This course is the History Department’s capstone research seminar. Required of all history, history-teaching, and family history majors, this course further hones your critical thinking, analytical, and research and writing skills as you prepare your senior thesis. In other words, you get to produce an article-length (20-25 page, publishable?!) piece of original historical scholarship—a primary source-based essay that contributes to our understanding of the past. This section of 490 focuses on Race and Gender in 20th Century America, a broad topic that encompasses my own research and teaching interests. In the first few weeks we will spend some of our time reading and discussing a number of articles on the civil rights movement, particularly the 1954 Brown v Board of Education ruling, as a way to talk about historiography, the kinds of questions historians ask, the variety of approaches they take—even on the same narrow topic—the types of sources scholars look at, different writing styles and organizational approaches, and how historians craft a meaningful argument. It is also one of the topics I know best. You are not, however, required to write about the civil rights movement. (I am also willing to consider 19th century topics.)

Learning Outcomes

1) Demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources

2) Acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid assertions.

3) Skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.

The very ink with which all history is written is merely fluid prejudice.

-Mark Twain
Classroom Etiquette

In this high-tech age of social networking, we like to think of ourselves as multitasking experts, able to check email, update facebook, tweet, message our friends and family, work on homework, and listen to lectures at the same time. Research shows that, in reality, this leads to ineffective class time that is also disruptive to others. You may use a laptop to take notes in this class but you must close all programs except for the one you use for note-taking. Please also be sure to silence your cell phone.

Class starts at 10am and ends at 10:50am. Please make every effort to be on time and to stay for the entire class period.

Be respectful and relevant as you comment and ask questions during class discussions. (Monopolizing class time is not respectful.)

Readings

Most of the reading you will do for this class will be unique to your individual research project. There are a number of articles at the beginning of the term, however, that we will be reading together. Some of them are available through JSTOR and other HBLL databases. Because of copyright restrictions you will need to purchase the following:


You will also need to get (if you don’t already have them), and to use often:


One copy of each of these books is available on 2 hour reserve in the library.

Class Policies

Class Participation
Students are expected to come to class prepared and to actively participate in class discussions. This is especially important since this is a small research seminar. Participation and in-class writing assignments account for 12% of your grade. Attendance, as well as the quality of your participation and work in class matter.

Grading
You are responsible for demonstrating mastery of course learning outcomes. Remember that in the university setting (at least at a university of BYU’s caliber), students are graded on excellence, not effort. In other words, spending time on an assignment does not qualify it for a particular grade.

Any fool can make history, but it takes a genius to write it.
-Oscar Wilde

Wwii poster
(and class mantra?)
Class Policies cont.

Grading Scale
A  93 and above
A-  90-92
B+  88-89
B   84-87
B-  80-83
C+  78-79
C   74-77
C-  70-73
D+  67-69
D   63-66
D-  60-62
F   Below 60

I recognize that students must often juggle school, work, family, church, and other responsibilities. I do not second-guess students' priorities or think less of students who choose to devote more time to other obligations instead of to a particular assignment or to the course as a whole. I respect students who establish their priorities, make difficult choices about their time, and accept the consequences of those decisions. That said, keep in mind that this is your CAPSTONE class. I hope you will make it one of your highest priorities this term.

Late Work
Assignments are due at the beginning of class. Work turned in later that day will receive a 5% penalty. Assignments turned in the following calendar day receive a 7% penalty. Assignments turned in thereafter are worth no credit. If you have a genuine emergency or extenuating circumstance I may make exceptions on a case-by-case basis.

Missed Class
This is not a class you can miss. We will not always meet; when we do, I expect you to be there. Because of the nature of the assignments (especially peer review work) you will generally not be able to make up work we do in class.

