

**Graduate Program Assessment Annual Report  
2006-2007  
History Department  
December 1, 2007**

**I. Assessment Activities:**

**A. Program Goals:**

The Department's graduate program allows graduate students to pursue an in-depth course of study that focuses on American, European, non-Western, or Public history. The program is designed for students whose goals include further advanced study in history, the law, and other related fields; employment in teaching, government service and public history areas; and personal enrichment.

Consistent with the mission statements of the University and the College of Liberal Arts, the History Department established the following goals: to produce graduates prepared for, and able to compete successfully in, advanced graduate and professional programs; to produce professional historians committed to the highest levels of historical scholarship; to prepare graduates for careers in a variety of history-related fields; to allow students to develop their historical research skills including archival work and primary source documents; to provide high quality graduate instruction in history for professional educators; to adequately support all graduate faculty in their instructional and research goals; and to continuously revise and update curricula to assure the broadest coverage of history and the most informed instruction possible.

**B. Learning Outcomes/Data Collection**

*1. Upon successful completion of the M.A. program in History, a student will be able to explain and interpret historical events, processes, and patterns.*

**Assessment Tools**

History 600 (Seminar in Historical Methods) is required of all students in the history graduate program. In this seminar students are taught, and must utilize, the skills and methodologies of practicing research historians. One of the main assignments in History 600 is a research project that requires students to achieve the objectives called for in Learning Outcome 1. (See Appendix # 1 – History 600 Syllabus and assignment instructions). Outcome #1 is thus measured in History 600 through student success in conceptualizing, researching, writing, and revising a full-length historical research paper. Outcome # 1 is also emphasized and reinforced in all of the other history graduate courses that students take in order to complete their master's degrees. Where students do not show proficient skill levels in this area, they receive a

grade of C or below; any student with two such grades is asked to leave the program. Therefore it can be reasonably asserted that only students who consistently demonstrate proficiency in explaining and interpreting historical events, processes, and patterns graduate from the program.

*2. Upon successful completion of the M.A. program in History, a student will be able to produce original research utilizing primary source documents.*

Students enrolled in History 600 must achieve the objective called for in Learning Outcome 2.

Outcome #2 is measured in History 600 through student success in identifying, interpreting, and using primary source documents to refine, refute, or expand existing historical interpretations. For this year we are also adding data from HST 634, Problems in American History Since 1917, taught in the Spring 2007 semester.

This outcome is also emphasized and reinforced in many other history graduate courses inasmuch as virtually every course includes some reading of primary source documents and some writing assignments related to that reading. Only students who have consistently demonstrated proficiency in using primary source documents to produce original research graduate from the program.

Some students in the program gain advanced experience in the analysis and use of primary sources through the process of developing, researching, writing and revising a thesis. Thesis track students must use primary sources in their research, and theses that do not demonstrate a high level of skill in the analysis of primary sources are not approved by advisors and thesis committees.

*3. Upon successful completion of the M.A. program in History, a student will be able to provide evidence of a sophisticated awareness of the interrelationship of the human experience and historical perspective.*

Outcome # 3 is measured in History 600 through student success in writing an essay on the theoretical debates about historical writing and historical consciousness.

*4. Upon successful completion of the M.A. program in History, a student should show an understanding of the development of the historical profession and the various schools and interpretations of history.*

Students enrolled in History 600 must achieve the objectives called for in Learning Outcome 4.

This outcome is also emphasized and reinforced in all other history graduate courses that students take in order to complete their master's degrees. Here again, high rates of success in history graduate courses indicate that students are gaining an understanding of the development of the historical profession and the various schools and interpretations of history.

Some students in the program gain advanced experience in historiographic analysis through the research that they conduct for their theses. Thesis track students must engage in historiographic analysis as a part of their research, and theses that do not demonstrate a high level of skill in historiographic analysis are not approved by advisors and thesis committees.

**C. Results:**

**Learning Outcomes**

1. *Explain and interpret historical events.*

Students in History 600 are required to carry out a semester-length research project that explains and interprets historical events. Student performance has continued to improve between the first and final drafts of their research papers. The Department Assessment Committee is satisfied that this is one measure of the Graduate program's success in achieving outcome one.

Table One represents a comparison of academic year 2006-2007 with the data from the four previous years and from combined years (1999, 2000, 2001, and 2002).

Table 1: Average Score, first and final draft HST 600 Research paper, 1999-2006, percent

	1999-2002 (n=33)	2003 (n=6)	2004 (n=15)	2005 (n=15)	2006 (n=16)
First draft	83.49	83.5	80.55	80.55	84.97
Revised draft	89.39	88.33	86.97	86.97	86.59

Sixteen students completed research projects during the fall semester of 2006. (The course is taught only once each academic year). The average score on the initial draft of the research project was 84.97% (B), and on the final draft it was 86.59% (B+).

