

Writing in the Majors Plan for History  
Comments from the University Writing Committee

Criterion	Comments, Questions, Suggestions
Principles 1 & 2: Provides opportunities for students to practice the kinds of writing most useful to the major	Yes. The department clearly articulates four competencies required of its graduates. To that end, the writing plan is based on a self-study which itself is based upon the “shared faculty desire” to improve students’ writing skills, primarily in two courses required of all majors.
Demonstrates that most students in the major have multiple writing experiences	Yes. Every course in the major has a variety of writing assignments of varying lengths: in-class responses, lengthy term papers, reading summaries, primary source analyses, book reviews, essay tests, annotated bibliographies, historiographic essays. Two courses required that all students incorporate historical research projects that involve a substantial amount of research/writing. A minimum grade of “C” is needed in the first course (3880) to progress to the Senior Thesis course (4950). The primary objective of both courses is to <i>reinforce</i> writing/research skills.
Principle 3: Provides opportunities for students to write for different purposes and audiences	Yes. Scholarly writing is emphasized. Written work takes the form of article reviews, book summaries, and historical essays. Oral presentations are required in some classes. The audience is usually not specified in the report; however, the work appears to be intended for the instructor (and, by extension, readers of popular/academic publications), but in some cases peers are included as well.
Principle 4: Provides opportunities for feedback and revision	Yes. Both 3800 and 4950 provide multiple opportunities for peer and instructor feedback of written and oral presentations and revisions prior to final grading. In fact, project work in 3800 can be and often is revised and developed into the senior thesis project for 4950. In some courses, preliminary drafts for <i>each step</i> of an assignment may be required i.e. bibliography, research question. The department recognizes that allowing students to submit multiple drafts is critical to the improvement of writing skills.
Principle 5: Assessment plan identifies what the department is working on in relation to writing	Yes. The plan has well-defined programmatic goals. Examples are given regarding how past writing assessment has modified program writing requirements in the ongoing effort to improve the quality of student writing. Current initiatives include: revision of the 4950 rubric in an effort to enhance grading objectivity, instructor development for all courses regarding the relationship between writing assignments and program objectives to result in more standardized learning outcomes for 3800, and an intention to introduce and reinforce writing skills earlier in and more broadly across the curriculum.
Principle 5: Assessment plan identifies what data will be collected to aid in decisions related to writing	Yes. A committee of faculty members evaluates the Senior Thesis work in the spring of odd-numbered years (the oral presentations are evaluated in even-numbered years). The undergraduate committee analyzes and compares the work to previous semesters followed by an annual report to faculty.
Identifies steps necessary for implementation	The steps in the plan are already being implemented.

Other Comments:

This department has submitted a carefully considered plan. We appreciate the effort the department has made to develop both a clear vision of what it is working on to improve student writing and a well-defined process for assessing the success of the writing plan. This is an exemplary plan, especially for those departments that are primarily focused on academic writing.

**Department of History**  
**Program-level Plan for Writing in the History Major Curriculum (HIST)**

**I. Introduction**

The history major prepares students for a variety of careers and puts an emphasis on a graduate's ability to think historically and to communicate effectively in oral and written modes. Courses in the major provide students opportunities to develop these skills in a wide variety of writing assignments. Student writing is assessed by instructors at the course level, and by the department in an assessment process centered on two courses required of all majors (HIST 3800: The Historian's Craft and HIST 4950: Senior Thesis).

This writing plan has been developed at the same time the department was involved in a comprehensive self-study for Academic Program Review. So it is born out of an assessment of the undergraduate curriculum, and capitalizes on a broadly shared faculty desire to see continued improvement in undergraduate student learning.

**II. Writing competencies expected of graduates of the major**

We believe that those who complete the history major will acquire a number of writing skills which they can employ in their careers or in advanced educational situations.

First, students should be able to explain in writing their comprehension of primary (original historical material), secondary (historical or commentary work based on primary sources), and tertiary (further distilled materials such as encyclopedias or textbooks derived from secondary sources) sources. These skills can be demonstrated in various assignments requiring the student to summarize the content and argument of a source. Sources here could be as short as a few lines from an old letter or as long as a 500-page monograph. Such assignments could be as short as a few sentences, or as long as an extended review or historiographical essay. Relevant assignments might include notes taken while reading a book, article/source/book summaries or reviews, and essays on examinations.

Second, students should be able to assemble an annotated bibliography related to a particular historical topic. This competency is closely related to information literacy, requiring students to successfully search for sources, analyze their appropriateness for the project, assess their reliability and utility, and report their findings in an organized manner. In the discipline of history, students must be able to use correctly the Turabian / Chicago Manual of Style method of constructing footnotes and bibliography.

Third, students should be able to write a historiographic essay or portion of an essay in which they identify, compare, and evaluate the viewpoints of two or more historians writing on the same subject. Such an essay may compare the differing perspectives of contemporary historians writing about the same topic, or may track the interpretation of an event or idea through a longer period of time. The historiographic essay combines some of the features of the above writing competencies, and can either stand alone as a paper or be an essential element of a larger research project.

Fourth, students will be able to conduct their own research on historical questions utilizing primary and secondary sources and expressing in clear and correct prose the results of their research. The capstone course of the history major curriculum (HIST 4950: Senior Thesis) is designed to assist students in the completion of this task. Students must identify a historical question; locate, assess, and utilize appropriate sources; and present their findings in both an oral presentation and a written research paper of significant length.

### **III. Opportunities in the History Curriculum for Students to Write and Revise**

All history courses have writing requirements, both in and out of class. A survey of writing assignments in Fall 2010 syllabi substantiate this claim and reveal that requirements range widely from in-class responses to lengthy term papers and include reading summaries, primary source analyses, book reviews, essay examinations, and other assignments. Because of this diversity of writing assignments within the department's offerings, it would be awkward at best to anticipate that individual courses be mandated for particular writing assignments. The undergraduate committee of the department will continue to encourage instructors at all course levels to require writing assignments that build towards the expected major writing competencies.

All students majoring in history take, in sequence, two required courses that result in the completion of a substantial historical research project. Indeed, the courses were designed for the very purpose of teaching majors how to write and research effectively in the discipline of history. The courses are designed to build on each other, introducing, reinforcing, and ultimately assessing the major skills required of a graduate. Students may not progress to the second course in the sequence without first achieving a minimum grade of "C" in HIST 3800, *The Historian's Craft*.

Both courses in the sequence require students to complete segments of the research process, and contain multiple opportunities for faculty and/or peer feedback and student revision of work. The need for multiple drafts and revisions is emphasized in both classes. For example, in HIST 4950 students will submit a bibliography, a research proposal, and at least one preliminary draft before submitting the final senior thesis project. In many cases, students will have proposed the research project in HIST 3800,

though often the result of that class is the student's realization that their proposed research project must be altered substantially or abandoned entirely. Faculty feedback on written submissions, scheduled one-on-one meetings with the instructor, and feedback from the audience in student oral presentations give students multiple prompts for revision and improvement.

#### **IV. The Role of Assessment in the Writing Plan**

Because these two courses are common to all history majors, the department assessment plan has long looked to them as a source of information about student achievement. Indeed, the department has more than a decade of information about student success on the capstone research project in HIST 4950: Senior Thesis.

The history assessment plan for undergraduate majors investigates three aspects of student learning: historical knowledge, oral presentation of research, and written presentation of original research. The third of these is most relevant to the current report. Instructors of the capstone course HIST 4950 retain a copy of all final student papers, and a committee of faculty members assess papers from the spring semesters of odd-numbered years. To complete this task, they utilize a standardized rubric, scoring elements of the senior thesis project such as originality in conception of idea, writing style, research, analysis and interpretation, and overall impression. In the spring semester of even-numbered years, the faculty committee evaluates the oral presentations of students. Both of these assessments are compiled, compared with previous semesters, analyzed by the undergraduate committee of the department, and discussed in the annual assessment meeting of the faculty.

This assessment process has led to concrete changes in the major in the past, and is still pursued as a source of quality information for program improvement today. For example, realizing that some students were entering HIST 4950 without the necessary skills to succeed in research and writing, the department required a minimum grade of "C" in HIST 3800 before a student could enroll in HIST 4950. Over the past two years, information from this assessment process has led the undergraduate committee to address the need for a greater standardization of requirements in HIST 3800, for an increased number of opportunities to present research orally, and for improvements to the assessment rubric for the final thesis project.

