



## **READINGS**

Kate L. Turabian. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 7<sup>th</sup> edition. Chicago and London: University of Chicago Press, 2007. **On Reserve in the library.**

Materials on E-Reserves.

### **Recommended:**

Jim Cullen. *Essaying the Past: How to Read, Write, and Think about History*. West Sussex: Wiley-Blackwell, 2009.

David E. Kyvig and Myron A. Marty. *Nearby History: Exploring the Past Around You*. 3<sup>rd</sup> ed. Landham, MD: AltaMira Press, 2010. {Available in the campus library in Electronic books.}

Mark Donnelly and Claire Norton. *doing history*. London and New York: Routledge, 2011.

Storey, William Kelleher. *Writing History: A Guide for Students*. 4th edition. New York: Oxford University Press, 2013.

**<http://historymatters.gmu.edu/>**

## **E-RESERVES**

To access E-Reserves, go to <http://mvsu.docutek.com/eres/default.aspx>

Click on Electronic Reserves and Reserves Pages

- Find the course via Instructor or Department in the drop down menu select a Department: History **OR** Select an Instructor: Green. Then select Search.
- Click on HI 490
- Your password is: greenresearch
- Click on accept.

## **NOTE ON CELL PHONES:**

Please turn your cell phone off during the classes of this course (and take blue tooth ear sets and other earpieces out).

### **Academic Integrity:**

All acts of academic dishonesty, including, but not limited to, cheating on exams, plagiarism, internet papers, paraphrasing internet papers, presenting someone else's work as your own, failing to meet academic and professional requirements, will result in an automatic "F" The University's academic honesty and plagiarism policies are enforced in this course.

## **IMPORTANT NOTE ON PLAGIARISM**

In a university it is considered serious academic misconduct to plagiarize, which is the theft of someone else's work without giving credit to that person for their work. This university, in its efforts to stop plagiarism, has purchased a license to a software program, Turnitin, which allows faculty to check student papers against anything that is written on the web or that has been

submitted by other students at any time. The university administration took this step due to a real concern about this issue. Plagiarism will have a negative impact on your final grade. Students who engage in extensive plagiarism in an assignment [over 25% of your paper] receive 0 points for that assignment. **If you use another student's paper for your plagiarism, you AND that student will both receive a 0 for the assignment.** Use your own words for everything, and cite the source of your ideas if it comes from other than the textbook or assigned reading.

Please do not hesitate to contact the instructor if you have any concerns about the issue or if you need help in understanding it.

#### **Turnitin**

<http://www.turnitin.com/static/index.html>

Your two journal article assignments (without the bibliography), the book review and your paper must be submitted by you to the Turnitin website for plagiarism checking. Go to the above website and register for the course. You log in to the site, if you have previously used Turnitin, in the top right hand corner of the page. If you are new to Turnitin, click on "New Users Click Here" immediately under the Login lines and follow the instructions.

The **class ID** for this course is **18740849**

The **enrollment password** is **hi490f18** (case specific)

#### **Local/Delta History**

The History Research Seminar classes are in the process of documenting the history of the Mississippi Delta—all aspects of this history. It is imperative to share your work, discuss in class and get feedback from each other and the instructor as you do your research. This is NOT a class that will allow you to do all the work at the end. To be successful and to **pass this course** you **MUST** work on your research every week of this course. Oral as well as written assignments will assist you in this process.

#### **COURSE REQUIREMENTS**

##### **ATTENDANCE, CLASS ASSIGNMENTS AND DISCUSSION: 150 POINTS**

Punctual and regular attendance and **participation in assigned discussion topics and one page topic report at class meetings** are **EXPECTED and REQUIRED**. Tardiness is disruptive to classmates and the instructor. Students are responsible for all material and assignments presented in class, whether you attend or not. There is nothing better than taking your own notes and participating attentively in class. Absences, tardiness and **inattention** will negatively affect your grade. **More than one unexcused absence** will result in a 50 point penalty for your attendance grade with further reductions of 10 points for the 2<sup>nd</sup> missed class and each thereafter. **If you arrive in class more than 10 minutes late, you are welcome and encouraged to stay, but the late arrival will count toward an absence.**

**All written course assignments must be typed and ALL written assignments must be turned in for a grade to be received in this course.**

##### **RESEARCH PAPER PROSPECTUS—written and oral presentation: 75 points (written) and 50 points (oral). due September 25, 2017**

This assignment should be AT LEAST 500 words in length and is not to exceed 750 words in length. You should define your topic (explain what you intend to accomplish in the

paper—what you think your thesis is **at this stage** of the research—have a thesis statement in your first paragraph), and list three specific historical questions you intend to explore. Your oral presentation to the class should be about 10 minutes in length—**no reading of papers permitted**. Remember to turn your paper in to Turnitin. See <http://writingcenter.unc.edu/handouts/thesis-statements/> for information on what a thesis statement is and how to go about constructing one.

