

HIS 299 – Perspectives on History (#POH13)
 Rutgers-Camden Fall 2013
 Wednesdays, 6-8:40 p.m.

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Welcome to Perspectives on History. This course for history majors will emphasize necessary skills and diverse perspectives for understanding history as students, researchers, and engaged citizens. Questions are the starting point for investigating history, so here are a few to help us focus our work in the weeks ahead:

- What does it mean to be a citizen, and how has this changed over time?
- What are the connections between historical understanding and citizenship?
- What opportunities for engaging with history exist for individuals, communities, and professional historians?
- How has the knowledge of history been deployed to create social and political change?



1. Clio, the Muse of History

While pursuing these questions, we also will work toward the following goals as you complete a historical research paper on a topic of your choice:

- Understanding the ways in which history is communicated in a variety of forms and settings.
 - Understanding historiography – the history of history – and improving comprehension of historical scholarship.
 - Learning how to formulate questions for historical research.
 - Learning about a variety of research sources found both in physical archives and online and the skills necessary to locate and analyze these sources.
 - Learning methods for organizing research findings, including digital tools.
- Learning advanced techniques for outlining historical arguments.
 - Learning and perfecting methods of citation and manuscript preparation.
 - Understanding the ethics and standards of historical research and writing.
 - Improving writing skills.
 - Improving oral presentation skills.

Course materials:

- Schudson, *The Good Citizen: A History of American Civic Life* (Harvard U. Press, 1998)
- Rampolla, *A Pocket Guide to Writing in History*, 7th ed. (Bedford, 2012) – avail. as ebook
- Additional reading for class discussion will be found online in databases and on the *Teaching with the Journal of American History* website:
<http://www.journalofamericanhistory.org/teaching/installments.html>

Requirements:

- Become a member of the Camden County Historical Society (no charge to you) or another historical society of your choice and participate in your society as a researcher and/or by taking a tour or attending a program.
- Attend class; be thoroughly prepared and participate actively.
- Complete the following research and writing assignments:
 - Five informal blog posts (on Sakai) and comments after research presentations.
 - Research narrative paper (3-5 pages).
 - Research paper consisting of the following steps:
 - Bibliography (1 page)
 - Outline and partial draft (5-8 pages)
 - Peer review
 - Revision (10-15 pages)
- Present research findings to the class at the end of the semester.

Instructions for assignments are provided in the syllabus after the schedule (p. 7).

All requirements, including attendance and participation, must be completed in order to receive a passing grade for the class.

Grades

Preparation and participation	15% - includes preparation for class; attendance; and research presentation.
Blog posts and comments	10% (2% for each of 5 posts)
Research narrative paper	20%
Research paper	
Bibliography	10%
Outline and Partial Draft	5%
Revision (final paper)	40% (1-letter deduction for any skipped steps in process)

Rutgers defines letter grades as follows. Please note that “A” is reserved for work that is “Outstanding,” a step beyond “Good.” Also note that the grade associated with “Satisfactory” – not rising to the level of good or outstanding – is a “C.” These are high standards, and we will adhere to them in this course.

A	(4.0)	Outstanding
B+	(3.5)	
B	(3.0)	Good
C+	(2.5)	
C	(2.0)	Satisfactory
D	(1.0)	Poor
F	(0.0)	Failing

Academic Integrity: The university’s academic integrity policies will be enforced in all respects. Please familiarize yourselves with these policies and be aware of the consequences for any acts of dishonesty, including plagiarism:

<http://www.camden.rutgers.edu/RUCAM/Academic-Integrity-Policy.php>

Class Organization

Digital technologies are making an impact on the practice of history, but print-media sources and physical archives are also essential for historical research. The course is organized to engage with history using both print and digital resources and methods. When we are in our classroom, we will primarily use materials that originated in print, although some of them are in digital form. Please note the policies at the end of this syllabus regarding the use of electronic devices in the classroom. For many of our class meetings we will move to the computer classroom in Robeson Library for the last part of class (8-8:40 p.m.), and there we will work with digital tools and materials.

The course also is organized to move progressively through knowledge and skills that are necessary for producing an effective research paper. In addition to the class meetings, individual conferences will be scheduled to assist with writing the research paper.