The current initiatives being driven by this assessment project are first, continued revisions to the assessment rubric used to evaluate papers in the capstone course. This has been driven by the realization that the current instrument allows for too much faculty interpretation of the standards represented by the scales. Second, the department is continuing to work with instructors of HIST 3800 to better standardize learning outcomes of this course across all sections. Third, the undergraduate

committee is using the results of these assessments to help instructors at all levels of the history curriculum understand the common goals of the major and to determine how writing assignments in their individual courses can contribute to student success. The point is simple: we can assess and reinforce student abilities in research and writing in the two common courses (HIST 3800 and 4950), but these courses cannot carry all of the weight of instruction. Faculty should choose assignments appropriate to their course topic and level that also allow students to practice research and writing skills throughout the curriculum.

## **V. Steps Necessary for Implementation**

Most of the steps of this writing plan—including the assessment of the plan—are already in operation. The undergraduate committee and the department assessment committee work with the department chair to collect, assess, and interpret information gathered from the capstone courses.

Because the inauguration of this writing plan coincides with the Academic Program Review process, the department anticipates that further discussions about the undergraduate curriculum will continue in the spring of 2011 with and following the visit of the external review team for the department. Among the topics of conversation in this process are proposals to increase the number of specifically required courses in the undergraduate curriculum and to ensure that more time and course work occur between the time that students take the introductory HIST 3800 course and the capstone HIST 4950. Already, the APR process has resulted in the realization by a greater number of faculty that the curriculum is expecting too much development of writing ability in HIST 3800 and should instead introduce and reinforce these skills across a broader number of courses.

Still, we expect the major elements of the department writing plan to remain the same. We will continue to assess student writing—among other learning outcomes—in the common major courses (3800 and 4950) and use the information gathered through that process to feed back into the curriculum and improve student learning.

## **VI. Appendix**

1. HIST 4950 written rubric
2. HIST 4950 assessment results
3. Sample syllabus from HIST 3800 (all majors take this course)
4. Sample syllabus from HIST 4950 (all majors take this course)
5. Sample syllabus from a HIST 5xxx course (majors take at least 9 hours at this level)

**Auburn University History Department Senior Theses Evaluation Form**

Spring Semester \_\_\_\_\_  
(enter year in form field above)

Student Name: \_\_\_\_\_

Thesis Title:

**Directions:**

Please click on the category that best suits your rating of the paper in the following areas.

Feel free to enter written comments in the space provided.

When you have completed the form, please click the "Print" button at the top right of the form.

**NOTE:** Clicking on the "Clear Form Entries" button will clear any entries you have made on the form.

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**Originality of Idea and Conceptualization of Problem or Question**

- Excellent     Very Good     Good     Average     Below Average

Comments:

**Writing Style**

- Excellent     Very Good     Good     Average     Below Average

Comments:

**Research (breadth of materials and use of primary sources)**

- Excellent     Very Good     Good     Average     Below Average

Comments:

**Analysis and Interpretation**

- Excellent     Very Good     Good     Average     Below Average

Comments:

**Overall Impression**

- Excellent     Very Good     Good     Average     Below Average

Comments:

HIST 4950 Senior Thesis Assessment  
Spring 2009 Term

<b>2009 Results</b>	Originality	Writing Style	Research	Analysis	Overall
5 or 4	10	12	9	9	8
% above avg	27.78	33.33	25.00	25.00	22.22
3	6	9	9	10	10
% good	16.67	25.00	25.00	27.78	27.78
2 or 1	20	15	18	17	18
% avg & below	55.56	41.67	50.00	47.22	50.00

HIST 3800-003  
**THE HISTORIAN'S CRAFT**  
Auburn University — Fall 2010

Dr. Charles A. Israel  
Office: Thach 315  
Office Phone: 844-6768  
E-mail: [cisrael@auburn.edu](mailto:cisrael@auburn.edu)

Class Meets: Tue & Thu 9:30–10:45 AM  
Classroom: Tichenor 111  
Office Hours: Tue & Thu 11:00 AM to  
Noon *or by appointment*

**Course Description:** This course is designed to introduce history majors to how historians practice their craft. Students will learn the skills for conducting research, analyzing historical documents, properly documenting sources, and, by the end of the semester, develop a research proposal that will serve as the basis for their capstone projects in HIST 4950.

**Course Objectives:** after completing this course students will:

- be able to recognize and explain the difference between primary and secondary sources.
- be able to analyze historical documents and arguments.
- be able to distinguish between history and historiography.
- understand the necessity and conventions of historic citations and be competent at citing sources in history papers.
- have experience and confidence in presenting historical research orally.
- be aware of career options available to history majors.
- have completed a detailed proposal for a history research project to be completed in HIST 4950: Senior Thesis.

**Required Books:** The following should be available at local bookstores:

Arnold, John H. *History: A Very Short Introduction*. New York: Oxford University Press, 2000.

Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2007.

Rauchway, Eric. *The Great Depression and the New Deal: A Very Short Introduction*. New York: Oxford University Press, 2008.

**Assignments and Grading:**

- 10% Citation Quizzes (in class 10/14 and 10/28)
- 5% Auburn Historian bibliography project (due 9/9)
- 10% Document Analysis (due 9/16)
- 10% Collection Report & Document Analysis (due 10/5)
- 5% Collection Oral Presentation (10/7 or 10/12)
- 10% Article Analysis (due 10/21)
- 10% Book Review (due 11/11)
- 10% Research Proposal Oral Presentation (11/4–11/16)
- 10% Research Bibliography and Status Report (due 11/18)
- 20% Final Research Proposal (due 12/3 by Noon)



Important Notes on Grades:

1. *Grade Scale:* A=90-100 B=80-89 C=70-79 D=60-69 F=below 60
2. *Students must complete ALL ASSIGNMENTS* in order to pass this course. In other words, you cannot decide to just not do the book review because it is "only worth" 10% of your final grade.
3. Students must complete HIST 3800 with a minimum final grade of C before they can enroll in HIST 4950: Senior Thesis.

**Course Policies:**

Blackboard Usage: Much of the material for this course will be available on Blackboard. Students are expected to access this material regularly. Also, students must submit all written assignments in electronic format to the proper Blackboard drop-box.

Attendance, Excused Absences, and Make-ups: You are expected to be present (in body and mind) for every class meeting of the semester. Students missing more than three class meetings without an acceptable and documented excuse will be penalized one letter on their course grade. Guidelines for excused absences can be found in the Auburn University [Bulletin](http://www.auburn.edu/student_info/bulletin/academic_policies.pdf) (p. 17 in the 2010-11 edition; [http://www.auburn.edu/student\\_info/bulletin/academic\\_policies.pdf](http://www.auburn.edu/student_info/bulletin/academic_policies.pdf)). Students seeking to have an absence excused should provide the instructor with evidence of the nature of the absence within one week of the conclusion of the period of absence. Make-ups tests or assignments will normally be completed no later than two weeks following the conclusion of the period of absence.

Late Work: Late assignments will be accepted, though assignments submitted without an excused absence will be penalized ten points for each day or portion of a day they are late.

Extra Credit Available: In an effort to encourage students to participate in the broader intellectual offerings of the history department, the instructor will provide extra credit points to students who attend and submit reports on events sponsored or co-sponsored by the history department during the semester. A list of approved events and detailed instructions for the report are available on Blackboard. Students may earn a maximum of 8 extra credit points in the semester.

Students with Disabilities: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo to the meeting so we can discuss your accommodation needs in my course. If you do not have an Accommodation Memo but need accommodations, make an appointment with The Program for Students with Disabilities, 1228 Haley Center, 844-2096 (V/TT).

The Miller Writing Center: Students in HIST 3800 are encouraged to make use of the resources and services available through the Miller Writing Center located in the Ralph

Brown Draughton Library. Consultants in the center can assist students in all stages of the writing process. You can find more information at [auburn.edu/writingcenter](http://auburn.edu/writingcenter).

**Citations and Academic Honesty:** George Petrie, the founder of Auburn University's history department, authored the Auburn Creed which is also the basis of the Auburn University Oath of Honor:

*In accordance with those virtues of Honesty and Truthfulness set forth in the Auburn Creed, I, as a student and fellow member of the Auburn family, do hereby pledge that all work is my own, achieved through personal merit and without any unauthorized aid. In the promotion of integrity, and for the betterment of Auburn, I give honor to this, my oath and obligation.*

This class will investigate the expectations and importance of academic honesty; students will learn and be responsible for properly citing all work in the class.

Suspected violations of the [history department](http://media.cla.auburn.edu/history/ug/academic_honesty.cfm)

([http://media.cla.auburn.edu/history/ug/academic\\_honesty.cfm](http://media.cla.auburn.edu/history/ug/academic_honesty.cfm)) or university code of academic honesty will be handled in accordance with the university procedures detailed in the Student Academic Honesty Code at [auburn.edu/academic/provost/ahc.html](http://auburn.edu/academic/provost/ahc.html).

Please note potential consequences of academic dishonesty: sanctions applied by the Academic Honesty Committee can range from a grade of "F" on the assignment all the way up to suspension and even expulsion from the university.

