**Course Description**

This is the “capstone” course for history majors and certifying teachers in or nearing their final semester of undergraduate coursework. In addition to introducing students to the study of history ("historiography"), it will focus on the production of an original research paper of at least twenty-five pages. All papers must declare a thesis, place the thesis in the context of the historical literature, develop an argument to demonstrate the thesis, ground the argument in primary source evidence, and follow the discipline’s rules for citation, bibliography, and format.

**Student Learning Outcomes**

- To introduce students to historiographical analysis, including its major concepts, themes, methods, and theoretical approaches. Measure: quizzes, exams, discussion participation.
- To train students in the art of primary research by demonstrating an understanding of how historical sources are used to interpret the past. Measure: discussion participation, research exercises, research paper.
- To enhance student understanding of synthesized historical arguments and development of the scholarly context of their own arguments. Measure: discussion participation, literature review exercise, research paper.
- To offer senior history students the opportunity to delve deeply into a particular subject of interest. Measure: short topic assignments, individual consultation, research paper.

**Texts**

This course requires three books, all of which can be purchased at the university bookstore:


I have also posted some short readings on Blackboard.

**Policies**

**Attendance**

You are expected and required to attend class. Excessive absences (more than three per semester) will result in deductions of two (2) points from your participation grade, though in the case of extenuating circumstances exceptions may be made at the discretion of the professor.
Style and Format

- All written work must be completed in accordance with the History Area Style Guide and Turabian’s *Manual for Writers, 7th* edition. Follow these guidelines carefully for issues relating to citation, bibliography, organization, formatting, style, and plagiarism. I will deduct points from work that does not conform to these guidelines. Important note: you must not use parenthetical references in this class. Parenthetical references work well in some disciplines, such as psychology and English, and Turabian’s *7th* edition includes guidelines for such references, but we do not use them in history.

- I am happy to answer questions and receive updates by email, but I will not accept assignments electronically. Unless you have dire and extenuating circumstances for which you can provide documentation, you must turn in hard copies of all assignments.

Late work

All work is due at the beginning of class on the date listed in the schedule below. Late assignments (those submitted after this time) will be penalized one-half letter grade for each day they are late. If you have extenuating circumstances, you may ask for an extension.

Plagiarism

Plagiarism is intellectual theft. Specifically, it involves taking someone else’s ideas and/or words and using them as your own. If you use someone else’s words in your paper, you must give credit to the author by: 1) placing the borrowed language in quotation marks, and 2) using a footnote that cites the specific source (book/article and page number) of the reference. Merely paraphrasing an author’s words – carefully rephrasing his or her words to avoid verbatim copying but keeping the same structure, order, and many of the same words – will not protect you against a charge of plagiarism. You must learn to summarize things in your own words, which is distinct from paraphrasing. Moreover, even a summary of someone else’s ideas must be accompanied by a citation. Anything short of this is plagiarism. When in doubt, use a footnote!

Please bear in mind that plagiarism in student papers is remarkably easy to detect. Plagiarized work, including cheating on quizzes, exams, or homework assignments, will receive a grade of zero. All cases of suspected plagiarism will be reported to the Office of Student Affairs. For more information on issues of plagiarism and academic honesty, refer to the University Catalog.

Using the Internet

The amount of primary source material available online is growing dramatically, but as with all things internet-related, you must use any website with caution. To ensure responsible use of internet sources, you must provide a completed Internet Services Permission Form for every such source that you use in your research paper. You must use a separate form for each instance (no bundling allowed!). The only online sources that do not require a Permission Form are:

- H-Net
- The Library of Congress
- All electronic databases provided through TAMU-CC’s Bell Library

Under no circumstances are you allowed to include, as either a primary or secondary source, the
following:

- Print or electronic encyclopedias, especially Wikipedia. However, I recognized that some specialized, peer-reviewed encyclopedias may be useful for identifying and narrowing your topic.
- Print or electronic dictionaries.
- Print or electronic textbooks, unless you are doing a study of textbooks that uses them as historical primary sources.
- Any commercial website. Typically, websites hosted by government archives and universities are reliable and allowed in this class, within the parameters described above.

Other General Information

Academic Advising

Academic advisors are available to assist students with course selection, degree plans, and other academic matters. Each college has an academic advising center, staffed by full-time, professional advisors. In our college the undergraduate advisor is Linda Miller (825-3466, Linda.miller@tamucc.edu). The graduate advisor is Rachelle Stanley (825-3466, Rachelle.stanley@tamucc.edu). Both are located on the second floor of Driftwood. Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information please call (361) 825-5931 or log on to http://www.tamucc.edu/~aac.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 825-5816 or visit their office in Driftwood 101.

Grade Appeal Process

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. If the problem cannot be resolved at this level, the student may take the steps below.

