

HIST 397 History Honors Colloquium: Historical Research

MoWe 2:45PM - 4:00PM, Dumbach Hall - Room 238 (location might change), Fall, 2019

Prof. Leslie Dossey

Office: Crown Center 533, History Department

Office hours: MoWeFr 10:30 - 12 pm (**and by appointment**)

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Prerequisites: Honors and junior standing or permission of the instructor

Purpose and nature of the course

The purpose of the course is for students to produce a significant history research paper (~25-30 pages) based largely on primary sources, although, of course, secondary sources will be used as well. Primary sources are the writings, art, artifacts, etc. produced by people living in a particular period; secondary sources are histories (books and articles by modern writers) written about that period. The Chicago area is rich in its primary source archives, which include Loyola's own University Archives and Special Collections, the Women and Leadership Archives, the collections of the Harold Washington and Newberry libraries, the First Division Museum military archives, and the archives of the Archdiocese of Chicago. During the first couple of weeks, we will explore some of these archives, both in Chicago and online, while students create their bibliographies and define their topics. Papers may explore any region or time period in history, in some cases building on work the students have done in a previous class. At the end, students will present a brief final report at a festive departmental colloquium. Students interested in applying to graduate programs will find this course particularly useful as a way to develop a suitable writing sample.

The writing of a history research paper of this sort requires a good deal of time and preparation. Do not imagine you can leave it to the last or near-last minute.

Because of the focus of this course, there will be no lectures and most classes will be occupied by discussion. There will be some "library weeks" in which the class will not meet as a group. These are not "off weeks" but rather times to work intensively on your paper and meet individually with me. One semester is a very short time in which to produce a major paper, so use these "library weeks" to their fullest. Some weeks early on we will be meeting with archivists and librarians to get guidance on finding sources. Other weeks, students will report on their work to the class as a whole, in order to share their work with the others and to get reactions and critiques from all members of the class.

Learning Outcomes

- Produce analytical arguments by using evidence and facts to interpret past events, behavior and processes in your own historical research project
- Identify the arguments put forth by historians in order to compare, evaluate and criticize different interpretations of the past. In doing so, be able to evaluate the adequacy of evidence (including a variety of sources: documents, films, diaries, images, oral and digital histories, etc.) that historians use to make truth claims about the past.
- Demonstrate an understanding of the processes of historical change and be able to discuss and evaluate causes, complexities and consequences of change over time in relationship to historical events and processes.
- Demonstrate an understanding that human values and beliefs are shaped by historical context and they will gain the capacity to make informed judgements about past and present behavior and ideas with a goal of fashioning a more just world. In this endeavor, students will also gain an understanding of the ethical practices and standards for historical research and writing.

Sample Draft Syllabus

Class readings

- Required Book: Booth, Wayne C., et al. *The Craft of Research*. 4th ed. Chicago: University of Chicago Press, 2016. **ISBN-10:** 022623973X / **ISBN-13:** 978-0226239736 (available free online from the Loyola Library web site at <https://ebookcentral.proquest.com/lib/luc/detail.action?docID=4785166>)
- Recommended (especially if you haven't yet taken HIST 299): Anna Green & Kathleen Troup (eds), *The Houses of History: A critical reader in twentieth-century history and theory* (New York: NYU Press, 0814731279) (on reserve at Cudahy Library); and *The Chicago Manual of Style*. Sixteenth ed. Chicago: University of Chicago Press, 2010 (available at Cudahy Library, IC Reference Z253.U69 2010). For most of your needs, you can use an online guide such as Chicago/Turabian Documentation Style, The Writing Center, University of Wisconsin-Madison, online at substitute online at <https://writing.wisc.edu/Handbook/DocChicago.html>

Booth's book is good for thinking about how to write a research paper and what goes into doing one. The Chicago Manual of Style gives the format for footnotes and bibliography (although online guides can substitute for this). Green and Troup discuss the different ways to approach history (for example, cultural history versus political history). It is especially recommended for those of you who haven't yet taken HIST 299.

