

**Undergraduate Program Assessment Annual Report  
School Year 2006-2007  
Department of History  
December 1, 2007**

**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 its own: 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. However, our previous measure, which utilized course grades for history majors in survey courses, has been deemed insufficient for Assessment purposes. Since we did not learn this until October of 2007, we have not replaced that measure. The History Department has, however, agreed to conduct a workshop/retreat in order to re-think both Objective One and its measures.

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 2006-Spring 2007).

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

Most sections 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, and HST 102, The World and the Rise of the West, 1350 – Late 19<sup>th</sup> Century, for example, require students to analyze documents from the various civilizations and from various eras. These exercises are evaluated, and those evaluations constitute supporting data for this learning objective.

HST 200, the required Sophomore History Workshop, introduced a section on Primary Source Analysis in direct response to Assessment needs. (See Appendix 2, HST 200 syllabus and grading criteria) This section of the course constituted fully 20% of the course time (three weeks out of fifteen); evaluations of student performance on those exercises constitutes another measure of student achievement of this objective.

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 and grading criteria). 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. Since this is a complex objective inclusive of differing skills, assessment thereof includes several exercise evaluations. In HST 200, Sophomore History Workshop, students are required to scrutinize existing secondary sources for historiographical analysis, one of the main components of a research paper. Further, they are required to prepare annotated bibliographies for their research topics, another essential element of historical research and project completion. Lastly, students in HST 200 are required to familiarize themselves with the array of historical research resources both physical and online available through Marshall's libraries and information systems, and are evaluated on their abilities to do so.

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.

For this assessment report, we are going to use data from HST 200 and HST 400 as well as from three upper-division courses: for Fall 2006 HST 483 Food in World History and HST 438 Material Culture and History; and for Spring 2007 HST 304 Spanish History since 1475. (See Appendices 4, 5, and 6, course syllabi and grading criteria) All of these courses required students to submit paper/project proposals and research plans, as well as final papers, and, in the cases of HST 483 and 438, a preliminary draft of the paper as well.

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.*

Our previous measure for this objective has been deemed insufficient; we are currently working on revamping both the Objective and its possible measures in order to conform with Assessment requirements.

The Department does believe, though, that the range and scope of Senior Theses captures some of the essence of this Objective. See Appendix 1 for History Capstone Research Paper projects completed during the academic year 2006-2007.

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

In the Fall 2006 and Spring 2007 semesters students in HST 101, The Great Civilizations to 1300, and HST 102, The World and the Rise of the West, were required to complete Primary Source Analysis Exercises (PSAs). These exercises require students to read, analyze, and respond to questions about primary source documents from a variety of cultures, civilizations, and time periods. Students in HST 200 Sophomore History Workshop are required to analyze primary sources of a more sophisticated nature than those used in the 100-level courses. The data presented here are from the stand-alone Primary Source Analysis exercises from the three sections of HST 200 offered in the Fall '06 and Spring '07 semesters. Students in the History Capstone course Senior Seminar in Historical Methods, HST 400, complete eight PSAs during the semester.

The average scores for PSAs in the above-mentioned courses are indicated in the following table:

Table 1: Primary Source Analysis (PSA), HST 101, 200, 400, Fall 2006 and Spring 2007, Average Scores

	PSA 1	PSA 2	PSA 3	PSA 4	PSA 5	PSA 6	PSA 7	PSA 8
HST 102 Fall '06	88.79							
HST 101 Spring '07	85.65	84.84						
HST 200 Fall '06	83.37							
HST 200-201 Spring '07	84.55							
HST 200-202 Spring '07	86.54							
HST 400 Fall '06	80.00	81.29	83.00	88.77	84.15	83.61	84.17	83.77
HST 400-201 Spring '07	81.25	77.78	94.44	83.33	93.75	88.89	78.57	70.00
HST 400-202 Spring '07	84.38	81.25	83.33	86.66	84.38	85.71	85.71	87.5

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.

Table 2: Primary Source Analysis (PSA) Section, HST 400 Research Paper, Draft and Final Versions, Fall 2006 and Spring 2007, Average Scores

	PSA Draft	PSA Final
HST 400-101 Fall '06	79.44	85.71
HST 400 -201 Spring '07	84.00	84.44
HST 400-202 Spring '07	78.13	87.92

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 exercises which required students to complete assignments oriented toward some of the skills required to conceptualize and complete a research paper. These include historiographic analysis of secondary sources, the development of an annotated bibliography related to their research topic, and the acquisition of knowledge about and use of historical resources in libraries and electronic databases.

Table 3: Historical Research Skills, HST 200, Fall 2006 and Spring 2007, Average Scores

	Historiography	Annotated Bibliography	Historical Resources
HST 200 Fall 2006	83.17	88.50	84.00
HST 200-201 Spring 2007	85.33	86.67	86.50
HST 200-202 Spring 2007	85.38	87.62	84.77

The data show clear success in student performance in these elements 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 37 students completed the process of writing a senior thesis in the 2006 - 2007 academic year. In the Fall semester the average score on the first draft of the capstone research paper was 87.07%; the average score for the final paper was 88.43%. For the Spring semester the equivalent averages are 83.13% and 84.85% respectively (combined averages of the two sections).

We have added data from three other upper-division History courses which require students to draft and revise a research paper. See appendices 4, 5, and 6 for syllabi and research paper instructions, requirements, and grading criteria.

Table 4: Initial and Final Drafts, HST 400, Fall 2006 and Spring 2007, HST 483 and HST 437, Fall 2006, and HST 304, Spring 2007, Average Scores

	Initial Paper Draft	Final Paper
HST 400-101 Fall 2006	87.07	88.43
HST 400-201 Spring 2007	80.67	84.40
HST 400-202 Spring 2007	85.58	85.30
HST 483-101 Fall 2006	83.79	87.17
HST 437-101 Fall 2006	75.25	82.50
HST 304-201 Spring 2007	82.88	88.10

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 History Department collects two sets of data to measure Learning Outcome 4 from students in HST 400 Senior Seminar in Historical Methods. On a lengthy essay examination focused on the development of the historical profession, Fall 2006 students earned an average score of 85.22%; in the Spring of 2007 the equivalent score was 83.76%. In the preparation of two abstracts of readings on historical writing since the Enlightenment, students earned an average grade of 86.50% in the Fall of 2006 and 84.24% in the Spring of 2007. 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 historical knowledge and thinking orally. The average class participation grade in History 400 in the Fall of 2006 was 84.53%; in the Spring of 2007, it was 81.16% for both sections combined.

Students in the History Capstone course are also required to give three oral presentations on various aspects of their research papers as the semester progresses. Such presentations are an important part of measuring oral expression of historical understandings. Below are the average scores for Fall 2006 and Spring 2007; these show more than adequate grasp of the required skills.