Schedule

Do the assigned reading and research assignments before coming to class, and bring the assigned readings to class for reference. If a lack of preparation becomes apparent, quizzes will be added each week to provide incentive and these will factor into the grades for preparation and participation.

Abbreviation: TJAH website refers to the *Teaching with the Journal of American History* website, <http://www.journalofamericanhistory.org/teaching/installments.html>

Date	Topics and reading assignments	Other deadlines
9/4	Course Introduction: What historians do, and why. (Early dismissal for observance of Rosh Hashanah)	
9/11	<p>Engaging with History Guest speaker: Jason Allen, Executive Director, Camden County Historical Society.</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Pocket Guide</i>, Ch 1, “Why Study History?” (1-4), and scan the rest of the book to become familiar with its contents. <input type="checkbox"/> Website of the Camden County Historical Society (prepare to ask questions of our speaker): http://cchsnj.com/ <input type="checkbox"/> <u>History and Activism: The March on Washington</u> – what connections can you find among the following documents? How does each show that knowledge of history can be a force for creating change? <ul style="list-style-type: none"> • The Declaration of Independence (1776) http://www.archives.gov/exhibits/charters/declaration_transcript.html • Martin Luther King Jr., “I Have a Dream” (1963) (PDF) http://www.archives.gov/press/exhibits/dream-speech.pdf • Barack Obama, Remarks at Ceremony Commemorating 50th Anniversary of the March on Washington (2013) http://www.whitehouse.gov/the-press-office/2013/08/28/remarks-president-let-freedom-ring-ceremony-commemorating-50th-anniversa <p><u>Computer lab:</u> Databases for finding journal articles.</p>	

9/18	<p>Historiography and the Research Process Class begins with a lecture on historiography – the history of history. <u>Reading:</u></p> <ul style="list-style-type: none"> □ <i>Pocket Guide</i>, Ch 2, “Working with Sources” (6-21) □ Example of a research article, find in JSTOR: Scott A. Sandage, “A Marble House Divided: The Lincoln Memorial, the Civil Rights Movement, and the Politics of Memory, 1939-1963,” <i>Journal of American History</i> (June 1993): 133-66. □ Example of a historiographical essay, find on the <i>TJAH</i> website: Beverly Gage, “Terrorism and the American Experience,” <i>Journal of American History</i> (June 2011): 73-94. <p><u>Demonstration:</u> How to extend your research beyond the campus library (Worldcat and Interlibrary Loan).</p> <p><u>Event of Interest at the Camden County Historical Society:</u> Sunday, September 22: Opening of exhibit “Seams of Yesterday,” focusing on the world of Hispanic women. Details: http://cchsnj.org</p>	Make a preliminary selection of your research topic and plan to visit CCHS prior to the end of September to do a preliminary survey of the related collection.
9/25	<p>Models of Citizenship: The Politics of Assent</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> □ <i>The Good Citizen</i>, Introduction, Chapters 1 and 2 (pages 1-89) □ Article on <i>TJAH</i> website: John Fea, “The Way of Improvement Leads Home: Philip Vickers Fithian’s Rural Enlightenment,” <i>Journal of American History</i> (September 2003): 462-490. <ul style="list-style-type: none"> ○ In addition to the article, browse the “sources” and be prepared to contribute one way in which a primary source relates to the article. □ <i>Pocket Guide</i>, Ch 5, “Writing a Research Paper” (77-97); sample bibliography, p. 149. <p><u>Computer lab:</u> Tools for building a bibliography (RefWorks).</p> <p><u>Event of Interest on Campus:</u> Speaker: Joan Neuberger, “‘Not Even Past’: Public History in a Digital Age,” Campus Center Multi-Purpose Room, Monday, Sept. 30, 7 p.m. <u>Register in advance:</u> https://camlaw.rutgers.edu/webapps/payment/register.php?event_id=42</p>	Blog Post #1 -- about your first visit to CCHS – is due by the end of next weekend (no later than midnight on Sunday, September 29).
10/2	<p>Engaging with History: Careers</p> <p><u>Guest Presentation:</u> Career development strategies for history majors, presented by staff from the Rutgers-Camden Career Center.</p> <p>Models of Citizenship: The Politics of Affiliation</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> □ <i>Good Citizen</i>, Chapter 3 and “Entre’ Acte I” (90-143). □ Article on <i>TJAH</i> website: Allen C. Guelzo, “House Divided: 	Submit research paper bibliographies. Bring one copy, stapled if there is more than one page.