Ground rules

1. Grades: Grades will be calculated as follows:

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|---------------------------------|-----|
| Class participation | 10% |
| Preliminary assignments (three) | 20% |
| Final research paper | 70% |

2. Participation: Your participation grade will be based on class discussions of the shared readings and presentations on your research. It is your responsibility to sign the attendance sheet. Being more than 15 minutes late or leaving more than 15 minutes early counts as missing class.

3. The preliminary assignments consist of A) a statement of topic and bibliography, B) an outline and revised bibliography, and C) a first draft of your paper. These are designed to give you some feedback before the final paper is due and keep you on target in your research. A and B are each worth 5% of your overall grade; C (the draft) is worth 10%. More detailed descriptions of these assignments will be handed out in the course of the semester.

4. Your final research paper should be about 25-30 pages in length, excluding the bibliography. Use a margin of 1 inch all around and a 12-point font (Times New Roman preferred). Double space the text, and block indent quotes longer than four lines.

5. All papers should be written for this course. It is entirely appropriate that you build upon the work that you have done in previous courses. But if you want to rework a specific paper that you wrote for another course (or are in the process of writing), you must get explicit permission to do so. If you do not get that permission and you submit the paper, you will earn an F in the course.

6. Policy on late papers and assignments: Unless you get an extension from me ahead of time, late papers and preliminary assignments will lose a third of a grade for every day late (a B+ will become a B). The penalty does not apply in cases of documented medical or family emergency.

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Policy on academic dishonesty

Plagiarism is using other people's words and ideas as though they were your own, without citing your source. Even when you are paraphrasing (not quoting), it counts as plagiarism if you do not cite your source. It is not enough to list the sources you have consulted in the bibliography; you must footnote them when you draw on them. This includes web pages. A student who plagiarizes the paper will earn a final grade of F for the course. Findings of plagiarism and other dishonest academic behavior are reported to the chair of the history department and to the dean's office, where they are entered in the student's permanent file and will be disclosed to medical schools, state bar examiners and others who have a legitimate reason to inquire. For further discussion of what constitutes plagiarism, see Booth, p 192. If in doubt, ask me.

Choosing a topic

Your paper may relate to any time period in history, as long as you can read the primary sources in their original language or as long as you can find the principal primary sources in English translation. Material objects such as archaeological finds, buildings, tombstones, household objects, or art can also serve as primary sources. It often makes sense to build on a topic that particularly interested you in one of your previous history classes. You will be encouraged to consult with specialists in the History Department who work on the period that interests you. For this sort of paper, specific topics are better than broad ones (although your topic should have broad implications). For example, a paper on "Feeding orphans at the Angel Guardian Orphanage, Chicago, 1885-1920" would be a better topic than "Childhood nutrition in late 19th-century America." Consider what sort of history your topic belongs to – i.e. is it political history? Intellectual, social, or cultural history? Gender history? Environmental history? Look over Green and Troup's descriptions of these types of history if you are unfamiliar with them.

Since you need to use primary sources, you may wish to concentrate on Illinois archives and libraries. Cudahy Library has many primary sources, both published and electronic, including census reports, newspapers, Congressional Reports, and many ancient, medieval, and early modern texts. Take a look at the Digital Collections at the History Subject Guide on the Library's web page: <http://libguides.luc.edu/history>. Also talk about your topic with the reference librarian for the history department (Jane Currie jcurrie@luc.edu), and see the list of resources that will be handed out the first week of class. The Newberry Library here in Chicago has significant collections for the early modern to the 20th century (see <http://www.newberry.org/manuscripts-and-archives>). The First Division Museum in Wheaton, Illinois (<http://www.firstdivisionmuseum.org/>) has rich materials (including oral histories) for World Wars I and II as well as the McCormick Archives (relevant to the Chicago journalism and politics in the early 19th century). The Archdiocese of Chicago has rich archives (and a Loyola grad is the archivist there!). The Chicago metropolitan area is also home to a number of corporate archives; you can find a list of them at <http://www2.archivists.org/groups/business-archives-section/directory-of-corporate-archives-in-the-united-states-and-canada-introduction> (skim through to find the Illinois organizations, such as Abbott Laboratories or the American Medical Association). Loyola University also has its own archives: <http://www.luc.edu/archives/> and the Women and Leadership Archives <http://www.luc.edu/wla/>.

