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Spring 2017
Office Hours: T, TR 11-12
Or by appointment

HIST 496\717 A RESEARCH SEMINAR



COURSE OBJECTIVES:

1. Apply broad historiographical and interpretive perspectives to a specific problem.
2. Locate, evaluate, and interpret both secondary and primary source material.
3. Synthesize disparate source material into a meaningful narrative and analysis.
4. Develop critiquing skills through the analysis of peer work.

GRADING:

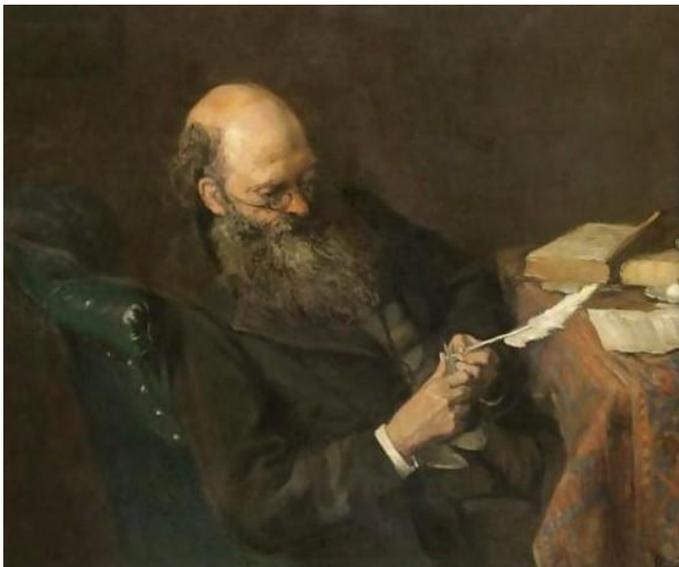
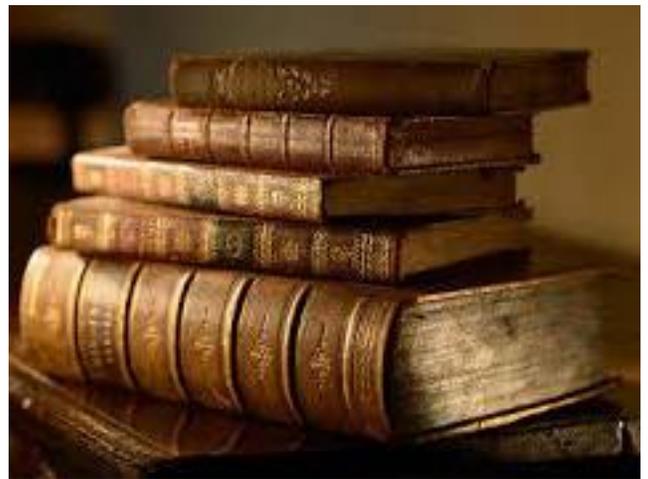
Participation in class, individual meetings and at conference	30%
Written and Oral Commentaries on Classmates' work	10%
Proposal, Historiographical essay, Drafts and Final Versions of Paper	60%

PROPOSAL (2-3 pages plus bibliography): It should provide some background, introduce what you are going to do (the problem you will address or the question you will ask), discuss the sources you will use and give some sense of the significance of the project. Your bibliography, at the very least, should list the books that you will discuss in your historiographical essay.

HISTORIOGRAPHICAL ESSAY (5-7 pages plus bibliography): Your historiographical essay should provide some sense of the historical arguments surrounding your topic. It is not a review or a summary of the books you read. Instead, it is a way to provide your readers with a sense of the issues on which those who have examined your topic have focused.

Undergraduate students: The historiographical essay will have to cover *at least* four books. Make sure you have cleared your choices with me before you begin reading.

Graduate students: Your historiographical essay must include the major works on your topic. You do not need to clear your choices with me. Indeed, part of your grade will depend on how well you have chosen the books that are discussed in your essay.



FIRST DRAFT (roughly 25 pages):

This is a source-driven draft. There should be absolutely NO secondary source material in this draft. You should footnote each time you quote a source. That way when you cut and paste in the next draft, you will know where each quote came from. (In other words, no *ibid.*) This is the draft that tells you and your reader what happened. In the next draft your goal will be explain why.