We also present here data from one other 600-level graduate course, HST 634, Problems in American History since 1917, offered in the Spring Semester 2007. Students in this course were also required to draft and revise a research paper. The average score on the paper draft for the 12 students in this course was

76.66%; for the revised paper the average score, again for 12 students, was 89.33, a notable improvement.

History students in the M.A. program learn skills in the required methodology course that prepare them to perform well in subsequent courses. Students in the graduate methodology course gain proficiency in explaining and interpreting historical events, processes, and patterns over the course of the semester. All subsequent course work requires that students demonstrate the abilities set forth in student outcome #1.

*2. Produce original research utilizing primary sources.*

Two sets of data for History 600 indicate graduate student proficiency and improvement in achieving outcome two. The data in the following table show that the revision process, peer review, and individual conferences with the instructor are producing significant improvement in students' abilities to carry out original research using primary sources. The Department Assessment Committee believes that these are effective measures for the achievement of outcome #2 by students in our graduate program.

Table Two represents student performance on the document analysis section on the first and final drafts of the History 600 research paper. It offers a comparison of student performance of students in Fall 2006 in this area with Fall 2000 through Fall 2002 and Fall 2003, 2004, and 2005.

Table 2: Average Scores, Document Analysis Section, 2000-2006, percent

	Fall 2000-Fall 2002 (n=23)	Fall 2003 (n=6)	Fall 2004 (n=15)	Fall 2005 (n=15)	Fall 2006 (n=16)
Avg. Score First Draft	81.28	81.67	80.55	79.95	82.75
Avg. Score Revised	85.94	85.67	87.70	85.50	87.00

In HST 634, Problems in American History Since 1917, students were required to write an essay outlining the significance of three different types of primary source documents they were using as part of the evidence base for their research papers. These included newspapers, government documents, census data, autobiographical materials, business statistics databases, and one database generated from Marshall University archival materials. On this exercise, which is explicitly aimed at increasing student comprehension and analysis of Primary Source documents, the students earned an average grade of 88.82%.

Students in the History M.A. Program successfully learn to produce original research using primary source documents. They build proficiency in this skill through History 600, improving their performance on the documentary analysis

portion of their research papers from the first to the final drafts. These skills carry over to, and are used in, the other graduate courses they take in the.

*3. Provide evidence of the development of a sophisticated awareness of the interrelationship of the human experience and historical perspective.*

In History 600, students are required to write an eight-page essay on the impact of postmodernism and post-structuralism on the historical profession. This assignment involves student consideration of the rise of science, modernism, and postmodern theories of knowledge and social formation as factors in the construction and dissemination of historical knowledge. In the fall of 2002, students earned an average score of 86.33% on this assignment. While there are many ways in which achievement of goal three might be measured, the Department Assessment Committee is satisfied that this is an effective measure of student sophistication and awareness of the interrelationship of the human experience and historical perspective. The Assessment Committee also believes that the preparation of the Theory Essay in History 600 contributes to student success in subsequent graduate courses in the program and in their abilities to successfully complete thesis projects.

Table Three shows that student performance on the Theory Essay has remained at a respectable and acceptable level.

Table Three: Average Score, HST 600 Theory Essay, 2000-2006, percent

	Fall 2000-Fall 2002 (n=23)	Fall 2003 (n=6)	Fall 2004 (n=15)	Fall 2005 (n=15)	Fall 2006 (n=16)
Avg. Score	86.00	81.67	86.33	82.75	84.90

*4. Show understanding of the development of the historical profession and the various schools of interpretation of history.*

In History 600, students are required to write an essay on the topic of their research that reviews the published scholarly literature.

Table Four: Average Grade, HST 600 Historiographic Essay 2000-2006, percent

	Fall 1999-2002 (n=33)	Fall 2003 (n=6)	Fall 2004 (n=15)	Fall 2005 (n=15)	Fall 2006 (n=16)
Avg. Grade	86.4	83.34	85.79	84.55	85.66

Students in History 600 learn to think and write historiographically and to recognize the distinctions between various schools and interpretations of history.

This contributes to their success in subsequent graduate courses in the program and in their abilities to successfully complete thesis projects.

## **II. Plans for the current year:**

If time and resources permit, the department hopes to:

- 1) Continue to analyze the data collected in surveys of graduating MA students
- 2) Increase awareness of the importance of data collection for Assessment purposes
- 3) Continue to explore new approaches to assessment resources for the discipline of history at the graduate level.
- 4) Develop better evaluation instruments for assessing our graduate students at the conclusion of their program of study.

## **III. Assistance Needed:**

None.

## **IV. One important thing the department has learned through this process.**

The History Department has long acknowledged the need to monitor and improve its programs, with student skill and knowledge acquisition its primary goal. This effort and the improved outcomes for our students will continue.

**Appendix One:  
HST 600 Seminar in Historical Methods Syllabus**

**Methodology: Seminar in Historical Methods**

History 600 - Section 101

M 6:30-9:00 - Harris Hall 137

Fall Semester 2006

Contact Information: Phone - 696-2725

Office: Harris 109

Hours: MW 8:30-9:30 and 11:00-11:50,

F 11:00-11:50,

or by appointment.

