and a complete bibliography. Your research paper draft should include all of the headings set out in the instructions for preparing the outline and should also feature a cover page with a title for the paper. Make sure to use edited standard written English in your draft and to attach to the draft a copy of your outline with my comments on it.

Your draft will be graded according to the following criteria:

20% Completeness: Your draft should include all of the parts specified in the Outline Instructions that were distributed in class. Drafts with missing sections will not be accepted. Each section should be at least 75% of its required length and no section should be longer than that which is specified in the Instructions.

10% Historiographic Analysis: Your historiographic section should be coherent, begun with an appropriate transition, and reflect your ability to evaluate historical arguments and methodologies. Your historiographic section should end with a statement of where your research falls in relation to the body of historical work you have studied.

30% Documentary Analysis: Your analytical section should be coherent, begun by a full statement of your argument (as versus the briefer statement of your argument that is expressed in your thesis) and reflect your ability to meaningfully analyze and use documentary evidence from the past. Your analytical section should also reflect your ability to use primary source evidence to support and/or refute secondary source historical interpretations.

10% Significance: Your significance section should reflect an understanding of the connectedness of human experience and events and demonstrate your ability to formulate expressions of such.

10% Presentation: Your draft should be submitted in edited standard written English and have very few errors. Drafts submitted with an excessive number of errors in the usage of edited standard written English will be returned un-graded and counted as late until they are corrected and resubmitted. Your draft should employ the narrative conventions of the historical discipline: do not use the first person, follow Turabian style, and do not over-quote from the sources.

10% Accuracy: Your draft should be free of historical inaccuracies and misleading generalizations. Drafts submitted with an excessive number of historical inaccuracies will be returned un-graded and counted late until they are resubmitted. The draft should include full and complete Turabian-style footnotes for all material that requires citations.

10% Response to Criticism: Your draft should reflect a reasonable response to the comments that the instructor made on your outline.

Reader's Report Instructions

You are required to submit a reader's report that evaluates one of your classmate's research paper drafts. Your reader's report should be typed, single spaced, and conform to the rules of Edited Standard Written English.

In your report you should give a numerical score and then provide a short paragraph of written comments for each of the following criteria:

Completeness- 20 points.

Historiographic Analysis- 10 points

Documentary Analysis- 30 points

Significance- 10 points

Presentation- 15 points

Accuracy- 15 points

Although it is certainly appropriate to point out weak or missing elements when you evaluate the work of a peer, it is extremely important that comments be framed in positive terms and that Reader's Reports not contain any personal insults or attacks upon the author of the paper under review.

Instructions for Student Presentations

There will be three rounds of student presentations in History 400 this semester. In each of the rounds, students will be required to stand at the lectern in the front of the classroom and address the members of the seminar.

In the first round of student presentations, each member of the class will have approximately five minutes to report, in as precise a manner as is possible, on the progress of their research. This report should include information about which specific reference sources the student has found useful and which specific print and electronic databases have yielded books, articles, and/or dissertations that will be helpful in gathering information for the research paper.

The first round of presentations will be graded on the basis of the following criteria:

Delivery 25%-Students should speak clearly, slowly, and audibly.

Content 75%-Presentations should be logically organized, adhere to the above instructions, and reflect conscientious and thorough use of available research resources.

In the second round of student presentations, each member of the class will again have approximately five minutes to offer an initial characterization of the scholarly literature on their topic and theme. In this presentation, students should identify the common foci in the secondary literature, the most obvious debates, any missing elements in the coverage, and the degree to which scholars differ in their approaches to the subject matter. Students should refer to specific scholars and their works while also offering a panoramic vision of the relevant published literature.

The second round of presentations will be graded on the basis of the following criteria:

Delivery 25%-Students should speak clearly, slowly, and audibly.

Content 75%-Presentations should adhere to the above instructions, be logically organized, and reflect careful consideration, and substantive analysis of scholarly works relevant to your research.

