

HIS 299 – Perspectives in History  
Rutgers-Camden Fall 2012  
Thursdays, 6-8:40 p.m.

Dr. Charlene Mires  
Office 429 Cooper St. 102  
cmires@camden.rutgers.edu

**Welcome to Perspectives in 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)
- Foner, *American History Now* (Temple U. Press, 2011)
- Rampolla, *A Pocket Guide to Writing in History*, 7<sup>th</sup> ed. (Bedford, 2012) – avail. as ebook
- Ellis, *What Did the Declaration Declare?* (Bedford, 1999)

Additional materials available online and in Sakai (sakai.rutgers.edu)

**This course is supported by a Chancellor's Grant for Civic Engagement.**

## Requirements:

- Become a member of the Camden County Historical Society (or another local historical society of your choice) and participate in a program, research activity, or volunteer activity, which you will document on your blog. The blog post is due October 25.
- Be thoroughly prepared and participate actively in class.
- Complete the following research and writing assignments:
  - Six 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 must be completed in order to receive a passing grade for the class.**

## Grades

Preparation and participation	15% - includes preparation for class; attendance; research presentation, peer review, and historical society activity.
Blog posts and comments	15% (2% each for the first 5 posts; 5% for post #6)
Research narrative paper	20%
Research paper	
Bibliography	10%
Outline and Partial Draft	Ungraded, but required
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. During the first part of each class (6-7:45, with a short break midway through), we will use print materials. For the last part of each class (8-8:40 p.m.), we will move to the computer classroom in Robeson Library and 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.

Date	Topics and reading assignments	Other deadlines
9/6	<p><b>Course Introduction</b>            What historians do, and why            An overview history <i>of</i> history  <u>Reading:</u> During class we will use the introduction and acknowledgments of <i>Good Citizen</i>, but it is not necessary to read them in advance.  <u>Computer lab:</u> Get connected to history with social media and list-servs; find the journal article for next week's reading.</p>	
9/13	<p><b>Engaging with History</b>            Guest speakers from area historical societies to discuss commitment to local history as a profession/vocation.  <b>Why do Historians Argue?</b>  <u>Reading:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Pocket Guide</i>, Ch 1, "Why Study History?" (1-4)</li> <li><input type="checkbox"/> <i>Good Citizen</i>:               <ul style="list-style-type: none"> <li>o 1. Use the book to learn about one of Schudson's four models of citizenship (we will divide them among the class). Come to class with notes on: characteristics of the model; the time period for the model and connections to other historical developments.</li> <li>o 2. Use the book to learn the meaning of "deference" before you read the next article:</li> </ul> </li> <li><input type="checkbox"/> Article in JSTOR database (access through library web site) <b>–read and bring a print out to class:</b>            Michael Zuckerman, "Tocqueville, Turner, and Turds: Four Stories of Manners in Early America," <i>Journal of American History</i>, Vol. 85, No. 1 (June 1998): 13-42.</li> </ul> <p><u>Computer lab:</u>            Electronic reference sources, their value and limitations.</p>	<p>Before class, browse web sites of the Camden County Historical Society and other historical societies of your choice. Come to class with at least two questions about historical societies to ask our speakers.</p>