Assignments

Brown Historiography Paper  5%
Your first major assignment for this class will be a 4-5 page historiographical paper, based on our class readings on the 1954 Brown v. Board of Education case. A historiography paper is an essay that explores the different ways historians have approached an historical topic. It is not a study of a historical subject but rather an analysis of the ways in which scholars have interpreted that topic. A good historiography paper will provide readers with a detailed overview of the most important scholarship on a topic, and it will summarize, evaluate, and critique the arguments of each of those works. See handout for additional instructions.
Due: September 10th
Assignments cont.

Historiography Paper and Oral Report 6%
You have already been introduced to a range of perspectives on the Brown ruling. In this assignment (which includes a written and oral component) you will be exploring how historians have approached your own research topic. Detailed directions will be handed out and discussed in class.
Due: September 21st

Primary Source Oral Report 4%
For this assignment you will be given 5-7 minutes to talk with the class about the most significant primary sources you are using for your research paper and how they fit with your paper’s argument. Your presentation should evaluate your sources (what they allow you to do, their limits, biases, etc), explain how other scholars have used these sources (or not), and discuss how your approach to them differs from/is the same as how others have used them. You may wish to bring copies of particular sources to share with the class or to make a powerpoint presentation that highlights some of your sources. See handout for more detailed instructions.
Due: September 28th

Prospectus 8%
The purpose of the prospectus is to provide an overview of the field you are studying, to make a case for the approach you will take and your main argument(s), and to come up with a plan for finishing your paper. It might be considered a “road map” for your research and thinking as you continue working on your paper for this class. Your prospectus should include an essay, a schedule, and a bibliography. Detailed instructions will be made available.
Due: October 8th

Participation and In-Class Workshops 12%
You are expected to meaningfully contribute to class discussions. You will also be participating in class activities that are designed to help you practice the research and writing skills you are developing. “Workshop” activities may include, for example, putting a series of sources into proper citation format; rewriting sentences for clarity, grammar, and style; speed reading a historical monograph; identifying the argument(s) of a secondary source; analyzing primary sources; and, perhaps most importantly, engaging in peer review work.

Short Draft 5%
This means a 10 page draft of your research paper. Your draft should have a fully developed introduction, historiography
Assignments cont.

section, and several sections of the main body complete—at least in draft stage. It should outline the remainder of the paper and indicate sections for which more research is necessary.

Due: October 29th

Full Draft 10%
Your full draft should be 20-25 pages and include a fully developed and polished introduction and historiography. All sections of your main body should be drafted, with much of it having gone through at least one set of revisions. All foot/endnotes should be complete. Your paper should include a draft of your bibliography. You will also be required to submit a “self evaluation and what I plan to do from here” form (to be handed out) with your draft.

Due: November 16th

Final Research Paper 50%
This is it! The final, polished, proofread, product; 20-25 pages of your best work. Grading criteria (see sidebar and next page) will be discussed extensively in class and addressed in several handouts made available throughout the semester. Before turning in your final paper you must go over it with a writing tutor in the FHSS Writing Lab. Please submit a hard copy of your paper to me and upload it to Turn-it-in.

Due: Dec. 5th

Grading Criteria for History 490 Research Papers

Research Proposition. How well does the paper demonstrate an ability to delimit a viable project & to identify what main questions need to be asked & answered.

Historiography Review. How much does the paper demonstrate a familiarity with & a grasp of prior published research on the chosen topic & on germane topics?

Conceptual Theory. How much does the paper demonstrate a familiarity with & a grasp of conceptual debates—among historical interpretive streams &/or among social science theorists—that are relevant to the paper’s topic?

Sources. How well did the paper’s author track down & utilize all the best sources, especially primary sources, that are most relevant to the research project?

Original Conclusions. How clearly does the paper reach a set of conclusions? How original are the conclusions?

Evidence/Argument. What level of honesty, skill, & reasoning are evident in the use of evidence to construct & to support the paper’s argument or thesis?

Narrative/Voice. How well does the paper tell the story of the situation or event which it treats?
Grading Criteria cont.