E-mail: millsd@marshall.edu

**COURSE DESCRIPTION:** History 600, Seminar in Historical Methods, is a research and writing course in which students are afforded the opportunity to practice the skills and methodologies used by professionally-trained historians. Students in this course will examine contemporary philosophical debates about the nature of historical knowledge and representation, will review the standard research techniques of the discipline, and will gain proficiency in the use of the on-line resources available through the Drinko Library. Each student will build upon knowledge gained in undergraduate course work by carrying out a full-length research project involving identification and analysis of primary source materials, the review of secondary source literature, and the drafting and revision of a 20+ page paper.

**BOOKS TO BE PURCHASED:**

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

Bailyn, Bernard. *On the Teaching and Writing of History: Responses to a series of questions*. Edited by Edward Connery Lathem. Hanover, New Hampshire: Montgomery Endowment Dartmouth College, 1994.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 6th ed. Chicago: University of Chicago Press, 1996.

## **COURSE OBJECTIVES:**

History 600 is designed:

- To instill a sense of theoretical and methodological self-consciousness in history department graduate students;
- To familiarize graduate students with some of the discussions about the nature of historical reconstruction and representation that are currently taking place within and around the discipline;
- To reinforce professional standards of research, analysis, expression, and documentation;
- To offer students the opportunity to improve their written and oral communication skills.

## **COURSE REQUIREMENTS:**

In order to receive credit for History 600

- Students must turn in all written assignments as specified in the Schedule of Classes and Assignments below;
- Students must submit assignments that adhere to the rules of Edited Standard Written English;
- 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;
- Students must check their email regularly and respond to the instructor's e-mail messages;
- Students must attend and participate adequately in all the scheduled class sessions (except in cases of dire, and subsequently documented, emergency).

**\*\*\*When we discuss the readings in our seminar, students will not be permitted to use their books or their copies of articles assigned. It is hoped that you will take some notes on the assigned readings, which can be utilized in our discussions. This rule is not designed to**

**make your participation more difficult, but rather as a means of facilitating your understanding of the materials read and your retention of that understanding.**

**PERFORMANCE ASSESSMENT:** Grading for this seminar will be determined as follows: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% or below = F.

Scores of 90% and above on individual assignments are awarded for outstanding work that is submitted on the due date, shows attention to detail in thought, is meticulous in its execution, free of historical inaccuracies, and includes significant and meaningful analysis (where called for).

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

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

Scores of 69% and below are awarded for work that is superficial, **late**, includes more than three factual errors, **more than five major errors in the use of edited standard written English**, reflects sloppiness in thought and/or execution, fails to adhere to instructions, and does not meet minimal standards of acceptability.

See attached History 600 Grade Record for the point values of each individual course assignment.

Any assignments submitted after a deadline will receive, at the most, 69% of the point total for that assignment, unless university-approved documentation is provided.

### **COURSE POLICIES:**

**Attendance:** As this course is a seminar, student participation represents a crucial component. Students are expected to attend every class session. 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 all Internet and electronic information just as strictly as they do to information contained in books and articles that are housed in any library. See the Marshall Student Handbook and the Marshall University Graduate Catalog sections on Academic Dishonesty for a description of the penalties that are imposed in cases of cheating and plagiarism. The university permits faculty a great deal of freedom in imposing sanctions for plagiarism, and the penalty for such in this course will be an "F" for the course and a report of academic dishonesty to the Office of Academic Affairs. Egregious acts of plagiarism will result in your dismissal from the program.

**COMPUTER REQUIREMENTS:** All students in this course are required 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 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:**

**\*Please remember that you should be working on your research project every single week of this semester. Therefore, on those weeks when I am assessing your research proposal, grading your initial research paper draft, or reading for discussion is the only assignment, you should be continuing your research/writing.**

### **Week One: 21 August**

Course Introduction

### **Week Two: 28 August**

-Be Prepared to Discuss: Appleby, Hunt, and Jacob, *Telling the Truth About History*, Part One, and hand-outs on The Annales Paradigm and Marxism and Radical History

-Have Ready to Turn In: Student information sheets and Reflective Essays

### **Week Three: 11 September**

-Be Prepared to Discuss: Appleby, Hunt, and Jacob, *Telling the Truth About History*, Part Two, Bailyn, *On the Teaching and Writing of History* and the selection "Cultural History and New Cultural History" (available on reserve).

-Have Ready to Turn In: Initial Research Proposal

### **Week Four: 18 September**

-Be Prepared to Discuss: Excerpts from Jenkins, ed. *The Postmodern History Reader* (available on reserve).