### **Research Paper Prospectus**

Summarize what you already know about the topic.

What is your **proposed** title?

What is your **proposed** thesis? (See *The Historian's Toolbox*, pp. 52-54, 102-104 and *Essaying the Past*, Chapter 8, pp. 71-78.): you will need evidence, reasons and conclusions to back up your thesis.

What major questions do you hope to answer in this paper?

What is your proposed table of contents? (What will you discuss first, second, third, etc.?)

**Tentatively**, what sources will you be using? In your written prospectus give full citations to these sources. Be sure to include both primary and secondary sources.

What concern(s) or question(s) do you have about your paper?

**First scholarly Journal Article Assignment** 50 points. **Due October 2. Rewrite, following return by instructor, due October 18.**

### **\*\*PRIMARY SOURCES PROSPECTUS: 75 points due October 11**

Identify the primary sources pertinent to your research project and provide a brief comment on the relevance of each source. You should be much further along with this than with your research paper prospectus. The instructor should be able to see that you have progressed on this issue. It is not necessary that you use or even have access to each of these sources. This discussion can be a wish list of what you would use if you had the time and resources available for this research topic. If you are planning to use oral interviewers, provide your interview guide with the prospectus. See Sample Interview Guide in Electronic Reserves. Five is the bare minimum number of primary sources required for your paper.

The following URL: <http://www.archives.gov/education/lessons/worksheets/> provides fillable worksheets for the analysis of various types of primary resources, which can be helpful in your source analysis for the prospectus. Fill out one of these sheets for each of your primary sources, to be turned in with your prospectus. Use the ones for Secondary students.

### **\*\*DRAFT FIRST PARAGRAPH and ANNOTATED BIBLIOGRAPHY:**

**Due October 25. 50 points.**

This paragraph will introduce the topic and will end with, or contain within it, your thesis statement (what you intend to examine in this paper). The first paragraph is very important in your paper—it should make your reader want to keep reading. See the discussion in *Essaying the Past*, pp. 79-88.

See the discussion in *Historian's Toolbox*, pp. 81-83, and the following website: <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm> for information on how to prepare an annotated bibliography. Three monographs and three scholarly articles are the **ABSOLUTE MINIMUM** for your paper **at this point**. Your final paper must USE at least four monographs and four scholarly journal articles in addition to at least five primary sources.

**BOOK REVIEW: 100 points, due November 6.** 750 to 1000 words, of a scholarly work, chosen in individual **consultation with the instructor. 100 points.** (Ideally, this should be a

work you will read and use for your research paper.) See below for format; also *Essaying the Past*, Chapter 6, pp. 46-57 & 173-75. and *Historian's Toolbox*, pp.110-114

**Second scholarly Journal Article Assignment** 100 points. **Due November 1—inform instructor of your chosen journal article by October 25.**

**Third scholarly Journal Article Assignment** 100 points. **Due November 27—inform instructor of your chosen journal article by November 16 [before you break for Thanksgiving]**

**ORAL PRESENTATION OF RESEARCH: 150 points** **November 29.** (See rubrics distributed in class.)

**RESEARCH PAPER: 300 points** (See rubric) **Due by December 5 at 11:00 p.m.** in turnitin, hard copy to instructor by the next day.

Your paper should use a MINIMUM of **four monographs, four scholarly journal articles, and five primary sources.** *Nearby History*, Second Edition (2000 publication date), by David E. Kyvig and Marvin A. Marty can assist you in doing this type of research paper as does *Essaying the Past*. The paper should be 15 pages in length, including notes, excluding bibliography. **You must have footnotes or endnotes—do not give parenthetical source citations.** Your annotated bibliography should contain only those works cited in your paper and should be, along with the notes, in the style found in, Kate L. Turabian, *a Manual for Writers of Term Papers, Theses and Dissertations*. Various editions of this work are available, but use more recent editions for correct citation style for internet sources. If you use oral sources from interviews you have done, a transcript of the interviews must accompany the paper along with the signed release of the interviewee/informant. [Release form available in Electronic Reserves]

### **TYPED PAGE**

All typed pages for this course have 1” margins and use 12-point type. Ask the instructor if you have questions about this requirement.