Presenting Your Work

One of the goals of this course is to guide you in presenting your work to a wider audience. There will be a festive presentation of your work to members of the History Department and wider community at the end of the

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semester. You are also encouraged, though not required, to look for other opportunities to present your work either as a poster or oral presentation, for example at the Purdue Fall Undergraduate Research Exposition (November 18, 2019, West Lafayette, Indiana, with a submission deadline Oct. 29) or the Phi Alpha Theta Biennial Convention (early January, 2020, San Antonio, TX, with submission deadline in the fall, <https://phialphatheta.org/biennial-convention-2020/>)

Schedule (subject to change)

1. Aug. 26, 28 Introduction to developing topics and finding primary sources
 - M: Go over syllabus; read (in class) Booth, Part 2, Prologue (pp. 29-31) and chap. 3 (33-39) on how to formulate a topic (we will be able to access the book online). We will discuss hand-out on recalling and interlibrary-loaning books and articles and on useful online databases.
 - W: Read Booth, rest of chap. 3 (pp 39-48) and chap. 4; **turn in a paragraph or two about your ideas on potential topics. At 3:30, we will be** meeting with Jane Currie, History Librarian, Loyola University in our usual classroom

Sign up for individual meetings with me to discuss your ideas for a research topic

2. Sept. 4 Using Archives (no class on Sept 2 due to Labor Day)
 - W: Meeting with Kathy Young, University Archivist and Curator of Rare Books. We will meet in the lobby of Information Commons and then go to Archives as a group
 - Individual meetings with me continue

Decide on a specific topic, as Booth suggests. Write down 5 questions that you want to answer about that topic. Gather a preliminary bibliography of around 15 items that seem relevant. Some must be articles; some must be primary sources. Use library research databases, Google Scholar, and recently published books and dissertations to aid your search. Recall books on loan to someone else. Immediately order articles etc. that Cudahy Library does not have through Interlibrary Loan. Explore the possibilities in Chicago for archival work, including our own Cudahy Library, special collections and the Women and Leadership Archives; Newberry Library; Harold Washington Library; First Division Museum; Chicago Historical Society; and Archdiocese of Chicago Archives.

3. Sept. 9, 11 Bibliography week
 - M. Round-table discussion of your topic idea with your classmates
 - Set up meeting with a specialist in the History Department if this has been suggested.
 - W: We meet in usual classroom at 2:45 and travel as a group to Newberry Library for tour 3:15-4:15 PM, with Will Hansen, Curator of the Americana collections). **This tour is optional, since it will take us past our usual class-time.**
 - **Due on Wednesday, Sept. 11:** Your typed bibliography (divided into 2 parts: primary and secondary sources) should be uploaded to Sakai (Assignments) by 10 pm, along with a statement of the topic (one paragraph) and the 5 questions you want to answer about it (A). For bibliographic format, use Turabian as your basic reference, which is the equivalent of the Notes and Bibliography style in the Chicago Manual of Style: <https://writing.wisc.edu/handbook/documentation/docchicago/>

Continue to take notes on your sources, both primary and secondary.