In the third round of student presentations, each member of the class will have approximately fifteen minutes to address the seminar. In this third round, students must first read a prepared statement and then take questions from the instructor and from the class. The prepared statement should be a three-page, double spaced abstract of the final paper that covers historiographic, documentary analysis, and significance sections. Students will be required to turn the abstract in after having presented it to the class.

The final presentation will be graded on the basis of the following criteria:

Delivery 25%-Students should speak clearly, slowly, and audibly.

Abstract 50%-The abstract should be thorough, concise, and well-written.

Response to questions 25%- Students should try to answer the questions posed in as concise but thorough a manner as is possible.

Instructions and Grading Criteria for Final Draft

You are required to submit a final draft of your research paper at the beginning of class on the date specified in the above Schedule of Classes and Assignment. Your final draft should be a polished product and should be distinct from your first draft in a number of ways, including:

- Your final draft should not include section headings (background, historiographic analysis, etc). Instead you should quadruple space between sections. (In a double-spaced document this involves hitting the return key twice instead of once).

- Your final draft should include a bibliography, correctly formatted according to Turabian style, and divided into Primary Source and Secondary Source categories. (Please eliminate the notations about location, availability, ILL status, etc that were included in the preliminary version of the Bibliography)

- Your final draft should reflect a reasonably conscientious effort to address all of the comments made on and about the first draft.

Your final draft will be graded according to the following criteria:

Historiographic Analysis-5%

Documentary Analysis-20%

Significance-5%

Presentation-10%

Accuracy-10%

Response to Criticism on first draft-50%

***No final draft will be accepted unless it is accompanied by the paper outline with my comments on it and the draft with my comments on it.

Suggestions for Further Reading

- Anderson, Karen. *Teaching Gender in U.S. History*. Washington D.C.: American Historical Association, 1997.
- Bailyn, Bernard. *On the Teaching and Writing of History*. Hanover, N.H.: University Press of New England, 1994.
- Davidson, James West, and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection*. 4th ed. Boston: McGraw Hill, 2000.
- Faragher, John Mack. "The Frontier Trail: Rethinking Turner and Re-imagining the American West." *American Historical Review* 98 (February 1993): 106-117.
- Foucault, Michel. *The Order of Things: An Archeology of the Human Sciences*. New York: 1970.
- Gertz, Clifford. "Thick Description: Toward an Interpretive Theory of Culture" in *The Interpretation of Cultures*. New York: 1973.
- Gordon, Linda. *U.S. Women's History*. Washington, D.C.: American Historical Association, 1997.
- Jenkins, Keith, ed. *The Postmodern History Reader*. London: Routledge, 1997.
- Katz, Michael B. "Social Class in North American Urban History." *Journal of Interdisciplinary History* 11 (Spring 1981): 579-605.
- Kuhn, Thomas. *The Structure of Scientific Revolutions*. *International Encyclopedia of Unified Science*. Chicago: University of Chicago Press, 1970.
- Lewis, Earl. "To Turn as on a Pivot: Writing African Americans into a History of Overlapping Diasporas." *American Historical Review* 100 (June 1995): 765-787.
- Limerick, Patricia Nelson. "Turnerians All: The Dream of Helpful History in an Intelligible World." *American Historical Review* 100 (June 1995): 697-716.
- Nichols, Theo. "Social Class: Official, Sociological and Marxist." In *Demystifying Social Statistics*, eds. John Irvine, Ian Miles, and Jeff Evans, 152-171. London: Pluto Press, 1979.
- Novick, Peter. *That Noble Dream: The "Objectivity Question" and the American Historical Profession*. Cambridge: Cambridge University Press, 1988.

Southern, David. "An American Dilemma After Fifty Years: Putting the Myrdal Study and Black-White Relations in Perspective." *The History Teacher* 28 (February 1995): 227-253.

Windshuttle, Keith. *The Killing of History: How Literary Critics and Social Theorists are Murdering Our Past*. New York: The Free Press, 1996.