**Total points: 900 points**

Grading scale: 90-100% of points = A = 855-950 points  
 80-89% of points = B = 760-854 points  
 70-79% of point = C = 665-759 points  
 60-69% of points = D = 570-664 points  
 Below 60% of points = F = below 570 points

### **Organization of academic book reviews**

Use the following in order to organize information clearly and efficiently and present your review:

Begin the review with the following information at the top of the first page (place your name, as the reviewer, in the upper right hand corner of the first page and at the end of the review.):

Title (underlined or italicized). By [author's name, e.g. John Doe]. [Edition, if other than the first] (City of publication: [e.g., New York]: Publisher, Year of publication. Pp [no. of pages]. Price.

Example of the heading of your review:

*New Spirits: Americans in the Gilded Age, 1865-1905.* By Rebecca Edwards. New York: Oxford University Press, 2006. Pp. 296. \$27.50.

Your review should contain:

A summary of the work, including background of the author, the point of view and major hypotheses

An assessment of the quality and nature of the evidence the author uses to support the hypotheses

A comparison, if possible, to similar works

A presentation of comments, if appropriate, about the author's presentation: readability, useful index, bibliography, foot/endnotes

A conclusion which provides a final assessment and recommendation for scholars, students, and/or others who may want or need to read this work.

### **Helpful Suggestions for Writing Book Reviews<sup>1</sup>**

The following sequence should help you identify, synthesize, and evaluate the book's contents so that you can write an effective review:

**1.** Begin by identifying the author's point of view. What is the frame of reference and how is the subject viewed: these may be implied rather than plainly stated. (Often the author will describe the context and point of view in the introduction or preface.)

**2.** Identify the author's major hypothesis (Often done in the preface.) What is the background of the author? Is the author a scholar in this field?

**3.** What are the most important pieces of evidence (documents, photographs, first-hand observation, maps, etc.) the author has used to substantiate the hypotheses?

**4.** Examine the whole structure of the book: have you identified the major hypotheses and the supporting evidence? Are there too many hypotheses for adequate or convincing treatment? Are some hypotheses asserted rather than supported/proven? Is there coherence in the sequences of hypotheses and support?

**5.** Analyze the quality of the evidence offered in support of the author's hypotheses: are you satisfied that the evidence is used convincingly? Are the sources of information important and extensive?

**6.** Is the author's point of view toward the topic appropriate? Be sure you are reviewing the work the author wrote, not the one you would have liked them to write or the one you would have written.

**7.** Do you think you will be able to find other works on a similar or related topic? Are there indications the work may be unique?

**8.** Based on your earlier considerations, evaluate the work in terms of the number and appropriateness of the hypotheses and in terms of the author's use of supporting evidence. Does the author present a convincing argument?

**9.** If possible, compare the work to other similar works you have read or that you are familiar with. It is unreasonable to expect that you will be able to read two or three additional books in the field or that you have read other works by the same author. You can, however, think about other courses you have taken and other books you have read. You may be able to draw upon your own historical and personal background to make an evaluation.

**10.** Do you recommend this book to your readers (classmates and teacher)? Why? Is the work readable and intellectually satisfying?

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<sup>1</sup> Henry J. Steffans and Mary Jane Dickerson, *Writer's Guide: History* (Lexington, MA: D. C. Heath, 1987), 61-63.

**SCHEDULE OF CLASS MEETINGS, READING and DISCUSSION ASSIGNMENTS,  
AND WRITTEN ASSIGNMENTS**

**August 21 and 23** – Introduction to the Course. Discussion of history. Instructor will be absent on August 23. Your assignment for that date is to listen to two podcasts by Malcolm Gladwell. Malcolm Gladwell podcasts on Revisionist History. <http://revisionisthistory.com/> Go to Season 3, Episode 7 – “Free Brian Williams.” Be prepared to discuss this on August 28.

**August 28** – Getting Started.

**Recommended Readings:** *Historian’s Toolbox* [E-Reserves], pp. xiii-xv, 3-15 and Chapter 8

*Essaying the Past* [E-Reserves], Chapter 2 [pp. 14-19].

**August 30** – **Function of the University Archives.** Archives in general, how they work, what they have; Deeds of Gift; Primary sources; Doing research in an archive. There will be time at the end of class to work on the computers in the library for your research.