**Office Hours and Instructor Availability:** My office hours are posted at the top of the syllabus. Because of my administrative responsibilities I will sometimes find it necessary to reschedule standing office hours. I will make every possible effort to alert the class should that occur. And if you are unable to make the office hours posted, [email me](mailto:email) at [cisrael@auburn.edu](mailto:cisrael@auburn.edu) to set up an appointment.

**Email:** I will attempt to answer email within 48 hours or two business days, whichever is longer.

**Emergency Preparedness:** If normal class activities are disrupted due to a high number of students experiencing illness or an emergency or crisis situation (such as a widespread H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

### **Assignments:**

*more detailed instructions will be available on the course Blackboard site.*

**Citation Quizzes:** These short in-class exercises are designed to test your ability to properly document a range of sources as footnote, endnote, and bibliographic references.

**Auburn Historian Bibliography:** An exercise in utilizing the library resources to compile a complete bibliography of works by an author.

**Document Analysis:** An exercise in reading, contextualizing, and analyzing an historical document.

**Collection Report and Document Analysis:** An important building block of a successful senior thesis is to identify a collection (or collections) of primary sources capable of

sustaining a significant research project. Students will identify the collection, summarize its scope and contents, propose multiple research topics which could incorporate the sources, and offer a close analysis of one particular document from the collection.

**Collection Oral Presentation:** Students will deliver a short oral presentation on a collection they have identified through their research exercises, highlighting some possible research topics related to the collection as well as its strengths and weaknesses for those purposes.

**Article Analysis:** An exercise that extends the student researcher's analytical abilities from primary to secondary source materials. Students will select an article relevant to their research interest, identify its major arguments, and analyze its content, evidence, and success.

**Book Review:** Students will choose books related to their intended field of research and write a brief review of no more than 1000 words. In preparing their reviews students may consult book reviews published by other scholars provided they include links to the reviews with their submitted paper. Books chosen for this assignment SHOULD NOT also be assigned for other courses taken by the student in this or previous semesters.

**Research Proposal Oral Presentation:** Students will present their proposed research projects to the class, including information on thesis, sources, and an outline of work to be done. Presenters will respond to questions posed by their classmates and other class visitors.

**Research Bibliography and Status Report:** A chance for students to assess their progress toward the final project before the temptations of Thanksgiving Break overwhelm. Students will submit an annotated bibliography of sources as well as a report on their intended topic of research and the suitability of these sources for that purpose.

**Final Thesis Project Proposal:** Hopefully all the other projects have been leading you to this point. Here you will present your proposed topic and research plans for Senior Thesis. This final assignment should demonstrate what you have learned throughout the semester.

### **Schedule of Class Meetings, Readings, and Assignments:**

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Read</b>	<b>Turn In</b>
1	8/19	Introductions		
2	8/24	What is History?	Arnold ch. 1-2; Fea <a href="#">op-ed</a> (Bb)	
3	8/26	Research Basics; Intro to Great Depression and New Deal	Presnell ch. 1 Rauchway Intro.	
4	8/31	MEET IN LIBRARY: Bibliography Building	Presnell ch. 3-4	
5	9/2	Finding, Evaluating, and Using Reference Sources	Presnell ch. 2, 7	
6	9/7	MEET IN LIBRARY: Secondary Source Searching	Presnell ch. 5; Rauchway ch. 1	

Class	Date	Topic	Read	Turn In
7	9/9	Assessing an Historical Argument	Rauchway ch. 2; Taking Sides debate (Bb)	AU Bibliography due
8	9/14	Identifying and Analyzing Primary Sources	Arnold ch. 3	
9	9/16	MEET IN HC 3233	Presnell ch 6	Document Analysis
10	9/21	MEET IN LIBRARY: Primary Source Searching	Arnold ch. 4	
11	9/23	MEET IN LIBRARY: Using Archives and Special Collections	Arnold ch. 5	
12	9/28	NO CLASS MEETING: research day	Arnold ch. 6	
13	9/30	History and Memory	Presnell ch. 10; Faust Article (Bb)	
14	10/5	Popular Culture and Oral History	Levine, " <a href="#">Folklore of Industrial Society</a> "	Collection Report and Document Analysis
	10/7	Mid-Semester: Last day to withdraw with no grade penalty		
15	10/7	Collection Presentations I	Rauchway, chs 3-4	
16	10/12	Collection Presentations II	Rauchway 5-6	
17	10/14	The Plow that Broke the Plains	Rauchway ch 7; Presnell ch. 9	Citation Quiz I in class
18	10/19	Differing Views on Depression and New Deal	Rauchway conclusion; article choice	
19	10/21	Historians and the Past	Arnold, ch. 7; Leuchtenberg, " <a href="#">Historian &amp; the Public Realm</a> "	Article analysis
20	10/26	History and Historians in Trouble	Appleby, " <a href="#">The Power of History</a> "; Hoffer, "Falsification"	
21	10/28	What to Do with a History Major	<a href="#">Fea blog</a> (read selectively); and <a href="#">AHA guide</a>	Citation Quiz II
22	11/2	The Future of History	Rosenzweig, " <a href="#">Scarcity or Abundance?</a> "	
23	11/4	Proposal Presentations I		
24	11/9	Proposal Presentations II		
25	11/11	Proposal Presentations III		Book Review due

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Read</b>	<b>Turn In</b>
26	11/16	Proposal Presentations IV		
27	11/18	Evaluating Research Progress and Prospects		Research Bibliography and Status Report
	11/22-26	NO CLASS: Thanksgiving Holiday		
28	11/30	NO CLASS: work on final proposal		
29	12/2	NO CLASS: work on final proposal		
	12/3	PROPOSALS DUE BY NOON IN THACH 310		Research Proposal Due
30	12/10	Final Examination Period 8:00am-10:30am		

**Concluding Caveat:** The above schedule, policies, and assignments in this course are subject to change; be sure to check BlackBoard for the most recent versions of the syllabus.

**AUBURN UNIVERSITY**  
**Department of History**  
**Fall 2010**

HISTORY 4950: Historical Research Methods  
TTh 11-12:15, HC2442

Professor Information:

Dr. Cathleen M. Giustino, Ph.D.  
Office Location: 331 Thach Hall  
Office Hours: TTh 9:30-10:30 and by appointment  
Telephone: 844-6630  
E-Mail: giustcm@auburn.edu

Description of the Course:

This is the capstone course for undergraduate history majors at Auburn University. It aims to solidify and fortify student knowledge about historians' fundamental research needs and methods. We will study how to locate and analyze unpublished original documents (primary sources) and scholarly monographs and articles (secondary sources); the choosing of research topics vs. the design of research questions; the creation of a thesis argument and its consistent and logical defense throughout a paper; the organization of lengthy research papers, and the importance of transition paragraphs and transition sentences for logical development; the uses and rules of notation (endnotes or footnotes); and the identification and elaboration of issues of "big-picture" historical significance.

At the end of the semester each student will turn in an extensive research paper that is 1.) based on detailed analysis of a substantive number of well-chosen, important primary sources and a broad, deep knowledge of numerous published secondary sources; and 2.) that makes an original contribution to historical knowledge. The research paper will be a minimum of 24 full pages long and a maximum of 30 full long. The paper's text will be double-spaced using 12-point Times New Roman font; notation – either footnotes or endnotes – will be single-spaced using 10-point Times New Roman font; margins cannot be greater than 1.25 inches. This page-length requirement does not include the bibliography that must be attached to your final paper

The extensive, well-selected primary sources that form the lengthy core of each final paper (and the very preliminary draft and the first draft) cannot come from published collections of documents or from within secondary sources. They must come from a primary source collection either on microform in the University's

Microform and Document Division (MADD), the University Archive, and/or a substantive, reliable, scholarly online collection of primary sources. The professor must approve – in writing (through email) – the primary-source collection(s) that you use for your paper. Papers that are not based on approved primary-source collections will not receive passing grades. If you have any questions about this matter and/or need assistance in locating sources, be certain to see me. Some topics cannot be studied, because it is not possible to access the necessary sources here in Auburn. You may complement your approved primary-source collection(s) with published document collections, but the latter can only play a supporting role in your paper. The bulk of the weight of your evidence must come from at least one substantive, reliable, scholarly online collection of primary sources.

Also at the end of the semester, each student will deliver to our class and other professors from the History Department a 20-25 minute oral presentation on their research project. You must use powerpoint for this presentation.

At times during the semester, when we are not having a regular class meeting, I will ask students to meet with me individually to discuss progress on your research paper. Missing one of these meetings will count as an unexcused absence. On those days when we do not have class meetings, I will be in my office and you should feel very free to visit with me to discuss your work.