4. Sept. 16, 18 Reading Primary Sources.
 - M: Be prepared to discuss your topic with the class, following the scheme in Booth, p. 44: I'm working on X because I want to find out Y, so that I (and you) can better understand Z; read Booth, chap. 6 and the Quick Tips that follow on note-taking; think about what kind of history your topic belongs to (for example, social or cultural history; gender history; political history; intellectual history; urban,

environmental, post-colonial history; military history, and so on). **Green and Troup (as well as your HIST 299 course if you have taken it) will be helpful for this.**

- W: Bring to class (or upload to Sakai: Forums: Discussion Forum) a very short primary source sample, one that you are working with. Make enough copies for all in class. We will discuss how to read primary sources. (Don't be upset if we don't get to your primary source; we'll have the following week too). You should also bring to class or upload on Sakai (Discussion Forum) a copy of one page of your notes before class. Do not write "special notes" for this task; just your standard procedure. We will discuss various note-taking techniques.
- **If I recommended a departmental mentor (or if you have found one on your own), please meet with them. They will be especially useful to point out key secondary scholarship on your topic.**
- Sign up sheet for individual meetings with me for the following week

5. Sept. 23, 25 Reading primary sources (continued)

- M: We will continue to take a look at the sample primary sources / notes that you have posted.
- W: Read Booth, Ch. 7 (pp 111-115), Ch. 175-6, and chap. 12, paying attention to his suggestions for drafting an outline.
- If you were supposed to consult a specialist in the History department on your topic, be ready to report on the results.
- Start organizing your materials, writing up one or more tentative outlines.
- Individual meetings with me

Start writing parts of your paper as they take shape in your head.

6. Sept. 30, Oct. 2 Library week (no class)

- Read, write, outline!
- W: **First draft of outline due, 10 pm.** Upload outline and revised bibliography and introduction (statement of topic) on Sakai (**B**) onto Sakai (Discussion Forum)

7. Oct. 9 Reporting on progress of your argument

W: You will be sharing your outline with other students and getting feedback

Read Booth, ch. 13

Revise your outline and begin drafting segments of your paper

8. Oct. 14, 16 Developing arguments

- M: Continue to share your outlines with the other students
- W (no class): Upload your revised outline and proposal / bibliography onto Sakai by 10 pm (this might contain segments of prose by this point)
- Continue to write the first draft your paper. Schedule meetings with me if you would like me to look it over.

9. Oct. 21, 23 Library week (no class, but I will be available during regular class times for meetings).

- Over the course of the week, complete the writing of the first draft of your paper. Your first draft should be carefully written and carefully formatted according to the Chicago Manual of Style (Turabian), although you may choose to leave some sections incomplete (indicate what will go there). Be attentive to all aspects of the paper: historical content, organization, style and footnotes. Read and re-read the draft. I will be available during our regular class times if you would like to talk about your draft.

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10. Oct. 28, **30 FIRST DRAFT DUE (C).** (Last Day to withdraw with grade of W is Friday Nov. 1)

M: no class, but I will be available if you want to meet

W: Please submit the first draft of your paper in class. We will have a round-table discussion of the progress of your papers.

Sign up sheet for individual meetings starting Week 11.

11. Nov. 4, 6, Individual interviews to talk about first drafts (no class).

- Read Booth, Chap. 14.

12. Nov. 11, 13 Revising

- M: Read Booth, chs. 16 and 17. Bring the first and last page of your paper to class to discuss with your classmates (with enough copies for everyone)
- W: Bring the first and last page of your paper to class to discuss with your classmates (with enough copies for everyone).
- **Second drafts due if you are doing one.**
- Continue revising your papers

13. Nov. 18, 20 Practice presentations

- **M and W: Write (and be prepared to present to the class) a 900-1000-word (double-spaced) paper summarizing your topic, sources, and your conclusions. (Time yourself: the papers should be around 6-7 minutes long, no longer). We will be presenting these in class on Monday and Wednesday**
- Continue revising your papers and preparing the final draft.

14. Nov. 25 Festive Report (this might take place the following week instead depending on people's schedules)

- **Time to be determined: Festive final report** on revised papers. Members of the history Dept. faculty will be invited. Please invite your family and friends. There will be refreshments.

(Wednesday to Saturday Nov. 27 – 30 Thanksgiving Break; no classes)

15. Dec. 2, 4 Preparing the final draft (no class, but I will be available for individual meetings)

Friday, Dec. 6: Final Papers due in my office (CC 533) or to Dept secretary. Hand in first drafts as well.

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