[http://dohistory.org/on\\_your\\_own/toolkit/primarySources.html](http://dohistory.org/on_your_own/toolkit/primarySources.html) = Using Primary Sources

Taking a look at archives collections in Mississippi.

<http://www.deltastate.edu/library/departments/archives-museum/guides-to-the-collection/oral-history-collections/> Oral history collection at Delta State

<http://www.deltastate.edu/library/departments/archives-museum/guides-to-the-collection/manuscript-collections/> Delta State manuscript collections

[http://www.mdah.ms.gov/arrec/digital\\_archives/](http://www.mdah.ms.gov/arrec/digital_archives/) - Digital archives at the Mississippi Department of Archives and History, including the Mississippi Sovereignty Commission

[http://www.olemiss.edu/depts/general\\_library/archives/](http://www.olemiss.edu/depts/general_library/archives/)

**September 4 and 6** – in class lecture/discussion on primary and secondary sources; Chicago/Turabian style sheet.

**Recommended Readings:** *Essaying the Past*, Chapter 3 [again]

*doing history*, Chapter 4.

*Historian’s Toolbox*, pp. 56-89.

**September 11 and 13:** Explanation, Interpretation and Speculation; Oral History; Release form-Contract between interviewer/interviewee. Introduction to Peace Corps careers, September 13.

**Readings:** *Writing History*, Chapters 2 and 3.

*Historian’s Toolbox*, pp. 90-145.

EReserves material on oral history and Malcolm Gladwell podcast.

**September 18 and 21:** Use this week for research and to prepare for your presentations next week.

**September 25: YOU ARE IN TROUBLE IF YOU ARE NOT READY FOR THIS ASSIGNMENT—IF YOU ARE NOT PREPARED, CONSIDER WHETHER OR NOT YOU WANT TO CONTINUE IN THE CLASS!**

**Research Paper Prospectus due. Oral presentations, 10 minutes each.**

**Readings:** *Historian’s Toolbox*, pp. 161-71.

**September 27, October 2 and 4** –Discussion of research progress and primary sources; historiography

**First scholarly journal article due October 2**

**Readings:** *doing history*, pp. 3-50 and 83-114 and 137-170.

**October 9: Primary sources prospectus due; October 11 Putting the paper together**

**Recommended Readings:** *Essaying the Past* [EReserves] Chapter 15  
*doing history*, Chapters 4-9.

**October 16 and 18: Independent research. Rewrite of first scholarly journal article analysis due, October 18.**

**October 23: draft first paragraph and annotated bibliography due; discussion of research progress.**

**Reading:** <http://www.library.cornell.edu/olinuris/ref/research/skill28.htm>  
*doing history*, pp. 48-58.

**November 1 – Second scholarly journal article due.**

**November 6: Book review due.** Class discussion of papers, problems; individual meetings with instructor as desired.

**November 13 and 15: Where do we stand? How about citations of sources? When do we cite? Practice Turabian citations. What about conflicting sources?**

**November 27 and 29: meeting with instructor and oral presentations November 29; 20 minutes each; peer review.**

**December 3: Research papers due to Turnitin and in hard copy. Do not turn in the annotated bibliography to Turnitin, only text and notes.**

*NOTE: This document does not constitute a contract with the University. It contains guidelines. The instructor reserves the right to make changes as necessary in the syllabus*

#### Useful Online Resources

<http://www.virtualsalt.com/evalu8it.htm> evaluating internet research sources

<http://www.dhr.history.vt.edu/modules/us/intro/index.html> digital history reader with modules on various topics

<http://historymatters.gmu.edu/mse/oral/> Making sense of oral history

<http://www.blackpast.org/?q=digital-archives>

<http://www.google.com/alerts?hl=en&gl=us>

#### **Special Needs and Accommodations**

Mississippi Valley State University is committed to providing reasonable accommodations for students with a documented disability. If you feel you are eligible to receive accommodations for a covered disability (medical, physical, psychiatric, learning, vision, hearing, etc.) and would like to request it for this course, you must be registered with the Services for Students with Disabilities (SSD) program administered by University College. It is recommended that you visit the Disabilities Office located inside the Social Sciences Building in Room 105 to register for the program at the beginning of each semester.

For more information or to schedule an appointment, please contact Mr. Billy Benson, Jr. via phone or email at 662-254-3005 or [billy.benson@mvsu.edu](mailto:billy.benson@mvsu.edu).

For help with papers, please use your University Writing Center often. Additionally, if issues arise that will affect your performance as this course proceeds please inform the instructor so that she can work with you to assure the best possibility for you to succeed in the course.

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