SECOND DRAFT (roughly 25 pages):

This is a very different draft. It is argument driven. Your topic sentences are extremely important in this version. They should give us a good sense of what you are arguing. Any use of secondary sources should be limited to providing background or historical context. Avoid historiographical discussions.

FINAL PAPER (roughly 25 pages):

In this version you will have cleaned up any loose ends in your research, continued to develop and refine your argument, provided historical context, and situated your project within a historiographical debate.



A NOTE ON GRADING:

The proposal and historiographical essay are important experiential-learning exercises rather than evaluation assignments. Many of you have never written either a proposal or a historiographical essay before. Others have tried their hand at one or the other but are still not quite sure what these important historical-research tools should look like. In this class, you will try to write one of each but the “real learning” will come when we meet as a group to discuss the results of your efforts. It is during the peer review that many of you will begin to understand what a good proposal or historiographical essay looks like. Therefore, if you demonstrate in your final paper that you have mastered the skills that these two assignments are designed to teach by including a strong historiographical discussion, a statement of the historical significance of your project and a well-developed argument—and you made a good-faith effort when writing the historiographical and/or proposal but fell a bit short—then I will substitute your paper grade for your proposal and/or historiographical essay grade.

CLASS DETAILS:

1. Choose a topic quickly and begin working on it immediately. Identify your primary source material and get started on the secondary reading.
2. Peer review is an important component of this course. Critiquing other people’s work is one of the best ways to identify weaknesses in your own writing and analysis. To facilitate the distribution of class work, we will rely on Blackboard. You will need to upload all of your assignments, by the due date and time. And you will have access to the papers of your classmates so that you can complete the peer review assignments.
3. All papers will have to conform to the *Chicago Manual of Style*. (Your papers will be graded on not only content but also form.) If you are comfortable with Turabian, then feel free to use it. It is an abbreviated version of *Chicago Manual of Style*.
4. Attendance is extremely important in this class. You cannot get a participation grade unless you participate (and that is “difficult” to do if you are not in class or at your individual meeting). If you miss a class **or an individual meeting**, you will get an “F” for that day. I will try to make sure that you meet with me as close to your scheduled time on the sign-up sheet but these times are approximate! Be prepared to wait during your scheduled appointment times. You might want to bring work to do while waiting.
5. At some point in the semester (probably after the proposal peer review) we will divide the class into two groups for class meetings--one meeting from 3:30-4:55 and the other meeting from 5:00 – 6:25. That way you will not be responsible for critiquing all the papers!
6. Attendance at the Graduate Student Conference is a part of this course. You will need to attend two sessions and ask a question at each. To receive credit, you will need to hand in a typed summary of your question and the answer you received at each session. If attendance is impossible, see me ASAP so that we can come up with an alternative assignment. Telling me the week of the conference that you have a conflict will mean forfeiting this part of your grade.

DISABILITIES SERVICES: CMU provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should first register with the office of Student Disability Services (Park Library 120, telephone 774-3018, TDD #2568) and then contact me as soon as possible.

TENTATIVE SCHEDULE

T/January 10
5:00

INTRODUCTION

BRING TO CLASS:

Ideas for two possible research topics

READ (Quiz in class):

Eric Foner, "Reconstruction Revisited"

http://www.jstor.org/stable/2701820?seq=1#page_scan_tab_contents

Rita Helmbold and Ann Schofield, "Women's Labor History, 1790-1945"

<http://www.jstor.org.cmich.idm.oclc.org/stable/2703424>

Eric Arnesen, "Up from Exclusion: Black and White Workers, Race, and the State of Labor History"

http://www.jstor.org.cmich.idm.oclc.org/stable/30030878?seq=1#page_scan_tab_contents

T/January 17
5:00

DISCUSSION OF TOPICS

HAND IN: Typewritten

1. Three possible topics.
2. For each topic, you should
 - a. identify primary source material and describe the contents
 - b. how you would access it (archive, online, etc.)
 - c. why you believe these sources would be useful for your project
 - d. Grad Students: include a brief description of what is available for each of your topics (if anything) in the manuscript collections at the Walter Reuther, the Bentley and the Clark Libraries

T/January 24
5:00

FINALIZE TOPICS

HAND IN:

1. sentence on your topic
2. a list of the books/articles you plan to use for your historiographical essay. For each book, write a sentence or two about how/where you found it (i.e., scanning the library shelves, a review in a historical journal, in the notes of a particular book, etc.) and why you think it is a significant work.