### **Week Five: 25 September**

-Be Prepared to Discuss: Excerpts from Windschuttle, *The Killing of History* (available on reserve)

-Have ready to Turn In: Revised Research Proposal

**Week Six: 2 October**

-Be Prepared to Discuss: Appleby, Hunt, and Jacob, *Telling the Truth About History*, Part Three, excerpts from Bonnel and Hunt, eds., *Beyond the Cultural Turn* (available on reserve).

-Be Prepared to Turn In: Preliminary Bibliography

**Week Seven: 9 October**

-Be Prepared to Discuss: All of the seminar readings together

-Have Ready to Turn In: Eight Page Essay on Historical Theory

**Week Eight: 16 October**

No Class: Work on Historiographic Essays and Research Paper Outline

**Week Nine: 23 October**

-Be Prepared to Present: Historiographic Essays

-Have Ready to Turn In: Historiographic Essays

**Week Ten: 30 October**

-Be Prepared to Turn In: Research Paper Outlines

-Be Ready to Work in Class On: Critique of Peer Research Paper Outline

**Week Eleven: 6 November**

-No Class: Student Conferences

**Week Twelve: 13 November**

-Have Ready to Turn In: Research Paper Drafts (please remember to bring two copies)

**Peer Review of Research Paper due on Thursday, November 16** (before noon in my office box)

**Week Thirteen: 27 November**

-No Class: Student Conferences

**Week Fourteen: 4 December**

Student Final Presentations

-Have Ready to Turn In: Final Draft of Research Paper

**Week Fifteen: 11 December**

Student Final Presentations

## History 600 GRADE RECORD

	Total Points	Grade
Initial Research Proposal	150	_____
Revised Research Proposal	200	_____
Preliminary Bibliography	100	_____
Essay on Historical Theory	300	_____
Historiographic Essay	300	_____
Historiographic Presentation	100	_____
Outline	250	_____
First Draft of Research Paper	400	_____
Peer Review of Research Paper	100	_____
Final Draft of Research Paper	600	_____
Final Presentation	100	_____
Seminar Participation	400	_____

## **HST 600 Student Information**

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Each student should type the following information:

Name, local address, e-mail, and telephone number;

Birthplace, states and countries other than West Virginia in which you have either lived or traveled;

Name and location of high school from which you graduated, date of graduation, and year in which college or university studies were first undertaken;

Colleges and/or universities attended, years of attendance and graduation, major and minor course of study, and history courses completed at the graduate and undergraduate level.

Language skills beyond English

Each student should also prepare a two page, double-spaced Reflective Essay in response to the following question:

What are the most interesting themes, questions, or events that you have studied in a college or university level history course? Why do you find each of the themes, questions, or events that you have described historically significant?

## Instructions for Writing the Initial Research Proposal

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The instructional design of History 600 includes a formal research proposal. As with other course assignments, your research proposal should be typed, use a twelve point font and be free of errors in your usage of Edited Standard Written English. You may write in the first person for this assignment (only this assignment).

Your research proposal should be approximately four double-spaced pages in length and must adhere to the following scheme:

-The first paragraph should describe the historical topic you have chosen to embrace (this is broader than the subject area your paper will actually cover, e.g. Native Americans of the Appalachian region). It should also specify the theme, or themes, you intend to tackle in your paper (historical themes are narrower than historical topics, e.g. intermarriage between Native Americans of the Appalachian region and white settlers and its impact on indigenous culture). And lastly, this paragraph should end with an expression of whatever preliminary hypotheses you have developed about your chosen theme (e.g. high rates of intermarriage contributed to the preservation of crucial elements of indigenous culture, or, alternatively, high rates of intermarriage sped the extinction of indigenous culture). The topic, theme, and preliminary hypothesis must be explicitly stated (e.g. “The topic of my research this semester is.....”).

-The second paragraph of the proposal 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 in the past dealing with the topic? Make sure to use Turabian-style footnotes for all of the readings you mention.

-The 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, and what type of access you have to these materials. Keep in mind that the research necessary for this paragraph is fairly extensive - you need to be certain that there are primary sources (plenty of them) and that you can easily gain access to them. As elsewhere, you must use correct footnote citations for each primary source that you mention. Do not provide footnotes for every individual newspaper article, every letter/diary entry of an archival collection, every volume of parliamentary debates, etc you plan to use - instead list the collections.

-In the fourth paragraph you should summarize the work you have undertaken so far this semester on your research project. Indicate here what types of library searches you have conducted and what results those have yielded. This paragraph should end with mention of the three most important secondary sources you have identified that deal with your topic or theme and that you believe will be helpful in the interpretation of the primary source material you plan to examine. Keep in mind that for the completion of this research project, primary sources will be absolutely essential but that you will need to read many secondary sources. Use Turabian-style footnotes to provide full citations of the three most important secondary sources.

-The final paragraph of the proposal should be a discussion of how your topic, your theme, and your hypothesis(es) relate to other historical questions of a broader nature. What historical significance do you attribute to the research you plan to undertake?