Organization. Does the paper have a clear introduction, including a thesis? Is the organizational principle (chronology, theme, geography, etc.) of the paper's body appropriate & effective? Does the paragraph structure fit with the thesis? Is there a conclusion that effectively summarizes the paper's argument?

Paragraph & sentence structure. Are the paragraphs coherent units? Do paragraphs' first sentences transition & introduce? Do last sentences summarize & transition? Do sentences connect logically?

English prose usage. Does the prose observe good English usage for grammar, syntax, punctuation, & parallel structure in tenses & antecedents?

Critical apparatus. How consistent are the citations in the notes & bibliography? How well do they conform to Turabian?

Class Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING/RESEARCH</th>
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<tbody>
<tr>
<td>August 27</td>
<td>Introductions; History and Historiography</td>
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<tr>
<td>August 29</td>
<td>Aims and Questions; Characteristics of a Good Research Paper</td>
<td>Review Turabian pages 5-22 and handout on “Evaluating History 490 papers.”</td>
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<tr>
<td>August 31</td>
<td>Topics, and Sources</td>
<td>Review Turabian pages 24-61.</td>
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<td>*Class will meet in HBLL Special Collections</td>
<td>Labor Day (No Class)</td>
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<td>DATE</td>
<td>TOPIC</td>
<td>READING/RESEARCH</td>
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<tr>
<td>September 10</td>
<td>Finding and Reading Sources</td>
<td>Preliminary Research/Reading on potential topics</td>
<td>Brown Historiography Paper</td>
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<td>*Meet in HBLL</td>
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<td>Handout on potential topics (bring to</td>
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<td>Room TBA</td>
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<td>consultation)</td>
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<tr>
<td>September 12-</td>
<td>Individual Consultations (Required)</td>
<td>Research/Reading on your topic</td>
<td>Article Review handout(s)</td>
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<td>14</td>
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<tr>
<td>September 17</td>
<td>Finding and Reading Sources, Part II</td>
<td></td>
<td>Historiography Presentation and Paper</td>
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<tr>
<td>*Meet in HBLL</td>
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<td>Room TBA</td>
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<tr>
<td>September 19</td>
<td>No Class</td>
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<tr>
<td>September 21</td>
<td>Historiography Presentations</td>
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<td>September 24</td>
<td>HPs Continued</td>
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<tr>
<td>September 26</td>
<td>No Class</td>
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<tr>
<td>September 28</td>
<td>Primary Source Presentations</td>
<td></td>
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<tr>
<td>October 1</td>
<td>PSPs Continued</td>
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<td>October 3</td>
<td>The Prospectus</td>
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<td>October 5</td>
<td>No Class</td>
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<tr>
<td>October 8</td>
<td>Individual Consultations—Prospectus Review (Required)</td>
<td></td>
<td>Prospectus due—bring 2 copies to your</td>
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<tr>
<td>October 10-12</td>
<td>No Class</td>
<td></td>
<td>consultation)</td>
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<tr>
<td>October 15</td>
<td>Narrowing/Expanding/Rethinking your Topic &amp; Questions</td>
<td></td>
<td>Bring Turabian to class</td>
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<tr>
<td>DATE</td>
<td>TOPIC</td>
<td>READING/RESEARCH</td>
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<td>October 17</td>
<td>Evidence/Arguments</td>
<td>Review <em>Trimble</em> pages 3-81; <em>Turabian</em> pages 102-108.</td>
<td>Bring <em>Trimble</em> and <em>Turabian</em> to class</td>
</tr>
<tr>
<td>October 19</td>
<td>Introductions/Conclusions</td>
<td></td>
<td>Short Draft due—bring 2 copies to class</td>
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<tr>
<td>October 22-26</td>
<td>No Class (individual consultations recommended)</td>
<td></td>
<td>Bring <em>Trimble</em> to class</td>
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<tr>
<td>October 29</td>
<td>Peer Review</td>
<td></td>
<td>Bring <em>Trimble</em> to class</td>
</tr>
<tr>
<td>October 31</td>
<td>Writing/Rewriting</td>
<td></td>
<td>Bring a current draft of your paper and come prepared to discuss research and writing issues.</td>
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<tr>
<td>November 2</td>
<td>Grammar and Punctuation Usage</td>
<td>Review <em>Trimble</em>, pages 105-132.</td>
<td>Full Draft due—bring 2 copies to your consultation</td>
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<tr>
<td>November 5-7</td>
<td>Individual Consultations (required)</td>
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<tr>
<td>November 9</td>
<td>No Class</td>
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<tr>
<td>November 12</td>
<td>Writing and Research Issues</td>
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<tr>
<td>November 14-16</td>
<td>Individual Consultations (Required)</td>
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<tr>
<td>November 19-23</td>
<td>No Class</td>
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<tr>
<td>November 26</td>
<td>Writing/Rewriting Redux</td>
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*All the great masters of prose . . . have to labor for years before attaining to their mastery of it. The early prose of Abraham Lincoln was remarkable only for its badness.*

