**History 3300—008//The Study of History—Fall 2013**

**Dr. David Narrett Class Life Science 102**

**Office: 322 Univ. Hall Class Period: 11 a.m.-12:20 p.m.**

**Office Hrs. TTH 2-3:30 p.m. Dept. Office: (817) 272-2861**

**Office Hrs. (also by appointment) narrett@uta.edu**

**Course objective**: This course will introduce students to the methods that historians use to conduct research and to present their findings in written and oral form. Each student will develop a research paper utilizing both primary and secondary sources. (The essay is expected to be 15 to 20 pages in text, not including notes and bibliography.) Students are to choose a research topic within early American/U.S. history, encompassing the period 1600-1865. In addition to writing a paper, students will give a brief oral presentation of their work in class. The course will introduce students to the methodology and philosophy of historical research and writing.

**Syllabus: Access through UTA Blackboard (or by D. Narrett’s UTA Research Profile page).**

**Reading (required)**

Carol Berkin and Betts S. Anderson, *The History Handbook*

Neal Salisbury, ed., *The Sovereignty and Goodness of God* by Mary Rowlandson

**Reading (recommended)**

William Strunk, Jr. and E.B. White, *The Elements of Style*

**Grading:**

**Preliminary Essay 20%**

**Research Paper 50 %**

**Oral Presentation 10%**

**Class attendance/Completion of Assignments 20%**

**Disability Policy**

As defined by University rules, reasonable accommodation will be made to students with disabilities, so as to avoid any instance of discrimination. Student responsibility rests primarily with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels. Students who have questions regarding University policy should contact the Office for Students with Disabilities, University Center Lower Level (272-3363)

# Academic Dishonesty

All persons involved in academic dishonesty-- a completely unacceptable mode of conduct--will be disciplined in accordance with University regulations and procedures. As defined by the Regents'; Rules and Regulations, scholastic dishonesty "includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

**Student Support**: Students requiring support, academically or socially, should contact SOAR, Student Support Services, (817) 272-3684, or the Office of Student Success Programs at (817) 272-6107. **Cell Phones should be off during class.**

**CALENDAR**

Aug. 22 Introduction

Aug 27 *History Handbook*, chap. 5--6

Aug. 29 History Handbook, chap. 7

**Sept. 3** **LIBRARY session** (Class meets in LIBRARY ROOM 315A)

**Sept. 5** Salisbury, Introduction, Mary Rowlandson, pp. 1-60

Sept. 10 Rowlandson, *Narrative*, pp. 63-112

Sept. 12 Rowlandson, Documents, pp. 115-149

**Sept. 17** **Rowlandson (Preliminary Essay Due)**

Sept. 19 *History Handbook*, Chapters 8 and 10

Sept. 24 **Individual Meetings**

Sept. 26 **Individual Meetings**

Oct. 1 **Topic/Historical Issue Submission**

Oct. 3 *History Handbook*, Chapters 9 and 11

Oct. 8 **Bibliography and Project Description**

Oct. 10 *History Handbook*, chapter 12

Oct. 15 Student Conferences

Oct. 17 Student Conferences

Oct. 22 **Précis/Thesis Statement and Conception of Project**

Oct. 24Student Conferences

Oct. 29 Student Conferences

**Oct. 30 Last Day to Withdraw from Course**

Oct. 31 Student Conferences

Nov. 5 Student Conferences

Nov. 7 Student Conferences

**Nov. 12 Oral Presentations**

**Nov. 14** **Oral Presentations**

**Nov. 19 Oral Presentations**

**Nov. 21 First Draft Due**

Nov. 26 Student Conferences

**Nov. 28 Thanksgiving**

**Dec. 3 Conclusion/Return of First Drafts**

**Dec. 10 Final Paper Due**

**See pages below for schedule of assignments toward completing the research essay or seminar paper. Note: Late Papers will be subject to a penalty.**

**Research Essay (Seminar Paper)**

**The principal assignment in this seminar is for students to write an essay, fifteen to twenty pages in text (not including notes and bibliography), concerning an historical issue, problem, or controversy related to early American/U.S. history (1600-1865). In this process, students will develop their skills in historical inquiry and exposition. The process of research involves the identification and definition of historical issues in a manner allowing individuals to write in an original and informed way about the past. Students will base their findings on an analysis of primary sources, complemented by an understanding of relevant secondary literature. Students will move toward their goal by meeting a series of scheduled steps, which are outlined below. Fifty percent of the grade is based upon the research essay. Twenty percent reflects the instructor’s evaluation of each student’s meeting the prescribed steps toward the research paper’s completion in a timely and an appropriate manner. Classroom attendance and participation will be considered within this category. The remainder of the grade (an additional ten percent) will be based upon the student’s oral presentation. There will be a deduction in grade for late assignments and papers.**

**Student/Instructor individual conferences**

**Each student should be sure to meet at least three times with the professor during office hours (or class time during certain weeks). The first meeting should occur by Sept. 26, the second by Oct. 17, and a third by Nov. 7.**

**Research Topic/Historical Issue Submission (Oct. 1)**

**Students are to submit a summary (one to two pages in length) of the historical issue or question they will examine in their research paper. The key point is to focus on a historical question, problem, or controversy that is interesting and worthwhile for study. Aim at defining, rather than merely identifying the subject being considered.**

**Bibliography (Oct. 8)**

**1. Submit a preliminary bibliography of the most important primary and secondary sources bearing upon the particular topic and the historical issue that you are addressing. Your bibliography should be divided into sections with at least two major headings. Primary Sources should be the first heading. For those of you using manuscript sources, include the following headings: Manuscripts (listed first), Published Primary Sources (second). All students should also include the category of Secondary Sources. Your bibliography of secondary sources should include at least five books as well as five scholarly journal articles or essays. Include a brief description explaining the importance of each secondary source within your bibliography. Place each descriptive portion (about three sentences each) immediately after each listing of a particular book, article, or essay.**

**2. Along with your bibliography, submit an update of your project description of one-to-two pages. Elaborate on your choice of topic, i.e., the significance of the issue or question you are addressing. Also discuss what you are discovering and learning through your research—and how your project is developing. What primary sources are particularly important? Why? What problems are to be explored or investigated?**

**Précis/Thesis Statement and Conception of Project (Oct. 22)**

**Précis (summary or abstract of your paper’s purpose and significance). Write a three-page analysis of the major proposition or theme that you are developing in your research paper. Explain the progression of research that has shaped your understanding of your topic. What sources (primary and secondary) have been important in helping you to define your project in the sharpest form? What is your angle of vision or perspective toward the most important secondary sources you have studied? Discuss, or outline in sequence, the major elements (or sections) of your line of argument. Include the tentative title of your paper as a cover page or as the lead heading. Even if you are not sure of your title, it is worthwhile to think of it as you define your essay’s purpose and overall goals.**

**(continued below)**

**FIRST DRAFT DUE (Nov. 19)**

**Submit a first draft of your paper, including either footnotes or endnotes and bibliography. This draft should be submitted in hardcopy. Save a digital version for future work and revision.**

**First Draft Returned (Dec. 3)**

**FINAL PAPER DUE (Thurs. Dec. 10 (by 2 p.m.)**

Submit the final paper in hardcopy. Save a digital copy for your reference.