1. Presentation of grievance to instructor. (This step must be taken within fourteen calendar days after the beginning of the next term.)
2. Appeal to department chair or area coordinator.
3. Written appeal to the University Academic Standards Grievance Committee.
4. Preliminary review and advising by an ombudsman appointed by the Provost.
5. Submission of file by department chair to the chair of the University Academic Standards Grievance Committee.
6. Review of file by committee chair and submission of case to committee.
7. Proceedings of the University Academic Standards Grievance Committee. (Committee holds hearing, reviews data, presents findings to all parties, and makes recommendation to Provost.)
8. Decision by Provost.
9. Final appeal in writing to the Provost if student or instructor thinks appropriate procedures have not been followed.

For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.htm. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Graded Work
Three-fourths of your grade in this class will be based on assignments relating directly to your research paper. The remaining one-fourth will consist of an exam, short in-class and take-home assignments, and participation in class discussions. The breakdown is as follows:

Exam: 10%
Class participation: 15%
Paper proposal: 5%
Literature review: 5%
Writing segment: 5%
Complete draft: 10%
Final paper: 50%

- **Exam**: The exam will be based on the book, History and Historians, and the lecture and discussion of historiography. It will consist of two parts: 1) a set of identification terms and/or short answer questions to be completed in class, without notes; and 2) a short take-home essay.
- **Class Participation**: Your class participation grade will be based on participation in class discussions and completion of short exercises (homework) designed to hone your research and writing skills. Two points will be deducted from your participation grade for each absence after the third absence.
- **The Research Paper**
  - **Paper proposal**: This is a brief (2-3 page) proposal that identifies your topic, raises the questions that will guide your research, and proposes a working thesis. You must also attach a bibliography, appropriately formatted, that includes at least ten distinct primary and ten distinct secondary sources. See the separate handout for a full description of this assignment.
  - **Literature Review**: Submit a four-page review of the historical literature relating to your topic. Do not merely describe the literature, but analyze it: identify and evaluate differences in method and sources, and look for ideological or more subtle cultural biases in the works under review. See the separate handout for more details.
- **Writing Segment**: It’s time to stop procrastinating and start writing! Submit a five-page segment of your paper. This does not have to be the introduction; start in the middle if you like; any segment will do. Be sure to use proper citation and formatting, proofread carefully, and polish things up before you turn it in. See the separate handout for details.

- **Complete Draft**: Submit three clean copies of a complete draft of your paper. Proper citations, bibliography, formatting, and page numbers are required. We will share these drafts with each other and evaluate them in class the following week. See the separate handout for details.

- **Final Paper**: Good final papers will incorporate all the revisions and corrections recommended in the review of your draft. Papers should be properly formatted, carefully polished, and include all scholarly apparatus in Turabian style.

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### Course Schedule

Please consult the following tentative class schedule for assignments and due dates. It is subject to change. **Note**: some weeks we will not meet as a group but will have individual conferences instead. I will be in my office during these times. These individual talks are critical to your success in this course. If you cannot make your individual conferences or if my schedule fills up during these set times, you must schedule a separate time to meet.

<table>
<thead>
<tr>
<th>January</th>
<th>12</th>
<th>Introduction</th>
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<tbody>
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<td>17</td>
<td></td>
<td>Topics, questions, sources, thesis</td>
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| 19        |     | Narrowing the topic  
  *Assignment due: topic worksheet* |
| 24        |     | Research I: Using the Bell Library: print resources  
  *Assignment due: overcoming library-phobia* |
| 26        |     | Research II: Using the Bell Library: electronic resources |
| 31        |     | Research III: Using the archives  
  *Assignment due: starting your bibliography* |

| February  | 2   | What can I do with a degree in history?  
  *Assignment due: careers in history* |
|-----------|-----|----------------------------------------|
| 7         |     | Paper proposals due  
  Mandatory individual conferences |
| 9         |     | Mandatory individual conferences |
| 14        |     | Historiography I: *History and Historians*, 1-49 |
| 16        |     | Writing, note-taking, and refining your topic |
Historiography II: History and Historians, 50-85

Historiography III: History and Historians, 85-125

Exam
*Assignment due: take-home essay*

March 1
Library research

6
Footnotes and citations, *A Manual for Writers*, 133-59
*Assignment due: footnote worksheet*

8
The interpretive context
*Assignment due: literature review*

13/15
**Spring Break**

20
Organizing your paper

22
Mandatory student conferences

27
Mandatory student conferences

29
Progress reports/venting session
*Assignment due: writing segments*

April 3
Grammar and style, *The Elements of Style* (all)

5
Optional student conferences

10
*Complete drafts due*

12
Optional student conferences

17
Complete drafts returned

19
Revising, revising, revising

24
And revising some more

26
Optional student conferences

May 1
Optional student conferences

Final papers due in my office at 4:00 on Thursday, May 3. No final exam.