	<p>Lincoln, Douglas, and the Political Landscape of 1858,” <i>Journal of American History</i> (September 2007): 391-417.</p> <ul style="list-style-type: none"> ○ In addition to the article, browse the “sources” and be prepared to contribute one way in which a primary source relates to the article. <p><u>Computer lab:</u> Reference resources as tools for research – value and limitations.</p>	
10/9	<p>Field Trip: Historical Society of Pennsylvania</p> <p>Meet in our classroom, then we will take PATCO to the Historical Society of Pennsylvania in Philadelphia for a behind-the-scenes tour and opportunity to locate additional sources for research projects.</p> <p><u>Reading:</u> Browse Historical Society of Pennsylvania website, http://www.hsp.org.</p> <p><u>Note:</u> CCHS will not be open on Sunday, October 13.</p>	<p>Research Narrative paper is due. Bring one copy, printed out and stapled.</p>
10/16	<p>NO CLASS MEETING -- Work on Research Projects</p> <p><u>Event of interest at the Camden County Historical Society:</u> Saturday, October 19: Underground Railroad tour and opening of the new exhibit “Gospel of Freedom.” <u>Register in advance for the tour</u>, watch for details on http://cchsnj.org.</p>	<p>Individual conferences on research projects this week and next.</p>
10/23	<p>Models of Citizenship: The Informed Citizen</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> □ <i>The Good Citizen</i>, Chapters 4 and 5 (144-232) □ Article on <i>TJAH</i> website: W. Fitzhugh Brundage, “Meta Warrick’s 1907 ‘Negro Tableaux’ and (Re) Presenting Historical Memory,” <i>Journal of American History</i> (March 2003): 1368-1400. <ul style="list-style-type: none"> ○ In addition to the article, browse the “sources” and be prepared to contribute one way in which a primary source relates to the article. <p><u>Computer lab:</u> How to find government documents and historical newspapers online and in archives.</p>	<p>Blog Post #2 is due prior to class.</p>
10/30	<p>Models of Citizenship: The Rights-Bearing Citizen</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> □ <i>The Good Citizen</i>, “Entre-Acte II” to the end (233-end) □ Article on <i>TJAH</i> website: Gael Graham, “Flaunting the Freak Flag: <i>Karr v. Schmidt</i> and the Great Hair Debate in American High Schools, 1965-1975,” <i>Journal of American History</i> (September 2004): 422-543. 	

	<p><u>Computer lab:</u> Sources for statistics, such as voter turnout and opinion polls.</p>	
11/6	<p>NO CLASS MEETING. Instead, if possible please attend some or all of the following event on campus:</p> <p>“Scholarship and Partnerships: The State of History in the National Parks,” Campus Center, 1:30-5 p.m., with career program preceding during free hour. <u>Register in advance.</u></p> <p>Conferences will be available during our usually scheduled class time.</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> □ “Imperiled Promise: The State of History in the National Parks” http://www.oah.org/programs/nps/imperiled_promise.html <p><u>Note:</u> CCHS will not be open on Sunday, November 10.</p>	<p>Blog Post #3 is due by the end of the week, midnight on Friday, November 8.</p>
11/13	<p>Evidence and Argument Writing about Research</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> □ Find and bring to class at least two published reviews of one of the books you are using for your project. □ <i>Pocket Guide</i>, Ch 4, “Following Conventions for Writing in History” (49-76) and Ch 7 “Quoting and Documenting Sources” (106-113). <p>In class: a series of hands-on workshops on writing techniques and methods for citation.</p> <p><u>Computer lab:</u> Word processing tools for writing and editing.</p>	<p>Blog Post #4 is due prior to class.</p>
11/20	<p>Cautionary Tales</p> <p>Peer review of partial drafts.</p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> □ <i>Pocket Guide</i>, Ch 6 “Plagiarism: What it is and how to avoid it” (98-105) □ On Sakai: Hoffer, “Falsification: The Case of Michael Bellisles,” Ch 5 from <i>Past Imperfect</i> □ On Sakai: “Plagiarism: The Cases of Stephen Ambrose and Doris Kearns Goodwin,” Ch 6 from <i>Past Imperfect</i> <p><u>Computer lab:</u> Presentation tools and techniques.</p>	<p>Outlines and partial drafts of research papers due. Bring three copies – two for peer review, and one to turn in.</p>
11/27	<p>NO CLASS (deemed to be a “Friday” on the academic calendar).</p>	