Table 5: Oral Presentations, HST 400, Fall 2006 and Spring 2007, Average Scores

	Presentation One	Presentation Two	Presentation Three
HST 400-101 Fall 2006	86.08	89.23	87.71
HST 400-201 Spring 2007	84.44	88.38	83.89
HST 400-202 Spring 2007	89.53	84.93	86.42

In a number of courses, but most explicitly in History 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. We have instituted a program whereby the designing of and collection of data related to assessment objectives 1-4 is rotated among faculty and courses in order to catch a broader and deeper array of courses and pedagogical approaches.
2. 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.
3. Explore more thoroughly what current national assessment resources are available for the discipline of history.
4. Meet as a department to rethink our departmental learning objectives with an eye to both bringing them into line with our faculty's skills, knowledges, and desires, and being able to construct meaningful measures for all objectives.
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.

## **IV. Assistance Needed:**

Timely and comprehensive feedback from Assessment Report evaluators; funding for departmental retreat.

## **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**  
**History Capstone Course (HST 400) Project Titles**

**Fall 2006**

All that Glitters is not Gold: The Impact of Frustrated Consumerism on German Reunification

Japanese American Internment: Gender Perspectives and Foundational Stereotypes During World War II

Japanese Warfare: Despised or Respected

Marshall University's Civic Interest Progressive, 1963-1965: Desegregating Huntington, West Virginia with Collaboration and Civil Disobedience

The Mystics of Spain and Protestantism: Elements of Lutheranism in the work of the Spanish Mystics during the Sixteenth Century

Newspapers and the Civil War: How Propaganda led to Changes in Reporting Practices

“One Cup . . . 2,500 Straws”: The Decline of the Oil Boom in the Sistersville Oil Field and its Effects on Tyler County

Putting the Devil Back in England: A Study of Sixteenth- and Seventeenth-Century Witch Trials

Reactions and Views from Amnesty International on Basque Prisoners

The Russian Revolution and Civil War as Encyclopedic Propaganda

Surviving the Ohio: The Fur Trade, Indians, and Exploring the Ohio River Valley, 1748-1752

A Watered Phoenix Cannot Rise: A Closer Look at Native American Religious Oppression, the American Indian Religious Freedom Act, and its Amendments in 1994

West Virginia Black Institutions and the Black Administrators: The “New” Reformers of the Progressive Era

**Spring 2007**

Analysis of the Rape of Nanking

The Boxer Rebellion of 1900 as Represented in Modern Film

Change and Continuity in Patristic Attitudes on Fertility Control: A Comparative Analysis

The Coexistence of Opposites: The Lives of Jane Sharp and Martha Ballard and Their Views on Male Physicians

Cowboy Culture: American National Identity in the Western Genre of the Hollywood Film Industry

Deindustrialization: A Large Scale Problem in a Small Scale World

The Development of Nicheren Buddhism in America: World War II as the Defining Era of Change

A Different Shade of Appalachia: African American and Foreign Migration into the Coalfields of Southern West Virginia, ca. 1900

Does the Devil Have all the Good Music? A Look at the Origins of Christian Rock and Religion in Popular Music

Draft Resisters and Military Deserters in Canada During the Vietnam War

A Study of Gender Bias in Children's Mathematics Literature: 1970-2003

Marshall University Student Activists and the Struggle for Equality, 1963-64

The Monsters in the Bedroom: The Anxieties of Men About Female Sexuality in Renaissance England

The Politics of Judicial Legislation in the United States

The Portrayal of Women in Spanish Civil War Propaganda

The Russian Matrioshka: A Study of Two Subject Nationalities within the Russian Federation

The Social Construction of Faculty-Student Relationship Policy

The United States and Juan Perón: Demonizing a Dictator

The Vietnam War: Explanations and Miscommunications

Understanding Youth Through Music: The Effects of Music and Hip Hop on Society

Why Yes, My Eyes ARE Brown: American Hypocrisy in World War Two Propaganda

**Appendix 2**  
**History 200 Syllabus**

**HISTORY 200:**  
**HISTORY METHODS WORKSHOP**  
**Fall 2006**

Dr. David Winter  
Harris Hall 127  
phone: 696-2954  
e-mail: david.winter@marshall.edu

Class Meetings: Tuesdays, 4:00 to 6:20 pm  
Office Hours: Tues., 2:30 to 3:30 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**

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 Abstracts and Reviews**

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

Lewis, Ronald L. "From Peasant to Proletarian: The Migration of Southern Blacks to the Central Appalachian Coalfields," *The Journal of Southern History* 55 (1989), 77-102. 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.

Vickers, Daniel. "The First Whalemens of Nantucket," *The William and Mary Quarterly*, 3<sup>rd</sup> Series, Vol. 40, No. 4 (October, 1983). Available through the J-STOR database.

### **Evaluation (Grading)**

Library Portfolio Project (Due Sept. 19):	20 %
Primary Source Analysis (Due Oct. 17):	10 %
Historical Abstract (Due Oct. 31):	10 %
Critical Review (Due Nov. 14):	20 %
Bibliography and Thesis Statement (Due Dec 1):	10 %
In Class Test (Dec 5):	10 %
Contribution:	20 %
<b>Total</b>	<b>= 100 %</b>

### **Grading Scale**

90 – 100%	=	A
80 – 89%	=	B
70 – 79%	=	C
60 – 69%	=	D
Below 60%	=	F

### **Attendance Policy**

Attendance in this class is very important.

1. Unexcused absences: One (1) unexcused absence is 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**.

## **SCHEDULE OF CLASSES**

### **A. Introduction**

#### **Week One: August 22**

Introduction: What is History? (Lecture)  
Discussion

#### **Week Two: August 29**

Introduction to Primary and Secondary Sources (Lecture)  
Discuss Library Portfolio Project

#### **Week Three: September 5**

Library Tour—Meet at Morrow Library

#### **Week Four: September 12**

Library Tour—Meet at Drinko Library

#### **Readings for Section A:**

Brundage, *Going to the Sources*, chs. 1 and 3

#### **Assignment for Section A:**

Library Portfolio Project (Due September 19)

### **B. Using Primary Sources**

#### **Week Five: September 19—Historical Perspective**

Case Study no. 1: Nero's persecution of the Christians.

#### **Week Six: September 26—The Weight of the Evidence**

Case Study no. 2: The Coronation of Charlemagne

#### **Week Seven: October 3—Cultural Bias**

Case Study no. 3: Columbus's first encounter with the Carib Indians

### **Readings for Section B:**

In addition to the weekly readings, please read Brundage, *Going to the Sources*, ch. 2

### **Assignment for Section B:**

Provide a primary source analysis for one of the historical controversies we have discussed (750-1000 words—Due October 17).

