

Syllabus - Spring 2019

HIST 803: Research and Writing Seminar: America to 1860

Weds., 6:00PM - 9:00PM
JMH203

Note: This syllabus, including the course calendar, is subject to change with notification. You are now looking at the most up-to-date version.

I. Instructor Information

Prof. Dael Norwood
History Department
University of Delaware
he/him

Munroe Hall 232
dnorwood@udel.edu
Office Hours:
Tuesdays, 2-5pm & by appointment

II. Course Description

History 803 provides you with an opportunity to research and write history. The goal of the seminar is for each seminar participant to produce an article-length research essay on a topic in early American history, a topic construed broadly, vastly, and generously. This essay, in all its drafts, should be 25-30 pages in length (6,000-8,000 words), with footnotes and a bibliography (the latter not included in the page/word count).

This will not be easy work, but you will have guidance – from me, and from your classmates – to aid you. By completing the assignments, you will learn how to locate sources needed for successful research on early American history; how to interpret those sources and use them as evidence to craft a novel, credible analysis; and finally, how to assemble that evidence to write a polished, engaging narrative. Seminar participants will be graded on an A-F scale for their class participation and their final research papers (see “Assessment” below); all other presentations, drafts, and critiques will be marked either complete/incomplete, for marginal credit.

We will proceed as follows:

Before our first class, I will assign two articles; these will provide the basis for a discussion about the research article as a genre, and an introduction to the course’s content. Read them closely and come prepared to discuss them in depth.

At that first meeting, all seminar participants will *also* be assigned a prompt for a “treasure hunt.” Working in pairs, seminarians will investigate the resources of Morris Library and online databases and present their findings at our second class. Your succinct oral reports should include tips for conducting online searches and locating specific collections in the library.

Treasure-hunting has only one iron rule: **you may not use any monographs**. Focus on mastering online resources and Morris Library’s catalogs and finding aids – but remember to leave space for serendipity, too. Haunt the stacks and get lost in the stuff, online and off: you’ll be amazed at what you can find in some odd corner of the basement, in that last digitized archival folder, or what suddenly draws your attention after examining the thousandth image in that microfilm. I encourage you to conspire while treasure-hunting: exchange tips and leads, share strategies and ideas. I also urge you to consult the excellent staff at Morris Library – the professional librarians, not the student workers – in Reference, Microfilms, and Special Collections.

At the end of our second class meeting, students will break into three groups. Those who wish to pursue a topic of their own devising, unrelated to the first treasure hunt, will comprise Group I. Those students who wish to pursue a research topic related – however tangentially – to the first treasure hunt will join Group II. Students who have made no firm decision about their research project will form Group III. I will assign each member of Group III an individual treasure hunt for the following week, one that should yield a research topic.

After further research and reflection – including a survey of the secondary literature to ensure that no other scholar has addressed your subject as fully or as imaginatively as it merits – you will present a research proposal to the seminar. Proposals should be two pages, double-spaced: page one should be a description of your research project; page two should be a brief bibliography, indicating major primary sources and secondary works, with some summary of the role you expect them to serve in your work. Presentations will be weekly by group (see Course Calendar, below).

I urge all seminar participants to consult with me on research topics *well before* the seminar meeting in which you will make your presentation to the class. Indeed, I encourage you to confer with me regularly about your research, across the semester – in person works best. (My office hours are Tues, 2-5pm, and by appointment.)

Group I will have the first draft of their research papers finished and uploaded to our shared Google Drive folder by Wednesday April 3 (the middle of Spring Break, alas; can't be helped). Group II will do the same by class time the next week, and followed, logically, by Group III.

These drafts will provide fodder for productive discussion and written criticism. On the day drafts are due to be discussed, seminar participants will provide each author with a critique – one page, single-spaced, addressed to the draft author as a letter, constructive but unsparing – submitted by class time the shared Google Folder. We will repeat, in the same order, a similar review of revised drafts, at the times appointed in the syllabus.

It is important that all seminar members meet their deadlines. Failing to do so will inconvenience your colleagues, and possibly result in “bumping” the discussion of an overdue paper into a later week, thereby stealing time from the seminar members allotted that class meeting for consideration of their drafts. So: don't fall behind!