\*\*\*\*When you turn in your Revised Research Proposal, please attach a copy of the graded Initial Research Proposal with comments in order to facilitate evaluation of your response to suggestions for improvement.

## **Instructions for Historiographic Essay Presentation and Final Presentation**

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There will be two rounds of formal student presentations in History 600 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 class.

In the first round of student presentations, each member of the class will have approximately eight minutes to review the historiographic literature on the topic and theme of their research for the semester.

Delivery 25%-Students should speak clearly, slowly, loudly, and for approximately eight minutes.

Content 75%-Presentations should be organized logically and reflect a careful and serious consideration of the available scholarly literature in the area(s) of their research.

In the final round of student presentations, each member of the class will have approximately 15 minutes address the seminar. Students must first read a prepared statement. The prepared statement should be a two page, double spaced abstract of the final paper that briefly covers the thesis, historiography, documentary analysis, and significance sections. (Student will be required to turn in the abstract after having presented it to the class.) After having read the abstract aloud, students should offer an extemporaneous treatment of why they chose their particular subject, what they learned as a result of the analysis of primary source materials, what their work contributes to the field of history, and the challenges they encountered in carrying out the project. Students should then spend the remainder of their allotted time responding to questions posed by the instructor and other members of the seminar. The final presentation will be graded according to the following criteria:

Delivery 25%-Students should speak clearly, slowly, loudly, and for approximately 10 of the total 15 minutes.

Abstract 25%-The abstract should be thorough, concise, and well-written.

Response to Questions 25%-Students should try to answer the questions posed by the seminar members and the instructor in as clear, concise, yet thorough a manner as is possible.

Depth 25%- Your presentation as a whole should reflect a substantive, careful, and profound exploration of history.

## Instructions for Preliminary Bibliography

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You are required to compile and submit a preliminary bibliography that covers both the primary and the secondary sources that you have identified in your research. Include everything you have found so far, even those items you do not think you will have a chance to read. At the end of each citation indicate whether the item is available in the Drinko or Morrow Libraries, whether or not you have checked the item out, and whether (and when) you have ordered the item by Inter-Library Loan. If the item is available on the Internet, the citation will make that clear and thus you will not have to specify the above with respect to it. Use the heading Selected Bibliography, centered at the top of the page and then divide the bibliography into two sub-headings, Primary Sources and Secondary Sources, positioning each sub-heading flush against the left margin of the page. Use Turabian bibliographic entry forms for all citations.

Finally, a note of warning about precision in using the Turabian style guide. Not all errors in the use of Turabian forms for both bibliographic entries and footnotes will be marked on work submitted during the course of the semester, but if a particular type of source is incorrectly cited and this is marked once it is then expected that all similar sources will be corrected in a like manner. The Turabian style guide is not that difficult to utilize, and inconsistencies in citation forms or a lack of adhering to simple citation forms demonstrates clearly inadequate work.

## Historical Theory Essay Instructions and Grading Criteria

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Write an eight page (double spaced) essay that discusses the development of historical writing since the Enlightenment and that reviews the strengths and weaknesses of the postmodernist and poststructuralist critiques of the historical profession. Use Turabian-style footnote citations as appropriate and follow the conventions of the discipline in your writing. Do not write in the first person. All of the required seminar readings should receive balanced treatment in your essay. Make sure to build your essay around a strong thesis statement.

Your essay will be graded according to the following criteria:

**Clarity 20%:** The essay should have a cogent thesis statement located at the end of the first paragraph. The thesis statement should be developed through the body of the essay and then connected to the evidence presented in an analytical conclusion.

**Structure 20%:** Each paragraph of the essay should be begun with a topic sentence and ended with a concluding sentence that bear direct relevance to the development of the thesis.

**Accuracy 20%:** The essay should be free of historical overgeneralizations and must not misrepresent the argument made by the scholars in question. If there are more than three historical inaccuracies and/or misleading generalizations your essay will receive a significantly lower score.

**Depth 20%:** The essay should reflect careful consideration of the seminar readings and substantive reflection upon the arguments made therein.

**Presentation 20%:** The essay should not contain errors of Edited Standard Written English, should conform to the conventions of the historical discipline, and should not be written in the first person.

## Historiographic Essay Instructions

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You are required for this course to write a six page historiographic essay that focuses on the topic and themes of your research project. A historiographic essay reviews and analyzes the way in which historians and other scholars have dealt with specific subjects. You may organize your discussion chronologically or thematically (according to topical, interpretive or methodological approaches). It is absolutely imperative that you formulate a thesis statement reflecting your analysis of the published scholarly literature on your chosen topic and theme, and it is also crucial that you group works together in meaningful categories rather than simply describing them as individual and unrelated. What you are aiming to produce is a coherent essay that reflects your understanding of how the crucial secondary source works relate to one another. You may need to specifically identify where historians and other scholars agree and disagree on such issues as periodization, causation, and significance.