#### Objectives of the Course:

- 1.) Fortify student knowledge about the nature of primary sources and their analysis;
- 2.) Build student comfort with the process of finding and gathering unpublished primary sources;
- 3.) Strengthen students' writing skills, both in terms of basic usage and logical organization and development;
- 4.) Enhance student familiarity with the tasks of the historian and the challenges we face in our search for and sharing of knowledge of the past;
- 5.) Encourage life-long information-seeking skills and enthusiasm.

#### Expectations of the Course:

- 1.) Everyone is expected to attend all class meetings and to arrive on time (50 points will be deducted for each unexcused absence; these points will be deducted for tardiness, as well, if repeated lateness occurs);
- 2.) Everyone is expected to come to class with attitude and preparation necessary for allowing her/him to take away a useful knowledge of the lessons being presented;
- 3.) Everyone is expected to turn all assignments in on-time (there is a penalty for late assignments without a university-approved excuse);

- 4.) Everyone is expected to work conscientiously and consistently towards the completion of their final research paper;
- 5.) Everyone is expected to act in a courteous and respectful manner toward all members of our class.

Required Readings Available for Purchase:

Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 6th edition.

\*\*\*\*\***Note:** I must warn you that you should not plan on this course being inexpensive. Instead, you should anticipate spending upwards of \$100 on costs of copying unpublished primary sources for your research project (especially documents on microform).

Graded Requirements:

A total of 1200 points can be earned this semester. The point break-down that will be used to determine final grades is: 1080 to 1200 for an A; 960 to 1079.9 for a B; 840 to 959.9 for a C; 720 to 839.9 for a D; below 720 for an F. If you earn below 840 points, you will have to retake this course in order to complete your history major and graduate.

There are many graded requirements in this class, some more demanding than others. You will find specific instructions for each assignment in the middle of this syllabus:

- 1.) Collections Report with Five Documents (100 Points; Due September 7);
- 2.) Preliminary Topic and Question Statement (50 Points; Due September 14);
- 3.) Very Preliminary Draft with Bibliography (100 Points; Due September 30);
- 4.) Five Documents with Statements of Importance (50 Points; Due October 21);
- 5.) First Draft with Bibliography (200 Points; Due October 21);
- 6.) In-Class Oral Presentation (100 Points; Dates to be Assigned);
- 7.) Final Research Paper (600 Points; December 6 by noon in Dr. Giustino's Office).

Be sure to read and follow instructions for assignments very carefully, including instructions on typing, formatting, and length. Following instructions is one of the keys to success in this course; the other key to success is working on your paper in a conscientious, consistent manner.

**IMPORTANT NOTE: Do not turn in any sloppy writing for this class!**

I promise you that I will assign zero points on the writing-related component of any assignment, if an assignment has numerous grammar, spelling, and/or notation errors.



### Attendance Policy is Strict:

1.) You need to pass this class, in order to complete your history major and graduate. Thus, attendance is required in this class, and will be taken at the beginning of each meeting. I will maintain attendance records in WebCT.

2.) Because of the importance of this class for the completion of your history major, students will be allowed no unexcused absences. At the end of the semester, for each unexcused absence, I will subtract 30 points from your final total points and assign the corresponding letter-grade to your final course grade. Do not miss class meetings unless you absolutely have no choice and can prove that you had no choice for a university-excused reason!!!

3.) Absences resulting from illness, University business, and family emergency will be excused, but written verification of such absences must be submitted to the professor within five class days after returning to class.

4.) Make special note that those students observed sleeping, reading newspapers, studying other subjects, talking, or in any way disrupting the learning experience of their fellow students will be counted absent.

5.) To be counted present in class, you must arrive in class on time.

### Late Assignments will be Penalized:

1.) Unless otherwise stated on the syllabus, all written assignments must be handed in – in hardcopy form – at the beginning of the class meeting on the day they are due. You may not merely email me assignments or turn in other electronic versions of your assignments (on floppies, discs, etc.), although in some cases I will request that assignments are sent to me electronically (in part so that I can control for plagiarism).

2.) For each 24-hour period passing after an assignment is due, I will deduct a late penalty of 20% of the total points possible for that particular assignment.

3.) No assignment will be accepted that is more than 120 hours (5 days) late. Yes, weekends and holidays are included in this 120-hour period .

4.) Exceptions to these rules will be made only when a student gives me official, verifiable documentation proving that their work is late for an official, university-excused reason as per guidelines stated in The Tigercub.

### Information about Research Services that are Critical to Your Success in HY4930:

In order to complete this class you will need to spend a tremendous amount of time conducting research in Auburn University's Library (the Ralph Brown Draughton Library). There are two departments within the library, in particular, where you might spend a lot of time. These departments are 1.) the University Archives located in the basement of the library; and 2.) MADD (Microforms and Documents

Department) located on the first floor of the library. Both contain substantive, reliable, scholarly primary-source collections.

The University Archive, which holds actual original documents, offers research opportunities for students interested in studying topics related to the history of Alabama or AU. More specific history topics pursuable with the University Archives' resources include, but are not limited to:

- 1.) race relations in Alabama;
- 2.) plantation/farm management in Alabama since the Civil War;
- 3.) women in Alabama;
- 4.) women at AU;
- 5.) town-gown relations in Auburn;
- 6.) the Alabama Republican Party;
- 7.) Alabama's churches;
- 8.) the environmental history of Alabama;
- 9.) the Great Depression in Alabama;
- 10.) industrial growth in Alabama.

MADD's collection, which holds original documents saved on microform, can serve best students whose interests lie outside of Alabama, including in other parts of the United States, Europe, Latin America, Asia, Africa, and the Middle East. More specific history topics that could be pursued using MADD (and that do not require foreign-language skills) include, but are not limited to:

- 1.) the presidency of Lyndon B. Johnson;
- 2.) the home-front in England and Germany during WWII;
- 3.) Cold War politics in Asia;
- 4.) religion in nineteenth-century England;
- 5.) history of everyday life in London;
- 6.) European social and economic history during the Industrial Revolution;
- 7.) origins of WWI;
- 8.) the Prague Spring and dissident movements in Eastern Europe;
- 9.) the assassination of Martin Luther King;
- 10.) the rebuilding Europe of after WWII.

Some important individuals who can help you to succeed in HY4930:

The following individuals working in the University Archives and in MADD can be especially instrumental in assuring your success in this course:

- 1.) Dr. Dwayne Cox, Director of the University Archives (844-1705; coxdway@lib.auburn.edu);

2.) Dr. Timothy Dodge, Librarian in MADD (844-1759; [dodgeti@lib.auburn.edu](mailto:dodgeti@lib.auburn.edu)).

**Business hours of the University Archives and MADD:**

This link will tell you the library hours. Look VERY closely at the limited business hours of the University Archives: <http://www.lib.auburn.edu/hours/>  
 Telephone Number of University Archives: 844-1705.  
 Telephone Number of MADD: 844-1759.

Special Notes:

1.) Students with disabilities or other special needs should contact Dr. Kelly Haynes, Director of the Program for Students with Disabilities in 1232 Haley Center for further information and assistance, and then meet with me about accommodations.

2.) Academic dishonesty is a grave offense that I will report to the Academic Honesty Committee and that can result in expulsion from the University. Students should be certain to avoid plagiarism on all assignments. See The Tiger Cub for definitions of plagiarism and procedures and consequences concerning plagiarism; also see the History Department policy posted on our Blackboard site.

**Instructions for Individual Graded Assignments**

A General Comment about Individual Graded Assignments:

The research paper you must complete this semester will at times seem overwhelming, but I urge you to find comfort in the fact if you work consistently and seriously towards the completion of your paper – and have a topic that you enjoy – writing a passing final paper will be easily achievable. If you choose to be lackadaisical about the assignments, writing a passing final paper will be very difficult -- perhaps even impossible.

I. Collections Report with Five Documents (100 Points):

This assignment is designed: 1.) to familiarize you with unpublished primary-source collections held in AU's Library and in online reliable, substantive, scholarly collections; 2.) to familiarize you with the contents and organization of individual collections; 3.) to familiarize you with individual collections' usefulness for your research goals; and 4.) to help you identify, as soon as possible, your research topic.

For this assignment you are required to select a total of two collections from MADD, the University Archives and/or an online scholarly collection of documents. I will distribute information about MADD collections in class for those students interested in working in MADD (in some cases I will even assign collections to students); the archivists in the University Archives will assist students who wish to work with those holdings.

For this assignment you may NOT use paper (book) published collections of primary sources! That is because you cannot use paper (book) published collections of primary sources for the bulk of the evidence in your paper.