## **C. Using Secondary Sources**

**\*\*\*October 9: No Class\*\*\***

### **Week Eight: October 17**

Writing Historical Abstracts I:

Ronald L. Lewis, "From Peasant to Proletarian: The Migration of Southern Blacks to the Central Appalachian Coalfields," *The Journal of Southern History* 55 (1989), 77-102

### **Week Nine: October 24**

Writing Historical Abstracts II:

Daniel Vickers, "The First Whalemens of Nantucket," *The William and Mary Quarterly*, 3<sup>rd</sup> Series, Vol. 40, No. 4 (October, 1983).

### **Week Ten: October 31**

Writing a Critical Review I: 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.

### **Week Eleven: November 7**

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

### **Readings for Section C:**

In addition to the journal articles that I have assigned for review and discussion, please read Brundage, *Going to the Sources*, ch. 1.

### **Assignments for Section C:**

1) Submit one of your historical abstracts for grading (225-250 words—Due October 31). 2) Submit one of your critical reviews for grading (750-1000 words—Due November 14)

## **D. Presentation**

### **Week Twelve: November 14**

Research Paper: An Overview (Lecture)

Introductions and Conclusions (Lecture)

**\*\*\*November 21: Thanksgiving—No Class\*\*\***

**Week Thirteen: November 28**

Footnotes and Bibliography (Lecture)

**Week Fourteen: December 5**

In-Class Test on Brundage, Strunk and White, and Turabian  
An Envoi (Discussion)

**Readings for Section D:**

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.

**Assignments for Section D:**

- 1) Prepare a 25 item bibliography for a topic of your choosing. You must include at least 8 primary sources, 7 monographs and 10 journal articles (5 of the journal articles must have been written in the last 3 years—Due December 1).
- 2) Prepare 5 defensible thesis statements for a historical topic of your choosing (Due December 1).

**Appendix 3**  
**History 400 Syllabus and Assignment Instructions**

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

**Fall Semester 2006**

**INSTRUCTOR:** Dr. Montserrat Martí Miller

**OFFICE, PHONE, E-MAIL:** Harris Hall 105, 696-2723, [millerm@marshall.edu](mailto:millerm@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, 1996.

**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. Plan to come to every class. 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**

8/21 Course Introduction

8/23 Choosing a Research Topic

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

### **Week Two**

8/28 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

8/30 The Nuts and Bolts of Research

-*Meet at Drinko Library Reference Desk*

-*Be Prepared to do:* Drinko Reference Section worksheet

### **Week Three**

9/4 Labor Day: No Class

9/6 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**

9/11 Good Writing Habits

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

9/13 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**

9/18 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*

9/20 Approaches to American History

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

**Week Six**

9/25 Questions about Truth and Science

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

9/27 The Impact of Postmodernism on Historical Work

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

**Week Seven**

10/2 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*

10/4 Is Historical Objectivity Possible?

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

**Week Eight**

10/9 Student Presentations-Round Two

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

10/11 The Historical Profession's Future

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

- *Have Ready to Turn In:* Abstract #8

### **Week Nine**

10/16      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

10/18      Essay Exam

### **Week Ten**

10/23      Discussion of Research Challenges

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

10/25      No Class: Individual Student Conferences

(10/27 is the last day to drop an individual class)

### **Week Eleven**

10/30      No Class: Work on Research Paper

11/1      No Class: Work on Research Paper

### **Week Twelve**

11/6      Career Paths in History

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

11/8      Career Paths in History

### **Week Thirteen**

11/13      No Class: Individual Student Conferences

11/15 No Class: Individual Student Conferences

**Week Fourteen**

11/27 Final Round of Student Presentations

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

11/29 Final Round of Student Presentations, cont.

**Week Fifteen**

12/4 Final Round of Student Presentations, cont.

**SCHEDULED FINAL EXAM PERIOD:**

12/8 (from 12:45-2:45) Final Round of Student Presentations, cont.

## HISTORY 400 Grade Record

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	<b>Points Possible</b>	<b>Points Received</b>
<b>Abstracts</b>		
#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 Chaps. 7 and 8)	30	_____
#8 (Leff AHA Article)	30	_____
<b>Assignments</b>		
Drinko Reference Section worksheet	50	_____
Initial Research Proposal	100	_____
Revised Research Proposal	125	_____
Preliminary Bibliography	75	_____
Outline	150	_____
Revised Bibliography	100	_____
Essay Exam	200	_____
Round One Presentation	75	_____
Round Two Presentation	100	_____
First Draft	400	_____
Reader's Report	50	_____
Final Presentation	135	_____
Final Draft	600	_____
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.

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## General Guide to Doing Well in This Course

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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.

## Instructions for Writing Abstracts

---

You will be required to write eight abstracts for History 400 this semester. The first seven abstracts will cover 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. The eighth 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 appropriate variant of 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.

Please note that your abstracts must contain specific references to historical terms and individuals. Please draw upon the following list as you prepare the abstracts:

The Enlightenment	normal science
industrialization	paradigm shift
The Heroic Model of Science	logical positivism
scientific history	metaphysical realism
skepticism	internalist approaches
textual criticism	externalist approaches
explanatory history	social constructionism
Romanticism	strong programme
Nationalism	modernity
historicism	modernism
relativism	poststructuralism
positivism	postmodernism
modernization, modernization theory	relationship between signified and signifier
Marxism	logocentrism
French Annales school	textual deconstruction
the culture of capitalism	New Cultural history
Social Darwinism	thick description
Progressive historians	mentalities
social history	narrative history
multiculturalism	meta-narratives

practical realism  
pragmatism  
forms of political history  
Consensus history  
Women's history  
Enola Gay controversy  
National Standards controversy  
J.G. Herder  
G.W.F. Hegel  
Auguste Comte  
Charles Darwin  
Karl Marx  
Leopold von Ranke  
Max Weber  
Emile Durkheim  
Alexis de Tocqueville  
Benjamin Trumbull  
George Bancroft  
Frederick Jackson Turner  
Charles Beard  
Mary Beard  
Perry Miller  
James B. Conant  
Herbert Butterfield  
Thomas S. Kuhn  
Karl Popper  
Frederich Nietzsche  
Martin Heidegger  
Michel Foucault  
Jacques Derrida  
Fernand de Saussure  
Clifford Geertz  
E.P. Thompson  
Antonio Gramsci  
Pierre Bourdieu  
Theda Skocpol  
Linda Gordon  
Lizabeth Cohen

## Identifying a Topic and Theme for your Research

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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. Successful projects have been cast as follows:

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.

Read through the following sample topics and themes. Note how in each case the theme is narrower than the topic.