9/20	<p><b>Historiography and the Research Process</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>□ <i>Pocket Guide</i>, Ch 2, “Working with Sources” (6-21)</li> <li>□ <i>American History Now</i>: Ch 2, “American Revolution and Early Republic” (24-42). And, based on the discussion of citizenship so far, choose one additional chapter to read and learn more about how historians view a related time period or theme.</li> <li>□ Article in JSTOR database: Charlene Mires, “In the Shadow of Independence Hall: Vernacular Activities and the Meanings of Historic Places,” <i>The Public Historian</i>, Vol. 21, No. 2 (Spring, 1999): 49-64.</li> </ul> <p><u>Computer lab:</u> Databases for locating journals and monographs; select an article to use for your assignment for next week.</p>	<p>Before this class, join your historical society.</p> <p><b>First blog post due prior to class.</b></p>
9/27	<p><b>Communicating with Colleagues / Why historians l-o-v-e footnotes and bibliographies</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>□ The article you selected at the end of last week’s class. Use it to write your <u>Research Narrative Paper</u> (3-5 pages; instructions are at the end of the syllabus). Also come prepared to report on your article for five minutes to a group of your colleagues. The oral report should include the <u>argument</u> of the article and make connections to the topics we have discussed so far in class. (Practice!)</li> <li>□ <i>Pocket Guide</i>, Ch 5, “Writing a Research Paper” (77-97); sample bibliography, p. 149.</li> </ul> <p><u>Computer lab:</u> Tools for building a bibliography; training in RefWorks with Ms. Julie Still, Robeson Library.</p>	<p><b>Research Narrative paper is due.</b> Bring one copy, printed out and stapled.</p>
10/4	<p><b>Engaging With History</b></p> <p>Guest speaker (tentative): Interpretive ranger from Independence National Historical Park to discuss the profession of historic interpretation and connections between historical tourism and citizenship.</p> <p><b>Historians Argue about the Declaration of Independence / Practice in reading primary and secondary sources</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>□ <i>What did the Declaration Declare?</i> Parts 1 and 2; Part 3 Ch 1 (1-42)</li> </ul> <p><u>Computer lab:</u> How to find primary sources online and in archives.</p>	<p><b>Submit research paper bibliographies.</b> Bring two copies (one is for peer review during class; the other is to turn in).</p>
10/11	<p><b>History and Social and Political Change / Practice in reading and understanding primary and secondary sources</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>□ <i>Declaration</i>, Part 3 Chs 3-5 (43-106).</li> <li>□ Select one historical reference in the Declaration of</li> </ul>	

	<p>Independence; come to class prepared with background information that helps to explain the reference and share how and where you found the information.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> On Sakai: Primary sources on activism using the language of the Declaration (<i>print out and bring to class – you do not have to read them in advance</i>).</li> </ul> <p><u>Computer lab:</u> How to find government documents and historical newspapers online and in archives.</p>	
10/18	<p><b>History and Propaganda: Citizenship During World War I and the 1920s / Practice with visual sources / More practice reporting on historical journal articles</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use <i>Good Citizen</i> and <i>American History Now</i> to learn about World War I and the 1920s and how historians portray this era. (Supplement as you wish.)</li> <li><input type="checkbox"/> Use your books to help you find one additional journal article to read about this period. Come prepared to report on your article for five minutes, including the argument of the article; observations on how the writer did his/her research; and connections to topics we have discussed in class.</li> </ul> <p><u>Computer lab:</u> How to find visual sources, such as propaganda posters from World War I; issues of copyright.</p>	
10/25	<p><b>History and Social and Political Change: College Students and Democracy in the 1960s</b></p> <p><b>Practice interpreting a primary source document / techniques for outlining a historical argument.</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <i>Good Citizen</i> Ch 6 (read or review)</li> <li><input type="checkbox"/> <i>American History Now</i> Ch 7 (read or review)</li> <li><input type="checkbox"/> Use E-reference sources to learn about Students for a Democratic Society, then read:</li> <li><input type="checkbox"/> The Port Huron Statement (print out, read, and bring to class) <a href="http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SDS_Port_Huron.html">http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/SDS_Port_Huron.html</a></li> </ul> <p><u>Computer lab:</u> Sources for biographical research. (Those '60s activists – where are they now?)</p>	<b>Second blog post due prior to class.</b>
11/1	<p><b>History in Politics</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Journal article to be announced.</li> <li><input type="checkbox"/> Use biographical research sources to find background information about Ronald Reagan and Bill Clinton; locate reliable texts of the first inaugural address for each (1981 and 1993). Read, print out, and bring to class.</li> <li><input type="checkbox"/> Search for campaign speeches by the current candidates for</li> </ul>	<b>Third blog post due prior to class.</b>