Please take note of the following:

- Turabian-style footnotes must be used;
- A title page must be attached;
- Regular formatting, 12 point font, standard margins, and double line spacing are required;
- Page numbers must be included;
- Do not write in the first person;
- Papers over six pages will not be accepted.

Your essay will be evaluated according to the following criteria:

**Clarity-20%** The essay should include a clearly stated thesis at the end of the first paragraph and that thesis should be explicitly developed through the body of the essay.

**Completeness and Depth-20%** The body of the essay should deal substantively with at least ten scholarly works.

**Structure-20%** Each paragraph of the essay should be begun with a topic sentence and ended with a concluding sentence that bear direct relevance to the development of the thesis.

**Accuracy-20%** The essay should be free of historical inaccuracies and misleading generalizations. If there are more than three historical inaccuracies and/or misleading generalizations your essay will receive a significantly lower score.

**Presentation-20%** The essay should not be written in the first person and must be submitted in Edited Standard Written English. If there are more than five errors of Edited Standard Written English the essay will receive a significantly lower score.

## Outline Instructions

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One of the requirements for this class is that you submit a detailed outline of your research paper. Please prepare your outline in accordance with the following instructions and make sure that your outline adheres to rules of Edited Standard Written English. (This means that complete sentences are expected in your outline.)

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

Your outline should include the following sections:

I. Introduction. In the actual paper this should be one paragraph in length including the thesis statement. Briefly describe in your outline what your introduction will include.

- a. Thesis statement. Item I.a. of your outline should be your actual thesis statement for the paper (subject of course, to subsequent revisions). Thesis statements can be more than one sentence in length.

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

III. Historiographic Analysis section. In the actual paper this section should be two to three pages in length and should focus on the way in which scholars have dealt with your topic and theme. In this section you must condense and summarize your critical review of the published literature and identify precisely where your work fits in with what has previously been done. This section should be begun with a sub-thesis (an assertion that constitutes one part of your paper's larger thesis statement). Include that sub-thesis in your outline, just after the heading for this section.

- a. The sub-headings in the historiography section can reflect your choice of organizational strategies (chronological vs. thematic). The outline sub-headings should clearly indicate which organizational approach you will be taking and include information about which historians and interpretations you plan to deal with in each of the sub-headings.
- b.

c.

d. The last paragraph of your historiography section should plainly state how you believe your paper will refine, refute, or expand the scholarly work on your topic. In this outline you should give a brief version of that assessment next to the last subheading in the historiography section.

IV. Documentary Analysis section. In the actual paper this section should be no less than twelve pages in length. This is where you delve into the primary source material and use the documents you have studied in support of the argument you have made in your thesis statement. Indicate in your outline which specific documents you will use in your argument (give dates, titles, and other concrete identifying information) and how you plan to organize this section. Refer in your paper to other published historical works when necessary but remain focused on the primary sources and your interpretation of them. Make sure that your document analysis involves depth and does not merely consist of quotation from the material and/or acceptance at face value of what the evidence has to offer. You will need to begin this section with an extended and more detailed version of your thesis statement (include the expanded thesis statement in the outline just after the heading for section IV).

a. Use sub-headings to indicate how you intend to organize this section.

b.

c.

V. Historical significance section. This section should be approximately one page in length and should consist of a statement of the significance of **your** research, analysis, and conclusions rather than a statement of the importance of the historical theme you have worked on. Include a brief statement of significance in your outline. (You will probably not need to use sub-headings in this section.)

VI. 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 will definitely not need any sub-headings here. In the outline you should include two or three sentences that indicate what you believe, at this point, your conclusion will assert.

**These outline instructions also will serve as the instructions necessary for your completion of the research paper draft.**

## Grading Criteria for Research Paper Draft

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You are required to submit a full draft of your research paper at the start of class on November 13<sup>th</sup>. Please bring two copies with you (one for the instructor and one for the peer reviewer). Also, please attach your paper outline and historiographic essay to the draft that you give to me. Your draft, like your final paper, must be double spaced with footnotes in Turabian style situated at the bottom of the page. You must include a cover page and a title for your paper. Drafts should adhere to the convention of the historical discipline. Make sure to use Edited Standard Written English in your draft. You must include page numbers. 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. 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 Outline Instructions.

**20% Historiographic Analysis:** Your historiographic analysis section should be coherent, it should begin with an appropriate sub-thesis, and it should 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.

**20% Documentary Analysis:** Your documentary analysis section should be coherent, it should begin with a full statement of your argument (as versus the briefer statement of your argument that is expressed in your thesis) and should reflect your ability to meaningfully analyze and use documentary evidence from the past. Your documentary analysis section should also reflect your ability to use primary source evidence to support and 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 (this is not a “rough” draft). Drafts submitted with an excessive number of errors in the usage of Edited Standard Written English will receive a significantly lower score. Your draft should employ the narrative conventions of the historical discipline: do not use the first person, follow Turabian style, and do not over-quote from the sources.