1. Women in American higher education (topic): the nature and impact of *in loco parentis* at Marshall (theme).
2. American religious history (topic): liberal churches in the “Bible Belt” during the Civil Rights and Vietnam War eras (theme).
3. Post-War American urban history (topic): the urban renewal frenzy of the 1960s and 1970s in Huntington and Charleston (theme).
4. Twentieth century retailing history (topic): the impact of supermarket growth on neighborhood grocers in a particular city (theme).
5. Americans abroad in World War II (topic): the said and unsaid in soldiers’ letters to loved ones (theme).
6. The Spanish Civil War (topic): British and U.S. newspaper coverage of German, Italian, and Soviet intervention (theme).
7. The Civil Rights Movement (topic): a comparative analysis of desegregation in Charleston and Huntington (theme).

## **Instructions for Writing the Initial and the Revised Research Proposals**

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**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 be approximately four typed, double-spaced pages and 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.

Please note that **the revised research proposal must be submitted with a preliminary bibliography** that is two pages in length (see page 20 of the instructions).

## **Preliminary and Revised Bibliography Instructions**

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**You are required to submit a preliminary bibliography** for this class along with your 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, even 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, 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.

**You are required to submit a revised bibliography** for this class along with your research paper outline. Your revised bibliography must be at least three full pages in length and must adhere to Turabian form.

## Outline Instructions

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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. Outlines must be at least three pages in length.

Prepare your outline in accordance with the following instructions and make sure that your outline adheres to rules of edited standard written English. With the exception of the introductory paragraph, the outline should be single spaced with extra spacing inserted between sections. Please attach a revised and expanded bibliography 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 indicate 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:

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. (This is the only section of your outline that should be double-spaced).

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. Background sections must end with a rhetorical question that serves as a transition to the historiography section.

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 historiographic sub-thesis. Please include that historiographic subthesis in the outline.

a.

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 how you intend to organize your exposition of the evidence, and 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).

In preparing your research paper draft you will need to follow your outline and respond to the comments and suggestions for improvement that I have offered you.

Your research paper 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 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.

Continued on next page.

**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

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- Anderson, Karen. *Teaching Gender in U.S. History*. Washington D.C.: American Historical Association, 1997.
- Carr, E.H. *What is History?* with a new introduction by Richard J. Evans. Houndsmills, UK: Palgrave, 2002.
- Bailyn, Bernard. *On the Teaching and Writing of History*. Hanover, N.H.: University Press of New England, 1994.
- Bloch, Marc. *The Historian's Craft*. New York: Knopf, 1953.
- Burke, Peter. *Varieties of Cultural History*. London: Polity Press, 1997.
- Davidson, James West, and Mark Hamilton Lytle. *After the Fact: The Art of Historical Detection*. 4th ed. Boston: McGraw Hill, 2000.
- Elton, G. R. *The Practice of History*. New York: Crowell, 1968.
- Evans, Richard J. *Telling Lies About Hitler: History, Holocaust, and the David Irving Trial*. New York: Basic Books, 2001.
- 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.
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**Appendix 4**  
**HST 483 Food in World History syllabus and grading rubric**

**History 482/582: Special Topics**  
**Food in World History**  
**Marshall University**  
**Fall Semester 2006**  
**Mondays 4:00-6:20**

**Course Syllabus**

**Instructor:** Dr. Montserrat Miller  
Office location: Harris Hall 105  
E-mail: [millerm@marshall.edu](mailto:millerm@marshall.edu)  
Phone: 696-2723  
Office hours: 12:00 to 1:00 Mondays and Wednesdays, 12:00 to 4:00  
Tuesdays, and by appointment.

**Course Description:** This course examines the global history of food from the Neolithic era to the present. No less crucial today than in early agricultural society, food production technologies, alimentary regimes, and the complex beliefs surrounding food processing and consumption have profoundly shaped the nature and contours of human experience. This course will also examine the interrelated history of drink, especially those beverages containing alcohol and caffeine. Our examination of food and drink will be both chronological and thematic. We will consider food and drink in relation to culture, political expansionism, social status, business history, consumerism, and other themes. Food in World History is a writing intensive course.

**Required Texts:**

Felipe Fernández-Armesto, *Near A Thousand Tables: A History of Food*,  
The Free Press, 2002.

Tom Standage, *A History of the World in 6 Glasses*, Walker and  
Company, 2005.

All additional readings will be posted on website for this course available  
through <http://vista.marshall.edu>

**Course Objectives:** Students who complete this course will

- learn to carry out historical analyses of specific foods, beverages, cuisines, and culinary practices
- gain a deeper understanding of the cultural, political, social, economic, and biological significance of foodways in both the past and the present
- have an opportunity to improve their research skills
- have an opportunity to improve both their oral presentation and writing skills

### Course Assignments and Requirements:

Assignment	Percentage of Final Grade
Class presentation	20%
Informal writing	10%
First Paper	20%
Re-write of First Paper	5%
Second Paper	25%
Attendance and Participation	20%

Note: Graduate students enrolled in the course will complete all of the above requirements but will have separate presentation and paper instructions that will involve more extensive research and analysis of primary and secondary sources.

### Course Policies:

Attendance: Because this course relies on classroom discussion to a very great extent, it is essential that you attend each class, and come prepared to participate in a useful and informed way. In order to do so you must read the assignments for that day, think about the contents, and demonstrate willingness to ask questions, offer opinions, and engage in discussion with your classmates. Absences of any kind will negatively affect your performance in the course; because the class meets only once a week, more than two unexcused absences will reduce the maximum grade for attendance and participation to no more than 70.

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. Please note that in addition to hard copy, both papers and the re-write will have to be submitted to Turnitin.com using the passwords distributed in class.

Computer Requirements: Outside of class we will mainly communicate via email, so it is essential that you check your email regularly. I will only use your Marshall email address, so if you use another address, please set your MU account to forward to the address you use; see <http://web.marshall.edu/computing/emaildelivery/>

## Schedule of Classes and Assignments

### Monday 8/21      Course Introduction

First Informal In-Class Writing

### Monday 8/28      Food Revolutions?

Be prepared to discuss: Fernández-Armesto, *Near a Thousand Tables*, pp. xi-54.

Second Informal In-Class Writing

### Monday 9/4      No Class: Labor Day

### Monday 9/11      Neolithic Transformations

Be prepared to discuss: Fernández-Armesto, *Near a Thousand Tables*, pp. 54-100.