12/4	Research presentations (half). Balance of class time will be used for individual conferences.	Blog Post #5 is due prior to class. Post replies to each presenter on his/her blog post by midnight the day following the presentations.
12/11	Research presentations (half). Balance of class time will be used for individual conferences.	Post replies to each presenter on his/her blog post by midnight the day following the presentations.
12/18	Scheduled final exam period.	Final papers due.

Papers due: Wednesday, December 18. Submit two copies and your partial draft with comments; also submit an envelope containing evidence of your research process, such as notes, additional drafts, or copies of documents.

ASSIGNMENTS

BLOG POSTS and Comments

Each student has a blog on our Sakai site. Your assignment for each deadline is to submit one substantive post. You may post more often if you wish, of course, but additional posts do not earn extra credit. You also have the option of commenting on the other blogs. (Be nice.)

- Blog post 1: Report on your initial visit to the Camden County (or other) Historical Society. What are your initial impressions of the collection you have selected for your research project? At the end of this post, estimate the time you will need for research and provide a specific schedule of days and times when you will return to CCHS to do research.
- Blog post 2: Describe the research you have done so far for your project. From doing this work, what you learned about the research process OR what are you learning from your research about the relationship between history and citizenship? Are you encountering any problems that you need help with?
- Blog post 3: If you are able to attend the National Park Service event, comment on what you found most interesting. If you are not able to attend, respond to the following: Do you think your research topic would be a good subject for a public history project, such as an exhibit or tour? Why or why not?
- Blog post 4: Based on your research far, what tentative conclusions are you reaching about your research question? Are you encountering any problems? What gaps do you need to fill?

- Blog post 5: Post an abstract of your research paper (a summary of your argument).
- Comments on presentations: After listening to the research presentations, go to the blog of each presenter, find the presenter's abstract (post #5), and post a question or suggestion.

Grades will be assigned to posts as follows:

- A Outstanding - At least one fully formed, thoughtful, substantive, error-free paragraph.
- B Good – At least one fully formed, thoughtful paragraph but somewhat limited in substance or containing errors.
- C Satisfactory – Comments roughly equivalent to a paragraph but limited in substance.
- D Poor – Comments very brief and/or lacking in substance.
- F No post.

Comments on research presentations will not be graded, but failure to do them all will reduce your blog grade by one letter.

RESEARCH NARRATIVE PAPER (3-5 pages)

For this paper, you will use the footnotes of an article of your choice to tell the story of how the historian researched his or her topic. Select an article from the *Teaching the Journal of American History* website, but do not choose any article assigned for class reading at any point during the semester.

Follow these instructions for the paper:

- At the top of the first page, a bibliographic citation for the article.
- First paragraph: Summarize the argument of the article (the main conclusion, not what the article is “about”).
- Second paragraph: Who wrote the article? What training in history does the author have? Has the author written more about this subject or other subjects? (Website research is permitted for this biography.)
- Next: What research problem is the author trying to solve? What subjects did the author read about in order to define this research problem? Does the author state any agreements or disagreements with other historians?
- Next: Where did the author go in order to find primary sources to solve the research problem? (Hint: Look closely any at illustration captions as well as the footnotes.)
- Next: What types of primary sources did the author use? Describe one or two examples that you find especially effective.
- Last: Do you find the author's argument convincing? That is, does the evidence lead to the stated conclusion in a convincing way? Explain your evaluation.

RESEARCH PAPER (final paper 10-15 pages, plus interim steps).