Please remember that at the time of turning in your Collections Report, you must also turn in copies of five individual documents that you found while working with the collections. On each of the five documents you must provide all location information about where you found the document so be sure to write it down as you find and copy the document. No single document that you turn in should be more than 7 pages long (although you can turn in a 7-page excerpt from a longer document). I advise you **not** to hand-copy the documents, but to use any machinery for copying that is available. Knowing how to use this machinery can save you much time and trouble in the future. I personally use a digital camera, although some of you might want to use microform printers or photocopy machines. If you use a digital camera, you will have to print out any documents you turn in to me.

The following eight tasks will form the foundation of your Collections Report (perhaps begin by reading Task 8 which tells you about writing up this report):

Task #1: Learn all you can about any index or indices available for helping you to identify specific documents within your two collections (these indices are called "finding aides" and, believe me, they come in handy!!!).

**For MADD:** Most MADD collections have an index or indices. Some indices are on microform; others are published and located on shelves. Locate an index, study it, and then record answers to the following: 1.) how is the index organized (subject, title, geography, etc.); 2.) is the index useful, and why or why not; 3.) what three subjects in the collection did you learn about from the index that you want to look at more closely (record all location information for subjects you wish to look at)? If there is no index for a collection, then record your answers to the following: 1.) how can you best identify the holdings in this collection (Aubiecat, going through the collection, etc.); 2.) is it worth your time to work with this collection, and why or why not? Hint: if a collection lacks an index, you might not want to work with it!

**For the Archive:** Most archival collections have a written description of their contents. Ask an archivist to help you to review the description and then record answers to the following: 1.) how is the collection organized; 2.) what type(s) of and how much material does the collection hold?; 3.) is the description useful, and why

or why not?; 4.) what three specific topics in the collection, if any, did you learn about from the description that you want to look at more closely (record all location information for the documents you wish to look at)?

**For Scholarly Collections On-Line:** Record all location information (including web address and all location information of the original document, whether it be in an archival collection (then include the archive's name, box information, document number, etc.) or in a newspaper (then include the article's title, author, place and date of publication, volume and issue numbers, and page number(s)). Record who put the collection together and provide specific information that proves they are a reliable source for substantive, scholarly information (this will likely require that you do some research into the creators of an online collection). If you cannot prove they are a reliable source of substantive, scholarly information, then you don't want to use that online collection for this paper (and I won't approve it).

Task #2: Based on information you found in the finding aids, for each of the two collections write down three topics that you feel could be studied using them. Be very thoughtful and specific!!!

Task #3: Learn about and record the size of your collections (number of boxes, reels of microfilm, years in which a newspaper was published, etc.). Indices, librarians, archivists, and Aubiecat can provide you with this information. You'll want to know just how large a collection is, in order to know whether or not it is of a workable size for a one-semester project.

Task #4: Choose which of the two collections you like best. Write down a thoughtful, substantive explanation of why you like it best. Then go to that one favored collection and complete Tasks 5-7.

Task #5: Go to the beginning part of your favored collection (for example: first or second microfilm reel, [it can't be first reel if the collection's index is located there] or first or second carton) and look at documents in that part. Identify four documents in that first part that are especially interesting to you. For each of those four documents record: 1.) your characterization of the type of document (letter, diary, pamphlet, journal article, government report, etc.); 2.) your summary of the content of the document; 3.) all location information (for example: name of collection, # of microfilm reel, # of carton, etc.); and 4.) two topics that you feel could be studied using the document.

Before returning or putting away this part of your collection, for convenience's sake, you should copy any individual documents that you might desire turning in to me (as one of the five documents you are required to turn in with your Collections Report) or to use for a later assignment). Again, be sure to write down all location information about where you found the document!!!

Task #6: Go to last part of your collection (for example: the last microfilm reel, the last carton, etc.) and look at documents in that part. Identify four documents in that last part that are especially interesting to you. For each of those four documents record: 1.) your characterization of the type of document (letter, diary, pamphlet, journal article, government report, etc.); 2.) your summary of the content of the document; 3.) all location information (for example: name of collection, # of microfilm reel, # of carton, etc.); and 4.) two topics that you feel could be studied using the document.

Before returning or putting away this part of your collection, for convenience's sake, you should copy any individual documents that you might desire turning in to me (as one of the five documents you are required to turn in with your Collections Report) or to use for a later assignment. Again, be sure to write down all location information about where you found the document!!!

Task #7: Go to parts of the collection of your choice and that you haven't yet reviewed. Your future work will be best served if these are sections that you learned about from an index or archival-holding description, and that especially interests you. Look at documents in that part. Identify four documents that are especially interesting to you. For each of those four documents record: 1.) your characterization of the type of document (letter, diary, pamphlet, journal article, government report, etc.); 2.) your summary of the content of the document; 3.) all location information (for example: name of collection, # of microfilm reel, # of carton, etc.); and 4.) two topics that you feel could be studied using the document.

Before returning or putting away this part of your collection, for convenience's sake, you should copy any individual documents that you might desire turning in to me (as one of the three documents you are required to turn in with your Collections Report) or to use for a later assignment). Again, be sure to write down all location information about where you found the document!!!

Task #8: Type up a report in easily-readable form that records the results and notes from your findings for Tasks 1-7. You may simply arrange the results under the headings of the task numbers. You will turn this report in as your Collections Report.

Task #: Attach the five documents that you have thoughtfully selected, because of their promise to provide substantive, scholarly evidence for your final research paper.

Points on this assignment will be distributed as follows:

Evidence of Appreciation of Breadth of Collections' Holdings: 30

Evidence of Appreciation of Collections' Usefulness for Research: 30

Promise of Five Documents Selected for Your Research: 40

## II. Research Topic and Question Statement (50 Points):

This is a brief, yet well-considered typed exercise and its function is to lead you to the creation of a strong research question and thesis. It can greatly guide you towards a clear research path. I will look for evidence of serious thoughtfulness when grading the assignment.

In this exercise you will provide answers to the following six questions (when typing up the assignment you may simply list, in order, the six questions, following each with a clear, substantive answer):

A.) What is the subject matter of your broad research topic (please note: this says topic, not question; think hard about the difference between a topic and a question)?

B.) What is the big-picture historical significance of your topic? (This should be a list of issues of high-stakes significance.)

C.) What historical-context information (also known as historical-background information) is important for your topic? (This must be a list of areas and types of information in which you will have to develop knowledge for your paper.)

D.) What archival and/or MADD collection(s) available in Auburn and/or online primary-source collection best allows you to study this topic? Feel free to list more than one collection.

E.) What is the state of research on your topic (a substantive answer to this question will require that you work on bibliography building)? Have a lot of people studied it? How do you know?

F.) What narrow research question needs to be studied so that the historical community gains new, original knowledge about your broad research topic (think very, very carefully about what a research question entails)?

G.) What preliminary answer (thesis argument) are you now prepared to defend? (You must present one; be thoughtful.)

We will share this assignment with one another in class.

Points on this assignment will be distributed as follows:

Appreciation of Big-Picture Historical Significance: 10

Appreciation of Work Done to Date: 10

Quality of Research Question: 20

Statement about Topic and Collections: 10

## III. Very Preliminary Paper Draft (100 Points):

This very preliminary paper draft will be a minimum of five full pages long. The paper's body will be double-spaced using 12-point Times New Roman font;

notation – either footnotes or endnotes – will be single-spaced using 10-point Times New Roman font; margins cannot be greater than 1.25 inches. This page-length requirement does not include the bibliography that must be attached to your final paper).

Follow these nine instructions when completing the assignment:

1.) You will use complete sentences, formal paragraph structure, scholarly notation (either footnotes or endnotes) for all secondary sources, and location information (for example: name of collection, # of microfilm reel, # of carton, etc.) for all primary sources. Be sure to use carefully crafted transition sentences for strong logical development.

2.) In your first paragraph you will draw evidence from one of your primary-source documents to present a problem related to your topic (be sure to notate that evidence, including all location information), and you will end the paragraph by specifically stating that problem in the form of a research question and also provide a preliminary thesis statement answering that question;

3.) In your second paragraph you will present other relevant information from your primary-source document (again be sure to notate all location information), in order to fill out your reader's understanding of the document's content;

4.) In your third paragraph you will summarize what you know about work done on your topic to date and describe how your research paper will make an original contribution to that work; here you will also describe the primary-source collection(s) with which you are working and how the collection(s) allow(s) you answer your research question.

5.) In your fourth and fifth paragraphs you will provide very important information about the historical background or context behind your research question, being sure to notate with scholarly formatting the secondary source(s) from which this information comes;

6.) In your sixth, seventh and eighth paragraphs you will use information from your primary sources (not including the one used in your first and second paragraphs) to address your research question and prove your thesis;

7.) In your ninth paragraph you will state the big-picture historical significance(s) of your topic and discuss further specific topics of research that you will have to complete before your research paper is complete.