Student Presentations:

Early grain domestication

The origins of animal husbandry

### Monday 9/18      Food in the Earliest Civilizations

Be prepared to discuss: Standage, *History of the World in 6 Glasses*, pp. 1-39, and Reading One from Vista (Tannahill, *Food in History*, pp. 45-59)

Student Presentations:

From grain paste to leavened bread

Early forms of beer

Third Informal In-Class Writing

### Monday 9/25      Food Regimes of the Classical World

Be prepared to discuss: Standage, *A History of the World in 6 Glasses*, pp. 43-90 and Reading Two from Vista (Tannahill, *Food in History*, pp. 71-168)

Student Presentations:

Olive cultivation, processing, and consumption  
The emergence and dissemination of viticulture

**Monday 10/2**      **Food Regimes of the Classical World**

Be prepared to discuss: Reading Three from Vista (Turner, *Spice: The History of a Temptation*, pp. 57-97)

Student Presentations:

The use of spices in the cuisines of the Classical World  
Classical Chinese and Indian alimentary regimes

Fourth Informal in-class writing

**Monday 10/9**      **New Foods and Food Technologies in the Post-Classical World**

Be prepared to discuss: Fernández-Armesto, *Near a Thousand Tables*, pp. 101-130, and Reading Four from Vista (Turner, *Spice*, pp. 98-141)

Student Presentations:

Islamic agricultural and culinary transmissions  
The demand for spices in Medieval Europe

**First Paper Due**

**Monday 10/16**      **The Columbian Exchange**

Be prepared to discuss: and Reading Five from Vista (Turner, *Spice*, pp. 3-53) and Reading Six from Vista (Tannahill, *Food in History*, pp. 200-223)

Student Presentations:

Cannibalism in the American civilizations  
Pre-contact American diets

**Monday 10/23**      **The Columbian Exchange**

Be prepared to discuss: Fernández-Armesto, *Near a Thousand Tables*, pp. 131-186

Student Presentations:

The impact of the potato beyond the Americas  
The impact of maize beyond the Americas

(Please note that October 27<sup>th</sup> is the last day to drop a full semester individual course)

**Monday 10/30**      **Food and the Emergence of the World Economy**

Be prepared to discuss: Standage, *A History of the Worlds in 6 Glasses*, pp. 93-220).

Student Presentations:  
Distilled spirits  
Coffee and tea

**Monday 11/6**      **Food and Consumerism**

Be prepared to discuss: Reading Seven from Vista (Mintz, “The Changing Roles of Food in the Study Consumption,” pp. 261-273).

Student Presentations:  
Chocolate  
Sugar and pastries

Fifth Informal in-class writing

**Monday 11/13**      **The Industrial Revolution in Food Supply**

Be prepared to discuss: Fernández-Armesto, *Near a Thousand Tables*, pp. 187-224, Standage, *A History of the World in 6 Glasses*, pp. 223-276, and Reading Eight from Vista (Tannahill, *Food in History*, pp. 283-331).

Student Presentations:  
Chemical fertilizers  
Pre-packaged and branded foods

**First Paper Re-Write Due**

**Monday 11/27**      **Food Retailing Revolutions?**

Be prepared to discuss: Reading Nine from Vista (Miller, “Markets”); Reading Ten from Vista (Scarpellini, “Shopping American-Style”); and Reading Eleven from Vista (Schlosser, *Fast Food Nation*, pp. 225-252).

Student Presentations:  
The birth of the supermarket  
The rise of fast foods

**Monday 12/4**      **Contemporary Food Debates**

Be prepared to discuss: Reading Twelve from Vista (Belasco, *Appetite for Change*, pp. 15-42); and Reading Thirteen from Vista, (Lambrecht, *Dinner at the NewGene Café*, pp. 3-42).

Student Presentations:  
The 'Whole Foods' movement  
Genetic engineering

**Monday 12/11**      **Class Banquet**

Fifth Informal in-class writing

**Second Paper Due**

## HST 482: Food in World History

### First Paper Instructions

Write a five page paper that summarizes each of Felipe Fernández-Armesto's revolutions and that makes an argument for the order of their importance. In other words, which of his revolutions, in your view, was the most significant? Which was the least? How would you rank the others in terms of importance?

#### With the respect to style and form:

All papers should be double-spaced and should use a 12 point font.

All papers must include page numbers (first page of text should be page 1).

All papers should include a cover page and title (do not number cover page).

All papers should conform to the standards of edited standard written English.

All papers should include parenthetical references.

Do not write papers in the first person.

Do not include extra line spaces between paragraphs.

#### Grading Criteria

Clarity and Completeness-20 points: All papers should include a thesis that offers a generalized statement responding clearly, fully, and coherently to the assigned topic. Though it may be comprised of more than one sentence, the thesis statement must be located at the end of the first paragraph. The body of the essay should address all of the parts of the essay assignment.

Structure-20 points: In addition to an introduction ending with a coherent thesis statement, all papers must include a body made up of paragraphs that are headed by topic sentences, as well as a conclusion that refers back to the thesis statement.

Depth-20 points: The content of the paper should be as substantive and as detailed as possible, given the constraints imposed by the 5 page length limit.

Accuracy-20 points: The papers should be free of historical inaccuracies and misleading over-generalizations. If there are more than three historical inaccuracies and/or misleading over-generalizations papers will be returned to the student and counted as late until they are corrected and resubmitted.

Presentation-20 points: The papers should be submitted in edited standard written English. If there are more than five errors in edited standard written English the papers will be returned to the student and counted as late until they are corrected and resubmitted. Citation forms should adhere to the models provided in these instructions. Quotes must be deployed accurately and correctly.

**\*\*\*\*\*The first paper MUST be revised and re-submitted for a higher grade. No revised papers, however, will be accepted without the original draft with the instructor's comments.**

**Appendix 5**  
**HST 437 Material Culture and History Syllabus**

**Marshall University**  
**Fall 2006**  
HST 437/537 Material Culture and History  
Tuesday 6:30-9:00  
Harris Hall 139

**Instructor:** Dan Holbrook

**Office:** Harris Hall 128

**Phone:** 696-2417

**E-mail:** [holbrook@marshall.edu](mailto:holbrook@marshall.edu)

**Office hours:** M/W 10:00-12:00 and by appointment.

**Course Description:** Material culture study has been defined as "the study through artifacts of the beliefs -- values, ideas, attitudes, and assumptions -- of a particular community or society at a given time." In this course we will investigate together the rich potential of "things" -- objects, landscapes, buildings, household utensils, furniture, foods, works of art, clothing; in short, any product of humans -- as sources of insight about American history and culture. Artifacts are literally the "material" of the past. These things also are representations of "culture" because they embody the histories, individuals and societies that created and used them. We will look at how artifacts can inform historical inquiry and conversely how historical research can shape what we know about the material worlds of the past and present.