-H. L. Mencken

Bring a current draft of your paper.
## Class Schedule cont.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING/RESEARCH</th>
<th>DUE</th>
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<tbody>
<tr>
<td>November 28</td>
<td>Peer Review</td>
<td>Bring a current draft of your paper to class.</td>
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<tr>
<td>November 30</td>
<td>No Class (individual consultations recommended)</td>
<td>Final Research paper due.</td>
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<tr>
<td>December 3</td>
<td>*Meet in HBLL Room TBA</td>
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<tr>
<td>December 5</td>
<td>History Matters</td>
<td>Please don’t forget to fill out course evaluations. Your constructive feedback</td>
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<td></td>
<td>Proposing Papers, Publishing, and Presenting</td>
<td>really does help me think about what worked well and how I can improve the</td>
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<td></td>
<td>at Conferences</td>
<td>class the next time around.</td>
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## University Policies

**Academic Honesty Policy**

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that ‘character is the highest aim of education’ (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Plagiarism Policy**

Writing submitted for credit at BYU must consist of the student’s own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research or analysis paper, or a book review), but such material must support the student’s own work (not substitute for it).
University Policies cont.

and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing. See http://www.byu.edu/honorcode for specific examples of intentional, inadvertent plagiarism and fabrication, falsification. If a website, a friend, or an evil internal voice suggests that “it’s collaboration not copying,” don’t believe it!

BYU Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the University’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Gender Equity and Sexual Harassment
Title IX of the Education Amendments of 1972 (an important piece of legislation in the history of American women) prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

Students with Disabilities
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

A historian has many duties. Allow me to remind you of two which are important. The first is not to slander; the second is not to bore.

-Voltaire
University Policies (cont.)

University-Excused Absences
Participation in University-sponsored activities, illness, or other personal emergencies do not “excuse” students from class work. Please make arrangements ahead of time in the case of University-sponsored activities. Please contact me as soon as possible if protracted illness or personal emergencies arise.

Class Preparation Time
The expectation for undergraduate courses is three hours of work per week per credit hour for the average student who is appropriately prepared; much more time may be required to achieve excellence, especially in a research seminar.

Respectful Environment Policy
"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others . . . We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."
'I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010.
"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010.

The value of history is, indeed, not scientific but moral; by liberalizing the mind, by deepening the sympathies ... it prepares us to live more humanely in the present and to meet rather than to foretell the future.

-Carl Becker

Useful History Writing Websites
http://www.brown.edu/Student_Services/Writing_Center/resources_writers/article_lodewick.html
http://www.bowdoin.edu/writing-guides/ (be sure to look at all the topics covered, via the side panel)

Counseling
BYU provides free counseling services to students. Our college liaison at the Counseling Center is Jim McArthur. BYU also provides 24 hour, seven days a week emergency help. During regular business hours call the Counseling Center at 422-3035. After hours a counselor can be reached by calling 422-2222.