8.) Give you preliminary draft a thoughtful title and subtitle!

9.) Attach to the final proposal a bibliography of scholarly secondary sources as per the following requirements: the bibliography must contain at least ten carefully selected scholarly books, and at least six carefully selected dissertations, master's theses, and/or journal articles (no credit will be given for newspaper articles or for articles from Time, Newsweek, or other popular non-scholarly publications) relevant



for your research topic. All entries on the bibliography must be presented using scholarly formatting according to the rules found in Turabian.

Points on this assignment will be distributed as follows:

Quality of Research Question, Thesis & Statement of Work Done to Date: 20

Quality of Historical Context & Document Evidence: 40

Writing & Notation: 20

Bibliography: 20

#### IV. Five Documents Clearly Important for Your Research Question with Statements of Importance (50 Points):

This very important exercise holds great promise for the solidification of your research question and the substantiation of your first draft!

For this assignment you must turn in five documents from your collection(s), all of which are clearly important for your research question. The completion of this assignment requires that you return to your document collection(s), or possibly go to a new collection, and gather more primary-source materials. You may not turn in the documents that you turned in for your Collections Report (if you do, then you will earn 0 points for this assignment), but you can turn in newspaper articles contemporaneous with your topic. You may not turn in documents that come from a paper (book) collection of documents (although you might use such sources to complement your other primary sources).

You must staple to the front of each document a one-half to one-full page statement (typed, double-spaced), in which you substantively prove to your reader why the attached document is of clear importance to your research question. You are advised to put careful thought into your statements (take a look at the following point-distribution information to be convinced of the importance of these statements!).

Points on this assignment will be distributed as follow:

Proof of Document's Importance: 10 points Per Document (50 Points Total)

#### V. First Draft (200 Points):

This first draft will be at least twelve full pages in length. The paper's text will be double-spaced using 12-point Times New Roman font; notation – either footnotes or endnotes – will be single-spaced using 10-point Times New Roman font; margins cannot be greater than 1.25 inches. The bibliography that must be attached to this

draft (see below for details on the bibliography) will not be counted as part of these twelve full pages, but will be in addition to them.

This draft will be well written, using scholarly grammar and presentation of quotations, correct spelling, and well-crafted transition sentences and paragraphs. It will also follow the rules for properly notating both secondary and primary sources. Be very thoughtful about using carefully constructed transition sentences and transition paragraphs, because they are important keys to logical development.

The draft will consist of the following four parts (each of which must have the minimum required number of pages and which all reflect lessons we learned in class on "The Necessary Components of a Lengthy Research Paper"):

- 1.) A carefully chosen title and sub-title.
- 2.) The Introduction of your first draft will be at least four pages long. Here you will discuss: a.) your research question and your answer to it (remember that this answer is your thesis argument); b.) secondary-source work done to date on your topic and a statement about why your research is an original contribution to that work done-to-date; and c.) relevant historical-background information.
- 3.) The Body of your first draft will be at least six pages long. Here you will present your careful analysis of your primary sources (analysis carried out so that you can answer your research question and prove your thesis argument). Depending on the logical organization of your draft (and envisioned final paper), you might consider breaking the body into two sections. Also, for the sake of logical development be certain to construct thoughtful transition sentences and even transition paragraphs.
- 4.) The Conclusion of your first draft will be at least one full page long. In it you will: a.) summarize the answer to your research question (this answer is your thesis argument; how well did you prove it in the body of this draft and how can you better prove it?); b.) discuss the contribution of your answer to historical knowledge on your topic; c.) discuss the big-picture historical significance of your research findings; d.) describe potential research topics and questions that your research suggests for future study.

Attach to the minimum 12 full pages of your first draft a bibliography of scholarly secondary sources as per the following requirements: the bibliography must contain as least fifteen carefully selected scholarly books, and at least ten carefully selected dissertations, master's theses, and/or journal articles (no credit will be given for newspaper articles or for articles from Time, Newsweek, or other popular non-scholarly publications) relevant for your document analysis. All entries on the bibliography must be presented using scholarly formatting (see Turabian).

You are required to turn in a paper copy of this assignment, and also email me a copy of it for plagiarism control.

**Special Note about this Draft:** Put the graded version of this draft in a safe place. You must turn in the graded version of it along with your final paper, so that I can see that you made necessary substantive revisions, including not merely insertions of new information, but also cutting and reorganizing of information for the best logical development and substantiation (proving) of your thesis argument.

Points for this assignment are distributed as follows:

Clarity of Research Question & Answer/Thesis & Originality: 20

Use of Primary-Sources to Answer Question/Support Thesis: 70

Historical Background, Secondary Sources & Bibliography: 70

Grammar, Logical Development, Spelling and Notation: 40

#### VI. Oral Presentation (100 Points):

During the last part of the semester each student is required to deliver a 20-25 minute oral presentation on their research paper. Be sure to speak in a clear manner, at a pace that is easy to follow, and with smooth transitions between parts of your presentation. You may not read a text aloud without making any eye contact with your audience. You are required to use powerpoint (remember a cardinal rule of powerpoint: the fewer words the better!).

The presentation will contain the following points of information:

- 1.) A brief topic statement;
- 2.) Your brief presentation of your research question;
- 3.) A brief presentation of the answer to your question (this answer is your thesis argument);
- 4.) A 3-6 minute statement about work done to date on your topic, and how your research makes an original contribution to historical knowledge;
- 5.) A 4-6 minute statement about the historical background behind your topic and question;
- 6.) A 5-8 minute statement presenting the primary-source evidence you have found this semester to answer your question (or, stated differently, to prove the validity of your thesis argument).
- 7.) A 1-3 minute statement about the nature and location of the primary sources you used for your research paper;
- 8.) A 2-4 minute statement about the big-picture historical significance of your research and questions that your research has raised for further research projects.

Points on this project will be distributed as follows:

Respect for Time Limit and Quality of Delivery: 40;

Quality of Statements on Eight Points of Information Listed Above: 60.

## VII. Final Research Paper (600 Points):

This final paper will be at least 24 full pages long and no more than 30 full pages. The paper's text will be double-spaced using 12-point Times New Roman font; notation – either footnotes or endnotes – will be single-spaced using 10-point Times New Roman font; margins cannot be greater than 1.25 inches. The bibliography that must be attached to the final paper (see below for details on the bibliography) will not be counted as part of these minimum 24 full pages, but will be in addition to them.

The final paper will be well written, using scholarly grammar and presentation of quotations, correct spelling, and well-crafted transition sentences and paragraphs. It will also follow the rules for properly notating both secondary and primary sources. Be very thoughtful about using carefully constructed transition sentences and transition paragraphs, because they are important keys to logical development.

The final paper will consist of the following four parts (each of which must have the minimum required number of pages and which all reflect "The Necessary Components of a Lengthy Research Paper"):

- 1.) A carefully revised final title and sub-title.
- 2.) The introduction of your final paper will be at least six pages long. Here you will discuss: a.) your research question and your answer to it (remember that this answer is your thesis argument); b.) secondary-source work done to date on your topic and a statement about why your research is an original contribution to that work done-to-date; and c.) relevant historical-background information.
- 3.) The body of your final paper will be at least sixteen pages long. Here you will present your careful analysis of your primary sources (analysis carried out so that you can answer your research question and prove your thesis argument). To give your paper strong logical organization, breaking your body's paper into three or four sections. Also, for the sake of logical development construct thoughtful transition sentences and even transition paragraphs.
- 4.) The conclusion of your final paper will be at least two pages long. In it you will: a.) summarize the answer to your research question (this answer is your thesis argument; ask yourself how well did you prove it in the body of your final paper?); b.) discuss the big-picture historical significance of your research findings; c.)

describe potential research topics and questions that your research suggests for future study.

Attach to the minimum 24 full pages of your final paper a bibliography of scholarly secondary sources as per the following requirements: the bibliography must contain as least twenty carefully selected scholarly books, and at least twelve carefully selected dissertations, master's theses, and/or journal articles (no credit will be given for newspaper articles or for articles from Time, Newsweek, or other popular non-scholarly publications) relevant for your document analysis. All entries on the bibliography must be presented using scholarly formatting as per the rules in Turabian. Again, the bibliography that must be attached to the final paper (see below for details on the bibliography) will not be counted as part of these 24 full pages, but will be in addition to them.

### **TURN IN TWO COPIES OF YOUR FINAL PAPER!**

**Special Note about Graded First Draft and this Final Paper:** You must turn in the graded version of your first draft along with your final paper, so that I can see that you made necessary substantive revisions, including not merely insertions of new information, but also cutting and reorganizing of information for the best logical development and substantiation (proving) of your thesis argument.