	<p>president and vice president; bring one example to class of a speech that includes historical references.</p> <p><u>Computer lab:</u> Sources for statistics, such as voter turnout and opinion polls.</p>	
11/8	<p><b>Writing about Research</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>□ <i>Pocket Guide</i>, Ch 4, “Following Conventions for Writing in History” (49-76) and Ch 7 “Quoting and Documenting Sources” (106-113).</li> </ul> <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>	
11/15	<p><b>Cautionary Tales</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>□ <i>Pocket Guide</i>, Ch 6 “Plagiarism: What it is and how to avoid it” (98-105)</li> <li>□ On Sakai: Hoffer, “Falsification: The Case of Michael Bellisles,” Ch 5 from <i>Past Imperfect</i></li> <li>□ On Sakai: “Plagiarism: The Cases of Stephen Ambrose and Doris Kearns Goodwin,” Ch 6 from <i>Past Imperfect</i></li> </ul> <p><u>Computer lab:</u> Presentation tools and techniques.</p>	<b>Fourth blog post due prior to class.</b>
TUESDAY 11/20 (calendar change)	Peer review of partial drafts.	<b>Outlines and partial drafts of research papers due.</b>
11/29	Research presentations (10)	<p><b>Fifth blog post due prior to class.</b></p> <p><b>Blog post comments due by midnight the day following the presentations.</b></p>
12/6	Research presentations (10)	<b>Blog post comments due by midnight the day following the presentations.</b>

**Papers due: Tentative** Friday, December 14. 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.

**Final blog (#6) post due: Tentative** Thursday, December 20 (early submission is encouraged).

## 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.)

Note that you must visit your historical society prior to October 25 in order to complete Post #2.

- Blog post 1: What are you considering doing for your research project, and why? Does it seem that your historical society will have resources helpful for your project?
- Blog post 2: Report on an activity at your historical society – attending a program, working on your research, taking a tour, or other activity of your choice. What are your thoughts about historical societies, knowing local history, and citizenship?
- Blog post 3: What references to history have you noticed in this year’s political campaigns, and do you think they have been effective? OR, Do you think this year’s election is historically significant? 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).
- Blog post comments: After listening to the research presentations, go to the blog of each presenter and post a question or suggestion.
- Blog post 6 (final post): **At least three paragraphs for this one.** Reflecting on your experiences and work in this class this semester, what are your thoughts about the connections between history and citizenship? Include specific references to course readings. (One possible angle: How can history be instrumental in creating social and political change?)

Grades will be assigned to posts as follows:

A Outstanding - At least one fully formed, thoughtful, substantive, error-free paragraph (three paragraphs for the final post).

B Good – At least one fully formed, thoughtful paragraph but somewhat limited in substance or containing errors (three paragraphs for the final post).

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. Include the following:

- 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? (Web site 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 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).

An extensive list of potential research questions is posted on Sakai in the “Resources” folder. In keeping with our focus on history and civic engagement, research papers will focus on a specific question related to:

- A community institution, organization, or historic place.
- A political candidate or issue.
- A question related to topics covered in *The Good Citizen*.

The research process must include secondary sources (books and articles) and primary sources (documents). The work must include at least one visit to a physical archive, which may be your selected historical society. Encyclopedias are not acceptable sources, and web sites are not acceptable sources unless they are portals for digital replicas of primary sources or scholarly journals in digital form. If you wish to use any other web site, seek approval in advance.

**Step 1. Bibliography.** State your research question at the top of the bibliography. Include a minimum of five monographs and five articles in scholarly journal articles, presented in precise Chicago Manual of Style format. In addition, submit a paragraph summarizing specific primary sources available for your topic.

**Step 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.

**Step 3. 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><b>Attendance, Participation, and Preparation</b></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 text-messaging and leaving the room during class will be viewed as a lack of participation and will lower your participation grade.</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><b>Electronic Devices</b></p>	<p>To assure that we remain focused on human interaction and the course materials, <b>the use of electronic devices, including laptop computers, is not permitted</b> unless directed for in-class activities (which will be announced in advance). If you have a certified disability that requires use of a keyboard for note-taking, please notify the professor.</p>
<p><b>Deadlines</b></p>	<p><b>Late papers will not be accepted.</b> 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><b>Communication</b></p>	<p><b>How to reach the professor:</b>  E-mail (preferred): <a href="mailto:cmires@camden.rutgers.edu">cmires@camden.rutgers.edu</a>.  Voice mail: 856-225-6069.</p> <p>Office: 429 Cooper St., 102 (Fifth and Cooper; enter through the back door).  Office hours: Tuesdays, 3:30-4:30; Thursdays, 2:30 to 3:30; and brief consultations also available after class until 9 p.m. Also by appointment on most Tuesdays, Wednesdays, and Thursdays.</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 <b>Sakai site for our course</b> (along with other useful materials, such as this syllabus). To access, go to <a href="http://sakai.rutgers.edu">http://sakai.rutgers.edu</a>. A mobile app for Sakai also is available on the Sakai web site.</p>