**10% Accuracy:** Your draft should be free of historical inaccuracies and misleading generalizations. Drafts submitted with an excessive number of historical inaccuracies will receive a significantly lower score.

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

## Peer Review of Research Paper Instructions

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You are required to submit a peer review that evaluates one of your classmate's research paper drafts. **These are due in my office (or mailbox) by noon on Friday, November 17th.** Please bring two copies of your peer review. Your review should be typed, single-spaced, and conform to the rules of Edited Standard Written English.

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

Completeness- 20 points.

Historiographic Analysis- 20 points

Documentary Analysis- 20 points

Significance- 10 points

Presentation- 15 points

Accuracy- 15 points

Please see the Grading Criteria for Research Paper Draft handout that was distributed in class for definitions.

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 your critique not contain any personal insults or attacks upon the author of the paper under review.

## Instructions and Grading Criteria for Final Draft

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You are required to submit a final draft of your research paper on November 27th. 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, but rather should feature quadruple spacing between sections.
- Your final draft should include a bibliography, correctly formatted according to Turabian style, and divided into Primary Source and Secondary Source categories.
- Your final draft should reflect a reasonably conscientious effort to address all of the comments made on and about the first draft.

**\*\*\*Revision of your draft does not mean you should simply replace text from your draft with suggestions provided by your peer or me. Instead, when comments such as “reword,” “rephrase,” “unclear,” “lacks clarity,” “?,” “explain,” “why,” etc. are placed on your draft you should make some serious changes to your text at those points.**

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

Historiographic Analysis-10%

Documentary Analysis-10%

Significance-10%

Presentation-10%

Accuracy-10%

Response to Criticism on first draft-50%

Please see the “Grading Criteria for Research Paper Draft” handout that was distributed in class for definitions.

**\*\*\*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.**

**Appendix Two:**  
**HST 634 Problems in American History Since 1917 Syllabus**

**Marshall University**  
Spring Semester 2007  
**HST 634 Problems in American History Since 1917**

**T 6:30 – 9:00**

Harris Hall 130

**Instructor:** Dan Holbrook

**Office:** Harris Hall 128 **Phone:** 696-2417

**E-mail:** holbrook@marshall.edu

**Office hours:** MWF 12-1 and by appointment.

**Course Description:**

This course will cover the historical roots, emergence, structures, consequences of, and reactions to the so-called Military Industrial Complex (MIC). President Eisenhower coined this phrase in his 1961 Farewell Address in the course of warning against its “undue influence.” In investigating this complex, we will explore some of the links between government and business, between economics and warfare, between technology and economics, and between business and culture, among many other topics. The course will also look at some of the reactions to the structures and institutions that make up the MIC. We will not exclude the possibility that the MIC in fact doesn’t even exist.

The readings are multiple and varied. While they do not cover every possible angle on the MIC, they will hopefully provide enough coverage to give us a strong foundation from which to render some historically informed conclusions.

**Required texts:**

Akera, Atsushi. *Calculating a Natural World: Scientists, Engineers, and Computers During the Rise of U.S. Cold War Research*. Cambridge: MIT Press, 2006. ISBN: 0262012316

Boyer, Paul S. *By the Bomb's Early Light: American Thought and Culture at the Dawn of the Atomic Age*. Chapel Hill: University of North Carolina Press, 1994. ISBN: 0807844802

Hoffman, Abbie. *Steal this Book*. New York: Four Walls Eight Windows ISBN: 156858217X

Light, Jennifer S. *From Warfare to Welfare: Defense Intellectuals and Urban Problems in Cold War America*. Baltimore: Johns Hopkins University Press, 2003. ISBN: 080187422X

Mowery, David C. and Nathan Rosenberg. *Technology and the Pursuit of Economic Growth*. London: Cambridge University Press, 1991. ISBN: 0521389364

Roland, Alex. *The Military Industrial Complex*. Philadelphia: American Historical Assn., 2002. ISBN: 0872291243

Other readings will be available either as photocopies or on VISTA.

## Course Objectives:

Students completing this course will:

- increase their understanding of some of the structures of U.S. business, government, and society since 1917;
- wrestle with some of the questions surrounding war, government, business, and culture;
- improve their historical reading skills;
- formulate, research, and reach conclusions about some issue related to the MIC;
- improve their note-taking and written expression skills;
- increase their in-class participation skills.

## Course Requirements:

This is a 600-level graduate seminar. As such the requirements are simple. You will need to do the assigned readings, come to class prepared to discuss them in an intelligent and challenging way, identify a research topic of interest to you, outline a research agenda and strategy for that topic, and complete an outline, draft, and final copies of a 20 page paper based on that topic.

Because this is a seminar course, your attendance and participation are crucial, and form a significant portion (50%) of your final grade. **No unexcused absences are allowed.** If you must miss class, you must inform me well before the start of class. Each unexcused absence will result in one letter grade lower final grade, and obviously will also reduce your participation grade.

