**History 5333: Seminar—The Seven Years’ War in North America**

**Prof. D. Narrett Tues., 7:00-9:50 Trimble Hall 218**

This seminar will focus on the Seven Years’ War (popularly known as “the French and Indian War”) and its transformative impact on North America and the Atlantic world during mid-to-late eighteenth century. While gaining an overview of this broad subject, students will write a research paper based on an analysis of primary sources and a consideration of relevant secondary literature. Students may select a research topic, with the instructor’s approval, on a broad range of subjects, though topics on purely military history are not advised.

Books:

Fred Anderson, *The War That Made America: A Short History of the French and Indian War* **Paperback**: Penguin Books, 2006.

**ISBN**-10: 0143038044; **ISBN**-13: 978-014303804

Colin Calloway, *The Scratch of a Pen: 1763 and the Transformation of North America.* **Paperback**: Oxford University Press, 2007.

**ISBN** 10: **0195331273 / 0-19-533127-3 ISBN** 13: **9780195331271**

The reading list will also include scholarly articles as well as documents and maps on the internet.

**Last Date to Drop Course Oct. 29**

**Grading**

**First Written Assignment 15%**

**Class Participation 25%**

**(This grade includes an assessment of written work submitted as preparatory steps toward the seminar paper.)**

**Oral Presentation 10%**

**Seminar Paper (Final Draft) 50%**

**Calendar**

Aug. 26 Introduction

 Anderson, preface, prologue (xvii-xxv), and chaps. 1-4 (pp. 3-52)

Sept. 2 Anderson, pp. 55-217

Sept. 9 Anderson, pp. 218-65

 Calloway, pp. 3-93

**Sept. 16** Calloway, pp. 92-171

 **RESEARCH** **TOPIC DUE**

**Sept. 23** **(First Written Assignment Due)**

**Sept. 30 RESEACH TOPIC—Project Conception**

 **PRELIMINARY BIBLIOGRAPHY DUE**

Oct. 7 Class/appointments

Oct. 14 Class/appointments

**Oct. 21** **PRÉCIS DUE**

Oct. 28 Class/Appointments

**Oct. 29 Last Date to Withdraw or Drop Course**

Nov. 4Class/Appointments

**Nov. 11 Oral Presentations**

**Nov. 18 Oral Presentations**

**Nov. 18-25 First Drafts Due**

**Nov. 27 Thanksgiving**

**Dec. 2 General Class Meeting**

 **Return First Drafts**

**Dec. 9** **FINAL PAPER DUE (Tuesday, Dec. 9)**

**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, twenty-five to thirty pages in length (including notes and bibliography), concerning an historical issue, problem, or controversy related to the Seven Years War, such as the causes, character, and consequences of the conflict. 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 upon 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. 25% percent of the course grade will be based upon the instructor’s evaluation of each student’s meeting the prescribed steps in a timely and an appropriate manner. Classroom attendance and participation will also be considered as part of this grading component. The preliminary essay, pertaining to Anderson’s and Calloway’s books, will count 15% of the grade. The oral presentation counts 10%. The remainder of the grade (50%) will be based upon the student’s final paper.**

**Student/Instructor individual conferences**

**Each student should be sure to meet at least twice with the professor during office hours (or class time during certain weeks). One of these meetings should occur by Oct. 14--and the second by Nov. 4. Students may of course consult with the instructor at additional times.**

**Topic/Historical Issue Submission (Sept. 16)**

**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 concerning a particular topic. Aim at defining, rather than merely identifying the subject being considered. As one historian has written, “allow your curiosity to open new avenues of questioning as you consider your topic.”**

**Bibliography and Project Description (Sept. 30)**

**Submit a preliminary bibliography of the most important primary and secondary sources bearing upon your 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 should include at least five books as well as five scholarly journal articles or essays. Include a roughly three sentence description after each entry explaining the importance of each secondary source to your research.**

**Along with your bibliography, submit an updated project description (two pages). 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. Elaborate upon 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 you are heading toward a finished work. What problems are being explored or investigated?**

**Précis/Thesis Statement and Conception of Project (Oct. 21)**

**Précis: A summary or an 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. Though you may have not yet reached a conclusion, offer a capsule view of your essay’s design—its superstructure and building blocks.**

**ORAL PRESENTATION (Nov. 11 or Nov. 18)**

**Student will give a fifteen-minute oral presentation explaining the subject of their research, the historical questions they are addressing, the line of argumentation being developed, and the primary sources being examined.**

**FIRST DRAFT DUE (Nov. 18-25)**

**Submit a first draft of your paper, including either footnotes or endnotes and bibliography.**

**First Draft Returned (Dec. 2)**

**FINAL PAPER DUE (Tuesday Dec. 9)**

**IMPORTANT UNIVERSITY INFORMATION IS LISTED BELOW.**

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the stairwell. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Useful Websites:

Library Home Page [http://www.uta.edu/library](http://www.uta.edu/library%22%20%5Ct%20%22_blank)

Subject Guides [http://libguides.uta.edu](http://libguides.uta.edu" \t "_blank)

Subject Librarians [http://www.uta.edu/library/help/subject-librarians.php](http://www.uta.edu/library/help/subject-librarians.php%22%20%5Ct%20%22_blank)

Database List [http://www.uta.edu/library/databases/index.php](http://www.uta.edu/library/databases/index.php%22%20%5Ct%20%22_blank)

Course Reserves [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do%22%20%5Ct%20%22_blank)

Library Catalog [http://discover.uta.edu/](http://discover.uta.edu/%22%20%5Ct%20%22_blank)

E-Journals [http://liblink.uta.edu/UTAlink/az](http://liblink.uta.edu/UTAlink/az%22%20%5Ct%20%22_blank)

Library Tutorials [http://www.uta.edu/library/help/tutorials.php](http://www.uta.edu/library/help/tutorials.php%22%20%5Ct%20%22_blank)

Connecting from Off- Campus [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus%22%20%5Ct%20%22_blank)

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/%22%20%5Ct%20%22_blank)