Among the basic topics we will cover are:

1. What is meant by Material Culture, and what is its relationship to historical inquiry?
2. What are the basic categories of artifacts?
3. How are non-documentary artifacts used in historical investigations?
4. What are the major pitfalls of using artifacts as evidence?
5. How can artifactual analysis supplement more traditional types of evidence?
6. In what ways do such factors as social class, gender, race, ethnicity, religion and other social forces influence the production and consumption of artifacts and places?

**Course Objectives:** Upon successful completion of this course, students should possess:

1. A working definition of Material Culture, its artifacts, its relation(s) with history, and its place in the historical profession
2. Increased abilities to place objects in their larger contexts, and to derive from their analysis insight into larger cultural values and behaviors
3. Improved ability to analyze such artifacts in a critical, systematic, and meaningful way
4. An increased appreciation for the use of material artifacts as historical documents;
5. An ability to more fully utilize their knowledge of history to enhance their appreciation for the built environment

6. An awareness of general principles of classification and interpretation of material artifacts.

### **Required Texts:**

Cohen, Elizabeth *A Consumers' Republic: The Politics of Mass Consumption in Postwar America* (New York: Knopf, 2003). 0375707379

Deetz, James *In Small Things Forgotten: An Archaeology of Early American Life* (Anchor Books, 1977) 0385483996

Lubar, Steven, and W. David Kingery, eds. *History from Things: Essays on Material Culture* (Smithsonian Institution Press, 1993) 1560986131

Miller, Daniel, ed. *Material Cultures: Why Some Things Matter* (University of Chicago Press, 1998) 0226526011

Petroski, Henry, *The Evolution of Useful Things* (Vintage Books, 1992) 0679740392

Schlereth, Thomas J., ed. *Material Culture: A Research Guide* (University Press of Kansas, 1985) 0700602755

Other Readings as made available on VISTA.

### **Course Requirements:**

**Written Assignments:** Each undergraduate student in the class will submit 3 summaries of readings, with discussion questions, to be distributed to classmates before the relevant class, on the following schedule:

First summary due before Sept. 19

Second summary due before Oct. 24

Third summary due before Nov. 14

These summaries are not book reports, but rather summaries of the authors' main points, evidence (where relevant), and argument(s), followed by thoughtful questions evoked by the readings. You are encouraged to connect the various readings to each other and/or to bring your relevant knowledge to bear on the readings.

Each student will also be required to research and write an object analysis paper of about 5-6 double-spaced pages. Such an analysis must address not only what the object is, when, how, where, and by whom it was made, but also explore the relationship between the artifact and cultural beliefs, attitudes, values, and behaviors of its makers and users. Papers must adhere to the guidelines in the Style Sheet posted on VISTA. All paper topics must be cleared with me before proceeding. Please note that I am always happy to look at outlines, drafts, etc. The initial draft will be revised in accordance with my comments thereon. **The initial draft paper will be due November 7; revisions must be in to me by the last class day.**

**Group project:** The class will be divided into small (3-5 person) groups. Each group must complete an analysis of the sort outlined above of some part of the local (i.e. Greater Huntington area) built environment. This can be an individual building, set of buildings, neighborhood, street(s), park(s), manhole covers, etc. All projects must be cleared with me before proceeding. **Project proposal due Sept. 26. Final project due date: November 14.**

**Attendance, Preparation, and Participation:** Regular attendance is critical to your success in this course. In-class activities do not simply repeat the readings, but complement them. Therefore, you cannot hope to get a good grade without regular attendance. If you cannot avoid missing a class, you must inform me before class. More than two (2) unexcused absences will result in a severe deduction in the “Attendance and participation” portion of your final grade. Marshall University’s Class Attendance policy is outlined in the 2005-2007 Undergraduate Catalog on pages 127-129.

We will work both individually and in small groups for the course assignments. Since this class is a seminar, participation, discussion, and debate will be central elements of this course. To make this worthwhile, it is essential that we come to class prepared to explain, discuss, and critique the materials we are covering.

Part of your preparation and participation for this course requires you to look for and bring into the conversation examples of the relationship(s) between material culture artifacts and history in your own life. This requires, above all, a willingness to look at your world with as few preconceptions as possible, and to be open and imaginative while doing so.

**Graduate student requirements:** Graduate student must submit two readings summaries per submission period (six total). The graduate research paper must be at least 10 double-spaced pages long.

### **Grade Calculation:**

#### **Undergraduate**

Attendance: 10%  
Participation: 40%  
Summaries: 15% (5% each)  
Paper: 20%  
    (Initial Draft: 10%  
    Final Draft: 10 %)  
Group Project: 15%

#### **Graduate**

Attendance: 10%  
Participation: 40%  
Summaries: 15% (2.5% each)  
Paper: 20%  
    (Initial Draft: 10%  
    Final Draft: 10 %)

Group Project: 15%

89.51 – 100 = A

79.51 – 89.50 = B

69.51 – 79.50 = C

64.51 – 69.50 = D

Below 64.51 = F

**Papers:** See the Style Sheet for paper formatting requirements, which must be adhered to. Failure to do so will result in a lowered grade. Spelling and grammatical errors will reduce the final grade. A paper with more than five (5) spelling and/or grammatical errors will be returned ungraded, must be re-submitted with the errors corrected, and will incur a deduction from its final grade. I am always happy to consult on paper ideas, outlines, and rough drafts.

**Promptness:** All assignments must be completed and handed in on time. Failure to do so will result in a reduced grade on that assignment.

**Academic Freedom:** All persons, regardless of gender, age, class, race, physical disability, religion, sexual orientation, etc., will have equal opportunity to participate in the course without harassment. Any problems with or questions about any course or university policies can be discussed confidentially with me.

**Academic Dishonesty:** Cheating of any sort is of course prohibited. Plagiarism, the copying of another's work without acknowledgement, is also forbidden. These rules apply to Internet information just as strictly as they do to information contained in books and articles. See the 2005-2007 Undergraduate Catalog, pages 105-109, for the university's policies on, and potential consequences of, academic dishonesty. If you have any doubts about what constitutes cheating and plagiarism, please meet with me to discuss it.

**Computer Requirement:** All students in this course will be required to check their MU e-mail accounts regularly throughout the semester for class bulletins and announcements. Since your summaries will be distributed by email, this is a crucial element of the course. I have set up a class-specific mailing list, so you can post all messages to that list. I will subscribe your Marshall University email address to the list; if you use some other email account, you will need to set your Marshall University email account to forward your email to the address you use, if you have not already done so. See: <http://www.marshall.edu/ucs/systems/emaildel.asp>

## SCHEDULE OF CLASSES AND ASSIGNMENTS

Aug. 22: Introductions

Aug. 29: Reading: Lubar and Kingery (L&K): Introduction; Prown, "The Truth of Material Culture"; Czikszentmihalyi, "Why We Need Things"; Maquet, "Objects as Instruments"; Friedel, "Some Matters of Substance"

Sept. 5: Reading: Schlereth: Preface; Schlereth, "Material Culture and Cultural Research"; Lewis, "Learning From Looking"; Ames, "The Stuff of Everyday Life"

Sept. 12: Reading: Deetz, Entire.