Participation means more than merely showing up. You must come to class prepared to discuss the readings, raise questions and issues related to both the readings and the course topics, and respond to other class members' contributions. Not completing the readings will not excuse participation, though it will negatively impact this portion of your grade. See the following paragraphs for the participation grade calculation methodology.

At the start of each week's class you will be required to give me a photocopy of the notes you have made while reading that week's assignments. I firmly believe that you cannot hope to get what you need from academic readings unless you take notes. Taking notes is not just a time-killing retarder of reading progress, but an extremely helpful technique and tool of learning. I will evaluate your notes and return them the following week. It is my hope that you will improve your note-taking, and thus your reading and learning skills, through this process of evaluation and feedback.

Notes and participation will be graded according to a √- (check minus), √ (check), √+ (check plus) scale, worth 1, 2, and 3 points respectively. At the end of the course the total points will be added up and divided by total number of possible points, yielding a percentage that will form the 25% of the final grade. Thus, if we meet 14 times, the total possible points equal 42. If your points total equals 35, your percentage would be 35/42, or 83.33.

Your paper, in both draft and final versions, must adhere to the course Style Sheet available on VISTA. Failure to do so will result in a lowered grade. Spelling and grammatical errors are simply not acceptable at the graduate level. A paper with more than five (5) spelling and/or grammatical errors<sup>1</sup> will be returned ungraded, must be re-submitted with the errors corrected, and will incur a substantial deduction from its final grade.

### **Final Grade Calculation:**

In-class Contribution:	50%
Research topic:	25%
Topic ID:	15%
Prelim. Biblio.	20%
Outline	20%
Draft	20%
Final Version	25%
Reading Notes:	25%

**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 and will be expected to respond promptly to any messages from the instructor. I will use your Marshall University email address; 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. This is easily done: see <http://web.marshall.edu/computing/emaildelivery/>. You will also need to be familiar with VISTA; if you are not, please let me know.

**Attendance:** See above.

**Papers:** All written work must adhere to the standards laid out in the course Style Sheet, available from the course home page on VISTA. Papers which do not meet these standards will be passed back ungraded, and the corrected re-submission considered late. 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 incur a deduction from its final grade. I am always happy to consult on paper ideas, outlines, and rough drafts.

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<sup>1</sup> “Grammatical error” in this case does not include the use of the passive voice, which is a stylistic error, but which is also officially discouraged.

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

**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.

## SCHEDULE OF CLASSES AND ASSIGNMENTS

- Week One: January 9      **Introduction; Course Requirements**
- Week Two: January 16      **The MIC in Historical Perspective**  
Reading: Roland, entire.
- Week Three: January 23      **Technology, Science, and the Economy**  
Reading: Mowery and Rosenberg, Parts One and Two (pp. 3-119)  
Due: Paper Topic ID
- Week Four: January 30      **American Science at the End of WWII**  
Reading: Bush, *Science, the Endless Frontier*; Reingold, “Vannevar Bush’s New Deal”
- Week Five: February 6      **Postwar Federal R&D**  
Reading: Mowery and Rosenberg, Parts Three and Four (pp. 123-296); Holbrook, “Government Support of the Semiconductor Industry”  
Due: Preliminary Bibliography
- Week Six: February 13      **Social Perceptions of Atomic Power Part One**  
Reading: Boyer, Introduction, Chapters 1-5 (pp. xi-177)
- Week Seven: February 20      **Social Perceptions of Atomic Power Part Two**  
Reading: Boyer, Chapters 6-8 (pp. 179-367)  
Due: Paper Outline
- Week Eight: February 27      **MIC and Ecologies of Knowledge Part One**  
Reading: Akera, Introduction, Chapters 1-4 (pp. 1-179)
- Week Nine: March 6  
NO MEETING: work on papers this week
- Week Ten: March 13      **MIC and Ecologies of Knowledge, Part Two**  
Reading: Akera, Chapters 5-9, Conclusion (pp. 181-350)
- Week Eleven: March 27      **Reaction and Opposition Part One**  
Reading: Hughes, “Counterculture and Momentum”; Students for a Democratic Society, “Port Huron Statement”
- Week Twelve: April 3      **Diffusion and Application Part One**  
Reading: Light, Introduction, Chapters 1-3 (pp. vii – 91)  
Due: Paper Draft
- Week Thirteen: April 10      **Diffusion and Application Part Two**

Reading: Light, Chapters 4-7, Conclusion (pp. 95-237); Hounshell, “The Medium is the Message”

Week Fourteen: April 17      **Reaction and Opposition Part Two**

Reading: Hoffman, entire, but focus on Part Two, “FIGHT” (pp. 111 – 227)

Week Fifteen: April 24      **Reshaping America: The Geography of the MIC**

Reading: Markusen et al, *Rise of the Gunbelt*, Chapters 1-3, 10 (pp. 3-50, 230-256)

Due: Final Paper