You are required to turn in a paper copy of this assignment, and also email me a copy of it for plagiarism control.

Points for the final paper are distributed as follows:

Clarity of Research Question & Answer/Thesis & Originality: 50

Use of Primary-Sources to Answer Question/Support Thesis: 200

Historical Background, Secondary Sources, Bibliography: 200

Conclusion, Including Statement of Historical Significance: 50

Grammar, Logical Development, Spelling, and Notation: 100

### **Schedule of Meetings and Assignments**

Week 1:

Thursday, August 19: Introduction to the Course.

Week 2:

Tuesday, August 24:

Homework: Prepare to Deliver a 4-6 Minute Presentation on Your Research Topic and Related Primary Sources.

Class Activity: Hear Presentations and Discuss the Qualities of a Strong Research Paper. Attendance Required.

Thursday, August 26:

Homework: Study MADD List, Identifying at Least Two MADD Collections You Wish to Examine; Go Online Identifying Potential Collections.

Class Activity: Precisely at 11:00 be at RBD Library, Second-Floor Circulation Desk (Mell Street Entrance). Work in MADD. Attendance Required

Week 3:

Tuesday, August 31:

Homework: Work on Collections Report.

Class Activities: No Class

Thursday, September 2:

Homework: Work on Collections Report.

Class Activity: Review Elements of Strong Writing. Attendance Required.

Week 4:

Tuesday, September 7:

Homework: Finish Collections Report Due at the Start of Class.

Class Activity: Review Rules of Notation. Attendance Required.

Thursday, September 9:

Homework: Work on Topic Question and Statement.

Class Activity: No Class.

Week 5:

Tuesday, September 14:

Homework: Finish Topic Question and Statement Due at Start of Class.

Class Activity: Present Topic Questions and Statements to One Another.

Thursday, September 16:

Homework: Read and Research.

Class Activity: Present Topic Questions and Statements to One Another; Go over Instructions for Very Preliminary Draft.

Week 6:

Tuesday, September 21:

Homework: Work on Very Preliminary Draft.

Class Activity: No Class.

Thursday, September 23:

Homework: Work on Very Preliminary Draft.

Class Activity: No Class.

Week 7:

Tuesday, September 28:

Homework: Work on Very Preliminary Draft.

Class Activity: No Class.

Thursday, September 30:

Homework: Complete Very Preliminary Draft Due at the Start of Class.

Class Activity: Review Instructions for First Drafts and Five Documents.

Week 8:

Tuesday, October 5:

Homework: Work on First Draft; Identify Five Documents.

Class Activity: No Class.

Thursday, October 7:

Homework: Work on First Draft; Identify Five Documents.

Class Activity: No Class.

Week 9:

Tuesday, October 12:

Homework: Work on First Draft; Identify Five Documents.

Class Activity: No Class.

Thursday, October 14:

Homework: Work on First Draft; Identify Five Documents.

Class Activity: No Class.

Week 10:

Tuesday, October 19:

Homework: Work on First Draft.

Class Activity: No Class.

Thursday, October 21:

Homework: Finish First Draft and Five Documents Due at the Start of Class.

Class Activity: Go Over Instructions for Oral Presentations and Final Papers;  
Assign Days for Oral Presentations.

Week 11:

Tuesday, October 26:

Homework: Read and Research in Preparation for Final Paper.

Class Activity: No Class.

Thursday, October 28:

Homework: Read and Research in Preparation for Final Paper.

Class Activity: No Class.

Week 12:

Tuesday, November 2:

Homework: Read and Research in Preparation for Final Paper.

Class Activity: No Class.

Thursday, November 4:

Homework: Read and Research in Preparation for Final Paper.

Class Activity: Oral Presentations; Receive Back First Drafts.

Week 13:

Tuesday, November 9:

Homework: Read and Research in Preparation for Final Paper.

Class Activity: Oral Presentations.

Thursday, November 11:

Homework: Read and Research.

Class Activity: Oral Presentations.

Week 14:

Tuesday, November 16:

Homework: Work on Final Paper.

Class Activity: Oral Presentations.

Thursday, November 18:

Homework: Work on Final Paper.

Class Activity: No Class.

**Thanksgiving Break: No classes from November 22 to November 26.**

Week 15:

Tuesday, November 30:

Homework: Add last details to Final Paper. It is due in less than one week!

Class Activity: Oral Presentations.

Thursday, December 2:

Homework: Polish Final Paper. Make it Beautiful!

Class Activity: Oral Presentations.

Final Papers: Due Monday, December 6, at Noon in Professor Giustino's Office.



**History 5380/6380: The History of Modern Britain, 1688-2008**  
**Spring 2010**  
**MWF 10:00-10:50**  
**Lowder 152**

Dr. Christopher Ferguson

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Note: Graduate students enrolled in H6380 should consult the graduate syllabus, which will be distributed to you by the professor.

**Course Description:**

This course has three objectives: (1) to introduce students to the primary developments in British history during the eighteenth, nineteenth, and twentieth centuries; (2) to explore several questions central to the current historiography on Modern Britain in depth; and (3) to facilitate each student's completion of an independent piece of historical research in British history.

The course is organized around one broad question: Who were the British? How should we understand the essence of "Britishness" at different points in time? What qualities did members of the British nation argue defined their country at different points in the past three centuries? What factors have historians identified as being central (or even unique) to the British experience during these same centuries? By the conclusion of this course, students should have acquired the knowledge necessary to construct their own answer to these questions.

**Course Structure, Assignments, and Evaluation:**

Daily course meetings will involve a mixture of lectures and discussions. Course content will be based on readings from a selection of primary and secondary documents.

The following required texts are available for purchase in the University bookstore:

Maxine Berg, *Luxury and Pleasure*

David Cannadine, *The Rise and Fall of Class in Britain*

Deborah Cohen, *Household Gods*

Linda Colley, *Britons*

Becky Conekin, *The Autobiography of the Nation*

Adrian Gregory, *The Last Great War*

P. J. Marshall, *Cambridge Illustrated History of the British Empire*

Ellis Wasson, *A History of Modern Britain*

All other readings are posted on Blackboard. Students are expected to print, complete, and bring all assigned readings to class meetings for use in discussions. Students should arrive in class ready to discuss these readings with the professor and their peers. In order for this class to be successful, it is imperative that every student makes an effort to participate in class discussions and activities.

As a part of most daily class meetings students will be required to complete an in-class exercise. Some of these will take the form of reading comprehension quizzes; others will be more open-ended tasks of analysis. Some will be completed individually; some working in pairs or larger groups. Each in-class exercise will be graded out of 5 points. Students who miss an in-class assignment will receive a “0” for the exercise, unless they have a documented, University-approved absence (illness, family emergency, University sponsored activities, etc.). In such cases, students may arrange to make up the exercise. It is the student’s responsibility to contact the professor about making up any missed assignments **within one week** of the absence. At the conclusion of the semester, in-class exercises will account for 25% of the student’s final grade, based on the total percentage of assignments completed.

In February, students will begin working independently on their own research project based on primary and secondary sources. This process will involve students submitting a number of preliminary research assignments, designed to practice the skills necessary to construct a successful final research paper. These will consist of a:

- Footnote/Bibliographic Formatting Exercise
- Preliminary Bibliography
- Primary Source Analysis
- Preliminary Introduction and Outline

Each of these assignments will be individually graded out of 100 points. The scores on the four assignments will then be averaged, accounting for 25% of the student’s final grade in the course.

The ultimate outcome of this process will be a final research paper, between 15 and 20 pages in length, addressing a topic in British history through the use of relevant primary and secondary sources. This paper will account for 30% of the student’s final grade, and will be evaluated on the strength of argument, narrative clarity, and the breadth and quality of the research informing the paper.

To facilitate time for research and writing later in the semester, weekly class meetings will be reduced in number (see schedule below).

Finally, at the conclusion of the semester students will complete a take-home final exam, in which they will craft a paper (5-8 pages in length) addressing the question of “Who were the British?” at a specific historical moment of their choice. This assignment will account for 20% of the student’s final grade.

Specific details on these assignments will be posted on Blackboard well in advance of their due dates in the folder labeled “assignments.”

All assignments should be submitted in class, in hard copy, on the due date stated in the syllabus. Assignments turned in after class on the same day will be docked 5 points. Thereafter, assignments will be penalized 10 points for every day they are late. I **do not** accept assignments over email. Deadlines will be adjusted for students with documented, University-approved absences.