Before you come to class, all your secondary sources should either be in your possession or on their way, having already been ordered through interlibrary loan.

3. a list of your primary source material and why you believe you need to look at each collection to do your topic

CITATION EXERCISE

Saturday/January 28
by 5:00 pm

PROPOSALS DUE ON BLACKBOARD

AND email copy to me.

T/January 31	<p>PEER REVIEW OF PROPOSALS</p> <p>Come to class having read each proposal. You will need to critique each proposal. The critique is not “this is good or this is bad” but instead something useful such as a question the author might want to think about, the title of a book that might be helpful, a concern about the conceptualization of the project, or an archival source with which the student may not yet be familiar. In every case, make sure you explain why you are making the suggestion or asking the question. This can be done on the proposals themselves or on a separate sheet of paper, whichever is easier. At the end of class, you will need to hand one copy to me and one to the student.</p> <p>Undergraduates: You should also have had at least one book for your historiographical essay okayed by me so that you can begin reading.</p>
Th/February 2 OR T/February 7 5:00	INDIVIDUAL MEETINGS
T/ February 14	NO INDIVIDUAL MEETINGS : Keep Reading!!!
T February 21 5:00	<p>INDIVIDUAL MEETINGS: You should be finished with your reading and be prepared to explain the historiographical debates surrounding your topic.</p> <p>You should have collected all of your primary source material by this point.</p>
Saturday/February 25 by 5:00 pm	<p>HISTORIOGRAPHICAL ESSAY DUE:</p> <p>On Blackboard by 5:00 pm AND email copy to me.</p>
T/February 28	<p>PEER REVIEW:</p> <p>Come to class having read each essay.</p> <p>HAND IN: On a sheet of paper (typed) (1) rank the essays according to how well they conform to the definition of a historiographical essay; (2) for each paper, identify one historiographical argument that is examined.</p>
	SPRING BREAK
T/March 14	INDIVIDUAL MEETINGS
T/March 21 5:00	INDIVIDUAL MEETINGS
Saturday/March 25	<p>FIRST DRAFT DUE</p> <p>Post on Blackboard by 5:00 pm. AND email copy to me.</p>
T March 28	<p>PEER REVIEW</p> <p>Come to class having read each second draft. On a sheet of paper (typed) identify the author’s argument. Also identify two things that the author does well and two things that they need to work on. (No comments on grammar or writing style!!) Give a bit of thought to how the sources "complicate" what the argument that the writer proposed in our earlier session. Finally, if you do not see an argument that the author is making, can you come up with an argument that they might make using the source material they have found.</p>
F & S March 31, April 1	<p>INTERNATIONAL GRADUATE HISTORICAL STUDIES CONFERENCE</p> <p>HAND IN: a sheet with the question you asked at two sessions and the answer you received.</p>
T/April 4 5:00	INDIVIDUAL MEETINGS
T/April 11	INDIVIDUAL MEETINGS
Sat/April 15	<p>SECOND DRAFT DUE</p> <p>Post on Blackboard by 5:00 pm. AND email copy to me.</p>

<p>T/April 18 5:00 (TBA)</p>	<p>PEER REVIEW</p> <p>Come to class having read each second draft. On a sheet of paper (typed) identify the author's argument. Also identify two things that the author does well and two things that they need to work on. (No comments on grammar or writing style!!) Give a bit of thought to how the sources "complicate" what the argument that the writer proposed in our earlier session. Finally, if you do not see an argument that the author is making, can you come up with an argument that they might make using the source material they have found.</p> <p>Each student will be responsible for making extended comments on two papers.</p>
<p>T/April 25</p>	<p>INDIVIDUAL MEETINGS</p>
<p>T/ May 2</p>	<p>FINAL PAPER DUE One hardcopy to history office and email copy to me.</p>