Sept. 19: Reading: L&K: Williamson, "Gardens and Society"; Lewis, "Common Landscapes as Historic Documents"; Brown, "The New England Cemetery";

**Last day for Summary One (Grad: One and Two)**

Sept. 26: Reading: Schlereth: Bronner, "Visible Truths"; L&K: Jones, "Why Take a Behavioral Approach to Folk Objects?"

**Group Project Proposal due**

Oct. 3: **Group Meetings: NO CLASS**

Oct. 10: L&K: Rawson, "The Ancestry of Chinese Bronze Vessels"; Lubar, "Machine Politics"; Schlereth: Pursell, "The History of Technology and the Study of Material Culture."

Oct. 17: Cowan, "Consumption Junction" Strasser, *Waste and Want* (excerpt); Jenkins, *The Lawn* (excerpt)

Oct. 24: Petroski, entire

**Last day for Summary Two (Grad: Three and Four)**

Oct. 31: Cohen, *Consumer's Republic*, Prologue; Part Three, "The Landscape of Mass Consumption."

Nov. 7: Miller: Intro; Miller, "Why Some Things Matter"; Tacchi, "Radio Texture"; Chevalier, "From Woolen Carpet to Grass Carpet"; Pellegram, "The Message in Paper"; Finden-Crofts, "Calypso's Consequences"; Miller, "Coca-Cola: A Black Sweet Drink from Trinidad"

**Initial Paper Draft Due**

Nov. 14: Readings: TBA

**Last day for Summary Three (Grad: Five and Six)**

Nov. 21: **No Class: Thanksgiving Break**

Dec. 2: **Group Presentations**

**Revised Paper Due**

**Appendix 6**  
**HST 304 Spanish History since 1475 syllabus and grading criteria**

**HST 304**  
**Spanish History Since 1475**  
Mondays 4:00 to 6:20  
Harris Hall 130

Writing Intensive and International Studies

**Course Syllabus**  
**Spring Semester 2007**

**Instructor:** Dr. Montserrat M. Miller  
**Office & Phone:** Harris Hall 105  
696-2723  
**Office Hours:** MTW 12:00-1:00  
**E-mail:** millerm@marshall.edu

**Course Description:** HST 304 is a three credit hour course that surveys the history of Spain from the last quarter of the fifteenth century to the present. The course includes coverage of Spain's political and economic history, traces social and cultural movements, and pays special attention to the sources of conflict that contributed to instability and civil war in the nineteenth and twentieth centuries. The course also involves an examination of the Franco dictatorship and the transition to democracy since 1975. History 304 is designated as an International Studies and Writing Intensive course.

**Required Texts:**

Raymond Carr, ed. *Spain: A History*. Oxford: Oxford University Press, 2000.

Ruth MacKay, *'Lazy, Improvident People': Myth and Reality in the Writing of Spanish History*. Ithaca: Cornell University Press, 2006.

George Orwell, *Homage to Catalonia*. New York: Harvest/HBJ, 1952.

Readings posted on the Vista website for History 304

**Course Objectives:** Students who successfully complete History 304 will master a chronological outline of Spain's history within a global context, will learn how to explain Spain's rise and decline as a world power, and will develop an understanding of the origin and development of the main internal conflicts that Spain has confronted since the end of the Franco dictatorship.

Students who successfully complete History 304 will have an opportunity to enhance their critical thinking skills through various forms of writing, informal and formal. They will also have an opportunity to enhance their writing skills and strategies.

This course meets General Education Core Outcome 6: International Studies. As such, students who successfully complete the course will have the opportunity to describe, explain, and analyze diplomatic, political, social, economic, and technological interaction among nations, peoples, and cultures. We will utilize historical concepts to do so.

**Course Requirements:**

Requirement	% Final Grade	Due Date
Attendance and participation	10%	Throughout semester
Informal writing	10%	Throughout semester
MacKay review	15%	March 5 <sup>th</sup>
MacKay review re-write	5%	March 26 <sup>th</sup>
Orwell essay	20%	April 9 <sup>th</sup>
Mid-semester essay exam	20%	March 12 <sup>th</sup>
Final essay exam	20%	April 30 <sup>th</sup>

**Attendance and participation:** Students are expected to attend all class meetings. Attendance and participation will count for 10% of the final grade for the course. Students who come to class willing and prepared to discuss assigned readings will receive a higher grade than those who have not done the reading and do not contribute thoughtfully and meaningfully to the class session. Students who miss a class meeting will not be eligible for a grade higher than 90 for attendance and participation. Students who miss two class meetings will not be eligible for more than an 80 for attendance and participation. Students who miss more than two class meetings will be eligible for a grade higher than 70 for attendance and participation. Please note that all legitimate University-recognized excused absences constitute an exception to this rule. Do not hesitate to speak with me if you have any questions or concerns about the attendance and participation portion of your grade.

**Informal writing:** Informal writing assignments are due at the beginning of class on the following days: 1/29, 2/5, 2/12, 3/26, 4/16 and 4/23. Informal writing assignments cannot be made up (except in the case of legitimate University-recognized excused absences) and must be turned in at the beginning of class.

Informal writing assignments must summarize the main points contained in the reading assignment specified for the class session for which they are due and they must be two full handwritten pages in length. Informal writing assignments that are less than two full handwritten pages will not count toward the completion of this course. Informal writing assignments will be graded on a credit/no credit basis.

**MacKay review:** Students in this course will write a three-page book review of Ruth MacKay's *Lazy, Improvident People: Myth and Reality in the Writing of Spanish History*. The review is due on March 5. Guidelines and grading criteria for the review will be distributed in class. Students should begin reading and taking notes on MacKay as early in the semester as possible.

**MacKay review re-write:** Students will re-write their reviews of MacKay's book in response to comments and suggestions made by the professor. The re-written review is due on March 26. Specific instructions and grading criteria for the review will be distributed in class.

**Orwell essay:** Students in this course will write a four-page essay on George Orwell's classic account of the Spanish Civil War, *Homage to Catalonia*. The essay is due on April 9. Guidelines and grading criteria for the essay will be distributed in class. Students should begin reading and taking notes on Orwell during the week of Spring Break.