The review, each student’s final grade will be based on:

- 25% In-Class Assignments
- 25% Research Exercises
- 20% Final Take Home Exam (“Who were the British?”)
- 30% Final Research Paper

Letter grades will be assigned according to the following numerical scheme:

- 90 and above: A
- 80 to 89.999: B
- 70 to 79.999: C
- 60 to 69.999: D
- Below 60: F

Grades on individual assignments or final grades in the course will not be rounded or graded on a curve. Students wishing to receive extra credit for the “Research Exercise” portion of their grade may complete a review of Robert Allen’s *The British Industrial Revolution in Global Perspective* following the guidelines posted on Blackboard. **The review will be evaluated as any other assignment and will be averaged in along with the other four Research Exercise assignments when final grades are calculated only if the grade received will improve the student’s final grade.** No other extra credit assignments will be offered.

### **Special Accommodations:**

If any student requires special accommodations in this class, as provided for by the Americans with Disabilities Act, he or she should make an individual appointment with the professor to discuss his/her needs, within the first two weeks of class. Students who are unsure whether they require special accommodations should contact the Office of the Program for Students with Disabilities, located in Haley Center 1244.

### **Class Atmosphere and Student Conduct:**

Students are expected to treat the professor, their fellow students, and the peoples of the past with consideration and respect at all times. Those who consistently exhibit disrespectful behavior will be asked to withdraw from the course. If at any time, a

student is troubled by any of the content in this course they should contact the professor as soon as possible.

Academic dishonesty is an offense taken very seriously at Auburn University. Academic dishonesty includes (but is not limited to) plagiarism, cheating on exams, falsified excuses, or multiple submissions of assignments. Remember that any use of written material must be properly cited, whether paraphrased or quoted. Students should familiarize themselves with the History Department's policies on academic honesty, which can be found at: [http://media.cla.auburn.edu/history/ug/academic\\_honesty.htm](http://media.cla.auburn.edu/history/ug/academic_honesty.htm). All instances of academic dishonesty will be reported to the Academic Honesty Committee.

It is my hope that every student will have an equal opportunity to do well in this course. I encourage students to approach me with their questions and concerns as early as possible. I hold scheduled office hours during the week for the explicit purpose of helping students outside of class. If a student is unable to attend any of these office hours, he or she should contact me and make an appointment. The best way to consult with me outside of class or office hours is via email.

Note: I generally read and answer email very regularly, however, on occasion I may require as long as 24 hours to respond (and perhaps longer on weekends). Some questions, however, are too complex to answer over email. In such cases, the student will be asked to set up an appointment to meet with me. Due to legal concerns, I am unable to discuss grades over email.

### **Schedule of Topics, Readings, and Assignments:**

Note: readings marked with an "\*" are found on Blackboard.

January 11: Course Introduction

Part 1 - British History, 1688-2008: A Survey

January 13: The Glorious Revolution and the Act of Union

Wasson, "The Transformation of Britain" [online: [www.wiley.com/go/wasson](http://www.wiley.com/go/wasson)]

John Evelyn, from his *Diary* \*

Anon., *Observations Upon the Late Revolution in England* \*

January 15: British Society in the Eighteenth Century

Wasson, chapter 1

Daniel Defoe, from *A Tour through the Whole Island of Great Britain* \*

Arthur Young, from *The Farmer's Tour through the East of England* \*

January 18: No Class (Martin Luther King, Jr. Day)

January 20: The Age of the Fiscal-Military State  
Wasson, chapters 2-3  
Joseph Addison, from *The Spectator No. 69* \*

January 22: War, Empire, and Revolution  
Marshall, *Cambridge History of British Empire*, chapter 1  
James Thomson and David Mallet, "Rule Britannia" \*

January 25: Industry and Reform  
Wasson, chapters 4-5  
Samuel Bamford, "Peterloo" \*  
"The People's Charter" \*

January 27: Politics and Society in the Nineteenth Century  
Wasson, chapters 6-7  
Benjamin Disraeli, "Conservative and Liberal Principles" \*

January 29: The Imperial Superpower  
Marshall, *Cambridge History of British Empire*, chapters 2 and 3  
William Gladstone, "England's Mission" \*

February 1: War and Depression  
**[Last day to withdraw from the course with no grade assigned.]**  
Wasson, chapters 8-9  
Mary Augusta Ward, from *England's Effort* \*  
Ernest Barker, from "The Movement of National Life" \*

February 3: Research Interlude  
Library Resource Orientation w/Dr. Timothy Dodge  
(Meet at the Mell Street entrance of the RBD Library)

February 5: The Welfare State?  
Wasson, chapters 10-11  
Winston Churchill, "Blood, Toil, Tears, and Sweat" \*  
William Beveridge, from *The Report on Social Insurance* \*  
Peter Riddell, from *The Thatcher Legacy* \*

February 8: The End of Empire  
**Footnote/Bibliographic Exercise due**  
Marshall, *Cambridge History of the British Empire*, chapter 4 and conclusion  
Clement Attlee, "The End of British Rule in India" \*  
Winston Churchill, "A Protest Against Britain's 'Shameful Flight' from India" \*  
Harold Macmillan, "The Wind of Change" \*

Part 2 - The First Industrial Nation:  
Manufacturing, Technology, Consumption, and Culture in Britain

February 10: Pre-Industrial Britain  
Concluding Thoughts on Empire

February 12: Supply and Demand  
Snow Day

February 15: Industrious Revolution  
Berg, *Luxury and Pleasure*, chapters 1 and 3

February 17: Manufacturing Revolution  
Berg, *Luxury and Pleasure*, pp. 113-116, and chapter 4 or 5

February 19: A Nation of Shoppers?  
Berg, *Luxury and Pleasure*, pp. 195-197, and chapter 6 or 7

February 22: An Empire of Trade  
**Preliminary Bibliography due**  
Berg, *Luxury and Pleasure*, chapter 8

February 24: Merchants and Britons  
Linda Colley, *Britons*, chapter 2

February 26: An Englishman's Home is His Castle?  
Ralph Waldo Emerson, "Wealth" from *English Traits*\*  
Charles Dickens, from *Great Expectations* \*

March 1: Consumer Nation  
Cohen, *Household Gods*, chapters 1 and 2

March 3: Consumer Nation II  
**[Last Day to withdraw from the course with no grade penalty.]**  
Cohen, *Household Gods*, chapters 4 and 5

March 5: The Modern Consumer Home  
Cohen, *Household Gods*, chapter 7 and Epilogue

Part 3 – A People United and Divided: Class, Ethnicity, and British Identity

March 8: Religion and Britishness  
Colley, *Britons*, chapter 1

March 10: Class in the Eighteenth Century I  
Cannadine, *Rise and Fall of Class*, chapter 2

March 12: Class in the Eighteenth Century II

**Primary Source Analysis due**

Colley, *Britons*, chapter 4

March 15-20: No Class (Spring Break)

March 22: The Monarchy and the People

Colley, *Britons*, chapter 5

Nathaniel Wraxall, from *Historical and Posthumous Memoirs* \*

William Stead, "What Kind of Monarch is Queen Victoria?" \*

March 24: Gender and Nation

Colley, *Britons*, chapter 6 or 7

March 26: No Class (conduct research)

March 29: Class in the Nineteenth Century

Cannadine, *Rise and Fall of Class*, chapter 3

John Ward O'Neil, from his Diary

March 31: Performing Hierarchy

Jack London, from *The People of the Abyss*\*

April 2: No class (conduct research)

April 5: Class in the Twentieth Century

Cannadine, *Rise and Fall of Class*, chapter 4

April 7: Celebrating the Nation

Conekin, *Autobiography of a Nation*, chapter 2

April 9: Nation, Region, and Place

Conekin, *Autobiography of a Nation*, chapter 5 or 6

**Preliminary Introduction and Outline due**

Part 4: The Conquering Race: War, Empire, and British Nationalism

April 12: War and Identity

Colley, *Britons*, chapter 8

April 14: Manly Britishness

W. H. Fitchett, from *Deeds that Won the Empire* \*

Alfred, Lord Tennyson, "The Charge of the Light Brigade" \*

C. R. Haines, "Gordon's Death: What is the Truth?" \*

April 16: No Class (work on research papers)

April 19: An Imperial People

Marshall, *Cambridge History of the British Empire*, chapter 12  
William Greg, "Shall We Retain Our Colonies?" \*

April 21: Imperialism and British Culture

Marshall, *Cambridge History of the British Empire*, chapters 7 and 11

April 23: No Class (work on research papers)

April 26: Absent-Minded Imperialists?

Conekin, *Autobiography of a Nation*, chapter 7  
**Final Research Paper due**

April 28: The Great Adventure – World War I

Gregory, *Last Great War*, chapters 1 and 2

April 30: The Culture of National Sacrifice

Gregory, *Last Great War*, chapter 4 and chapter 3, 5, or 6

May 3: A People at Peace?

Gregory, *Last Great War*, chapter 8  
"Two Minute Storey" from *Mass Observation*

May 5: **Final Exams due by 10:30 A.M.**