

History 2012
Graduate Writing Seminar
Fall 2016

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Office hours: Tuesdays 1:30-3:30, and by appointment

This seminar provides graduate students, particularly MA students, with the opportunity to design, research and write a research paper based on primary sources that will form the basis for the research paper that is required for the Master's Degree. Students will work with the instructor and another faculty member who is a specialist in their area of interest. While the course's main goal is to help students complete a draft of their writing project by the end of the semester, it also addresses issues key to graduate writing, such as editing one's work, critiquing each other's work, writing grant proposals, and ethics in writing (especially avoiding plagiarism).

Requirements

1. Attendance and class participation are a required part of the course. The weekly readings are listed in the course schedule below and can be downloaded from CourseWeb. All students are expected to complete all reading assignments on time and should come to the relevant class session prepared to discuss them.
2. Various oral and written assignments (see below). All papers should use standard font and settings (double-spaced, 12 point type, 1.25" margins) and should be sent as email attachments.

Grading

I will use plus/minus grading. Your final grade will be computed as follows:

- 1) 1-2 page comparative analysis of 2 scholarly works (due Week 3) counts about 5%.
- 2) 4-5 page review of background secondary literature (due Week 4) counts about 15%.
- 3) 2-3 page project proposal (due Week 5) counts about 10%.
- 4) 1-2 page analysis of related primary source (due Week 6) counts about 5%.
- 5) At least 3-page draft of one section of your paper (due Week 7) counts about 3%.
- 6) Completed draft of one section of your paper (due Week 8) counts about 7%.
- 7) At least 4-page draft of second section of paper (due Week 10) counts about 5%.
- 8) Draft of final paper (due Week 14) counts about 10%.
- 9) Revised draft of final paper (due Week 15) counts about 15%
- 10) Attendance and participation count about 25%.

Academic Integrity

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in

the University Guidelines on Academic Integrity. This may include, but is not limited to the confiscation of the examination of any individual suspected of violating the University Policy.

Disability Services

If you have a disability, contact both your instructor and the Office of Disability Resources and Services (DRS), 216 William Pitt Union, 412-648-7890/412-383-7355 (TTY) as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Note-taking

To ensure the free and open discussion of ideas, students are not permitted to record classroom discussion. If you have questions or concerns about effective note-taking strategies, please drop by my office hours. I would be happy to speak with you.

Schedule

Week 1

8/30 Introduction

- a) Purdue Online Writing Lab (<https://owl.english.purdue.edu/owl/resource/658/01/>)

Week 2

9/6 Designing a research topic

Readings:

- a) Adam Pzeworski and Frank Salomon, *The Art of Writing Proposals*, New York: SSRC, 1988.
- b) Christina Gillis, "Writing Proposals for ACLS Fellowship Competition"
- c) "Sample grant proposals"

Assignments:

- a) Meet with your advisor to discuss MA essay topic and identify 1 historiographical essay and 1 research-based article, both of which should be related to your proposed topic;
- b) Email me by Monday, Sept 5., 12 pm, two paragraphs outlining proposed topic and a 1-page list of primary and secondary sources;
- c) Read at least 2 sample grant proposals and come to class prepared to talk about their strengths;
- d) Bring 8 photocopies of the introduction of the research-based article mentioned above; come to class prepared to talk about the strengths of that introduction (especially how it presents the essay's main theme and argument).
- e) Begin reading relevant secondary works.

Week 3

9/13 Historiographical essay versus discussion of scholarly works in research essays

Readings:

- a) TBA (1 historiographical essay and 1 research essay on related themes);

- b) 1 historiographical essay and 1 research-based essay selected in consultation with your advisor

Assignments:

- a) Email me by Monday, Sept 12, 9 am, 1-2 page comparative analysis of two scholarly works (either articles or books) related to your research project.
- b) 2 paragraphs on how treatment of scholarship in historiographical essay differs from that in research-based essay.

Week 4

9/20 **Meeting with Christopher Lemery (department's library liaison) to learn how to access and use library databases;**

Assignment:

- a) Email me by Monday, Sept. 19, 9 am, a 4-5 page review of background secondary literature.

Week 5

9/27 **Ethics in writing**

Readings:

- a) AHA, *Statement on Standards of Professional Conduct*, 2011, pages 1-10.
- b) Peter Hoffer, "Reflections on Plagiarism, Part 1: A Guide for the Perplexed," *Perspectives* 42:2 (2004), 17-23.
- c) Ron Robin, *Scandals and Scoundrels: Seven Cases That Shook the Academy*, Berkeley: University of California Press, 2004, 31-56.
- d) Joanne Meyerowitz et al, "Round Table on History's Ethical Crisis," *Journal of American History* 90:4 (2004), 1325-56.
- e) AHA, "Plagiarism: Curricular Materials for History Instructors. Discussion Questions," <https://www.historians.org/teaching-and-learning/classroom-content/plagiarism-curricular-materials-for-history-instructors/exercises>

Assignment:

- a) Email me by Monday, Sept. 27, 9 am, a 2-3 page project proposal and a 1-page revised list of key primary and secondary sources.

Week 6

10/4 **No Class**

Assignment:

- a) Email me by Monday, Oct. 3, 12 pm, 1-2 page analysis of a primary source related to your research project
- b) Email me by Monday, Oct. 3, 9 am, outline of one section of your paper

Week 7

10/11 **Editing your own work I**

Reading:

- a) Joseph Williams, *Style: Toward Clarity and Grace*, Chicago: Univ. of Chicago Press, 1990, pp. 45-65.

Assignment:

- a) Email me by Monday, Oct. 10, 9 am, a draft of one section of your paper (at least 3 pages)

Week 8

10/18 **No class (fall break)**

Assignment:

- a) Email me by Tuesday, Oct. 18, 12 pm, completed draft of one section of your paper

Week 9

10/25 **Editing your own work II**

Reading:

- a) Joseph Williams, *Style: Toward Clarity and Grace*, Chicago: Univ. of Chicago Press, 1990, TBA

Assignment:

- a) Email me by Monday, Oct. 24, 12 pm, outline of second section of your paper

Week 10

11/1 **Discussion of paper drafts**

Assignment:

- a) Email me by Monday, Oct. 31, 9 am, draft of second section of paper (at least 4 pages)
- b) Comment on assigned paper (discuss strengths/weaknesses of paper and suggest areas for improvement).

Week 11

11/8 **No class**

Assignment:

- a) Email me by Tuesday, Nov. 8, 12 pm, outline of the rest of your paper

Week 12

11/15 **Evaluating student writing**

Readings:

- a) Ronald Lunsford, "When Less is More: Principles for Responding in the Disciplines," Mary Deane Sorcinelli and Peter Elbow (eds.), *Writing to Learn: Strategies for Assigning and Responding to Writing across the Disciplines*, San Francisco: Jossey-Bass, 1997, 91-104.
- b) Elizabeth Hodges, "Negotiating the Margins: Some Principles for Responding to Our Students' Writing, Some Strategies for Helping Students Read Our Comments," *Writing to Learn*, 77-89.

Week 13

11/22 **No class**

Week 14

11/29 **Discussion of final draft**

Reading:

- a) Read draft of assigned paper and come to class prepared to comment on it

Assignment:

- a) Email me by Monday, Nov. 28, 9 am, draft of paper

Week 15

12/6 On publishing journal articles

Reading:

- a) "Publishing Scholarly Works," pages 2-5, 10-11.
- b) "Guide to Publishing An Article," pages 1-2.

Assignment:

- a) Email me by Monday, Dec. 5, 9 am, revised draft of paper.