**Mid-semester essay exam:** Students will take an in-class mid-semester essay exam on March 12<sup>th</sup>. Please bring a blue book to class for the exam. The best way to prepare for essay exams is to read and take careful notes on all assignments and to attend class and keep detailed notes on both the lecture and discussion portions of each weekly session. An elaborate and neatly-organized set of reading and class notes and the careful study and thought applied to the content thereof is the key strategy for preparing for an essay exam. We will talk about possible essay questions each week in class, discuss essay exam writing strategies, and review materials to be covered on the exam on an ongoing basis.

**Final essay exam:** The final exam for the class will cover the Spanish Second Republic, the Civil War, the Franco Regime, and the transition to democracy since 1975. The exam will be administered on April 30<sup>th</sup> at 4:00 p.m. in accordance with the official University Final Exam Schedule. Please bring a blue book to the exam.

**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 profound 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.

**Course Policies:** Late informal writing assignments and make-up exams will only be allowed in cases of University-excused absences. Late papers will be penalized 3 points per day. Please see me to discuss any questions you may have related to this policy.

Computer requirements for this course include the obligation to regularly check Marshall Email accounts, word process the review and essay, and to access readings and other materials on the VISTA homepage for the course.

Special accommodations will be made for students with disabilities. Please see me on an individual basis to discuss the necessity for any such accommodation.

Academic honesty is expected of all students at Marshall. No form of plagiarism will be tolerated. Please see the Marshall University Undergraduate Catalog and Student Handbook for detailed information on the consequences of academic dishonesty .

## **Schedule of Classes and Assignments**

Week One: Monday 1/8 Course Introduction and Historical Background

Week Two: Monday 1/15 No class: Martin Luther King, Jr. Day

Week Three: Monday 1/22 Spain Emerges as a World Power  
Read: Fernández-Armesto, “The Improbable Empire,” from Carr, ed.

Week Four: Monday 1/29 The Burden of Empire  
Turn in: First Informal Writing  
Read: Kamen, “Vicissitudes of a World Power,” from Carr, ed.

Week Five: Monday 2/5 Enlightened Despotism and Disruption  
Turn in: Second Informal Writing  
Read: Herr, “Flow and Ebb, 1700-1833,” from Carr, ed.

Week Six: Monday 2/12 Successes and Failures of Constitutionalism  
Turn in: Third Informal Writing  
Read: Carr, “Liberalism and Reaction, 1833-1931,” from Carr, ed.

Week Seven: Monday 2/ 19 The Legitimacy of Spanish Historical Meta-narratives  
Read: MacKay, chapters 1-3

Week Eight: Monday 2/26 The Legitimacy of Spanish Historical Meta-narratives  
Read: MacKay, chapters 4-6

Week Nine: Monday 3/5 Mid-semester Exam Review  
Turn in: MacKay review

Week Ten: Monday 3/12 Mid-semester Essay Exam

Week Eleven: Monday 3/19 No Class: Spring Break

Week Twelve: Monday 3/26 20<sup>th</sup> Century Patterns and Development

Turn in: Fourth Informal Writing and MacKay review revision

Read: Balfour, "Spain from 1931 to the Present," from Carr, ed.

\*\*Please note that Friday, March 30<sup>th</sup> is the last day to drop an individual full-semester course.

Week Thirteen: Monday 4/2 The Spanish Civil War

Read: Orwell

Week Fourteen: Monday 4/9 The Spanish Civil War

Turn in: Orwell essay

Read: Ensenwein, "The Spanish Civil War," from Alvarez Junco and Shubert, eds. *Spanish History since 1808* (available on the VISTA homepage for HST 304)

Week Fifteen: Monday 4/16 The Franco Dictatorship

Turn in: Fifth Informal Writing

Read: Cazorla, "Early Francoism, 1939-1957," Balfour, "The *Desarollo* Years, 1955-1975," and Nash, "Towards a New Moral Order: National Catholicism, Culture, and Gender," from Alvarez Junco and Shubert, eds. (available on the VISTA homepage for HST 304)

Week Sixteen: Monday 4/23 The Post-Franco Era and Final Exam Review

Turn in: Sixth Informal Writing

Read: Aguilar, "The Opposition to Franco, the Transition to Democracy and the New Political System," Núñez Seixas, "The Reawakening of Peripheral Nationalisms and the State of the Autonomous Communities," and Juliá, "The Socialist Era, 1982-1996" from Alvarez Junco and Shubert, eds. (available on the VISTA homepage for HST 304)

**FINAL ESSAY EXAM: Monday 4/30 4:00-6:00**

## McKay Book Review Instructions

### History 304: Spanish History Since 1475

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Students in this course must write a three-page book review of Ruth McKays's "*Lazy, Improvident People: Myth and Reality in the Writing of Spanish History*". The review is due March 5<sup>th</sup>. A revised version of the review will be due March 26<sup>th</sup>.

Though there are many different ways to structure a book review, the common element that all reviews share is that they do more than just report on the contents of the book. In addition to discussing the main points, a book review also evaluates the author's use of evidence, its strengths and weaknesses, and its relationship to other published works.

Please include the following in your review:

An introduction that briefly describes what McKay covers, her central thesis, and the overall effectiveness of her historical argument;

A multi-paragraph body that considers the main points of the book, the use of evidence, and the degree to which the author refines, refutes, or expands upon existing historical interpretation;

A conclusion that sets forth the strengths and weaknesses of the book as a whole.

Your book review should be double-spaced, use a twelve point font, and include page numbers. You should have a cover page that includes your name in the bottom right hand corner and the complete bibliographic citation of the book centered somewhere on the top 1/2 of the sheet of paper.

### Book Review Grading Criteria:

Your review will be evaluated according to the following criteria:

**Clarity-20 points** The review should include a clearly stated thesis of its own at the end of the first paragraph. The thesis must indicate the reviewer's overall assessment of the book's contribution to the field of history.

**Completeness-20 points** The body of the review must include an account of the book's main points, a discussion of the use of evidence, and an assessment of how the book fits in with other historical studies on the same topic and/or theme.

**Structure-20 points** The review should include an introductory paragraph that ends with a thesis statement, a body made up of several paragraphs headed by appropriate topic sentences, and a conclusion paragraph that refers back to your thesis statement.

**Depth-20 points** The review should reflect careful consideration of the book's content, argument, evidence, and relationship to other works on the same or similar subjects/topics/themes.

**Accuracy-10 points** The review should be free of historical inaccuracies and misleading generalizations. If there are more than three historical inaccuracies and/or misleading generalizations your review will be returned to you with a no-grade mark and counted as late until it is corrected and resubmitted.

**Presentation-10 points** The review should not be written in the first person. The review should be submitted in edited standard written English. If there are more than five errors of edited standard written English the review will be returned to you with a no-grade mark and counted as late until it is corrected resubmitted.

\*\*\*Before you turn in your review, read your work critically against these criteria and conduct a self-evaluation.