A list of potential research questions is posted on the Sakai site for this course. For each, you will use published books, published articles, and a manuscript collection at the Camden County Historical Society. The library there has weekday hours on Wednesdays, Thursdays, and Fridays, and is also open on most Sunday afternoons.

If you wish to propose an alternative topic or research site, you must locate an appropriate manuscript collection (one to two boxes of archival materials) and pose a focused question that relates to the themes of the course. The last date to submit an alternative topic for consideration is Wednesday, September 18.

Please note that the following are not acceptable sources for research: encyclopedias; book reviews; and websites other than digital archives. We will discuss appropriate ways to use tools such as these, but do not use them as sources of information for your research.

Research Paper Steps:

1. **Bibliography.** Include a minimum of five monographs (scholarly books) and five articles in scholarly journals, presented in precise *Chicago Manual of Style* format.
 - **Important tip for success:** Compare your work to the examples in the *Pocket Guide*, even if you are using bibliographic software. In the grading of bibliographies, two points will be deducted for each error in punctuation, capitalization, or other matters of style, and they can add up quickly.
2. **Outline and partial draft.** The outline must be an argumentation outline, using the techniques introduced in class. The partial draft should be approximately half the length of the projected final paper (5-8 pages) and must include footnotes (or endnotes) and bibliography.
3. **Peer review.** You will review two papers by others in the class, and you will receive two reviews of your work.
4. **Revision.** The final paper (10-15 pages).

A note about paper grading: Precision and clear communication are important in history. Therefore writing as well as research will be assessed so that you may improve your skills.

Professor's Draconian Policies:

<p>Attendance, Participation, and Preparation</p>	<p>Participation means recognizable preparation for class, engaged listening, note-taking, and substantive contributions to discussion, especially when working in collaboration with other students. Attendance alone does not merit an “A” for participation. Distracted behavior such as leaving the room during class will be viewed as a lack of participation and will lower your participation grade. If you have not done the assigned reading, you will be invited to leave and return when you are caught up.</p> <p>To participate, of course you must be present. If you are absent for more than two classes, your participation grade will be lowered by one letter, and again by an additional letter for each additional class missed. A signup sheet will be provided to record attendance, and it is your responsibility to sign it. <i>A failing grade for participation will result in a failing grade for the course overall.</i></p> <p><u>Absences:</u> If you are absent, it is not necessary to inform the professor of the reason unless unusual continuing circumstances arise. (The two absences permitted before a grade reduction are intended to provide for illnesses and other emergencies.) If you are absent, please contact a fellow student for notes.</p>
<p>Electronic Devices</p>	<p>We live in an electronic age. Devices such as laptop computers, tablets, and smart phones may be used during class, but <u>only for actions that aid your learning</u>. Examples include referring to readings; looking up supplemental information; taking notes; or using social media to engage in substantive discussion or to communicate questions. Twitter hashtag for this class: #POH13</p> <p>This is an experiment that will be discontinued immediately if any individual is observed violating the policy, even once. Reserve all other activity, such as checking email, posting on Facebook, social texting, or monitoring your impressive stock portfolio, for class breaks. Silence all cell phones.</p>
<p>Deadlines and How to Submit Papers</p>	<p>Late papers will not be accepted. Exceptions will be granted only in cases of documented emergency. Bring your work to class – do not leave it in the professor's mailbox or under an office door. Do not send e-mail attachments without asking first.</p>
<p>Communication</p>	<p>How to reach the professor: Email (preferred): cmires@camden.rutgers.edu. Emails usually will be answered the morning after they are received (on weekdays). Twitter @profmires hashtag #POH13 Voice mail: 856-225-6069.</p> <p>Office: 429 Cooper St., 102 (Fifth and Cooper; enter through the back door). Office hours: Mondays and Wednesdays, 3-4:30 p.m., by appointment, and brief consultations after class until 9 p.m.</p> <p>The e-mail addresses in the Sakai system will be used for class-wide communication. If you are not officially registered due to late processing of financial aid, please make this known so you can be manually added to the list. Communications also will be posted in the form of announcements on the Sakai site for our course (along with other useful materials, such as this syllabus). To access, go to http://sakai.rutgers.edu. A mobile app for Sakai also is available on the Sakai web site.</p>