III. Learning Resources

Readings

Our course readings will consist primarily of drafts, as described above, made available through a shared class Google Drive folder. The two articles to be read before our first class meeting will have citations with links in the syllabus, and be shared in an introductory e-mail.

You should come to every class with copies of the readings (hardcopy or digital) in an appropriate legible format (i.e. not on your phone). If you have any trouble obtaining course texts in a timely matter please let me know, and I will do what I can to assist you.

Technology in the Classroom

You are welcome to use your computer or tablet in class for course materials or to take notes. However, if you are using your computer, tablet, or phone for non-course-related purposes, you will be asked to put them/it away for the rest of class. Such behavior is distracting to you, to your fellow classmates, and to me.

Additional Resources

- Chicago-style Quick Citation Guide, https://www.chicagomanualofstyle.org/tools_citationguide.html
- University of Delaware University Library, <https://library.udel.edu/>
- UD Library Guide to History Resources, <https://guides.lib.udel.edu/c.php?g=85557&p=6136915>
- UD Library Guide to Primary Sources, <https://guides.lib.udel.edu/primarysources>
- University of Delaware Student Code of Conduct: Academic Honesty, <http://www1.udel.edu/stuguide/18-19/code.html#honesty>
- Disability Support Services (accommodations, etc), <https://sites.udel.edu/dss/>
- Writing Center (consultations for papers and oral presentations *highly* recommended), <https://www.writingcenter.udel.edu/>
- Office of Academic Enrichment (tutoring, study skills, time management), <http://www.ae.udel.edu/>

IV. Assessment

Seminar participants will be graded on an A-F scale for their class participation and their final research papers; all other presentations, drafts, and critiques will be marked either complete/incomplete, for marginal credit.

Grading Breakdown

Participation	20.0%
Treasure Hunt	1.0%
Research Proposal	1.0%
First Draft	1.0%
Comments on Group I First Drafts	1.0%
Comments on Group II First Drafts	1.0%
Comments on Group III First Drafts	1.0%
Revised Draft	1.0%
Comments on Group I Revised Drafts	1.0%
Comments on Group II Revised Drafts	1.0%
Comments on Group III Revised Drafts	1.0%
<u>Final Paper</u>	<u>70.0%</u>
Total	100.0%

Grading Scale

A	94.50 and over
A-	89.50 to 94.49
B+	86.50 to 89.49
B	82.50 to 86.49
B-	79.50 to 82.49
C+	76.50 to 79.49
C	72.50 to 76.49
C-	69.50 to 72.49
D+	66.50 to 69.49
D	62.50 to 66.49
D-	59.50 to 62.49
F	Below 59.5

Participation (20%)

Our course will only be as good as the level of participation of its members. For this reason, participation is graded and weighted heavily in your final grade. Participation is measured not just by talking – although that you must do that – but by your sustained critical engagement with the readings, with the questions posed by fellow students and the professor, and with the larger historical issues throughout the term. Obviously, you cannot participate effectively if you are not in attendance: thus, every effort should be made to attend our meetings.

Final Paper (70%)

This is the primary assignment for the seminar: an article-length research essay on a topic in early American history. It should be 25-30 pages in length (6,000-8,000 words), with footnotes and a bibliography (the latter not included in the page/word count).

NB: These guidelines also apply to drafts - each draft should be as close in form and length to the final paper as is possible in that moment.

Rubric for Written Assignments

When grading, only the words on the page will be evaluated – external variables like improvement or effort will not be. The effort you put into an assignment will most certainly be evident in the paper you produce. Pluses and minuses represent shades of difference.

- A range papers -** have a clear, engaging and interesting argument, show extraordinary analytical effort or skill, deploy evidence insightfully and in-depth, make almost no factual errors, are comprehensive, thought-provoking, and written in a clear, sophisticated style;
- B range papers -** exhibit a clear but perhaps vague, uninteresting, or inconsistently argued argument, show good analytical skills, have no more than a few insignificant factual errors, include well-chosen but sometimes undigested evidence, and are solidly written, and thorough;
- C range papers -** do not mount a clear and convincing argument, fully analyze the subject, make few consequential factual errors, fail to present sufficient evidence to support all claims, or are written in an unclear, simplistic, or technically flawed style
- D range papers -** are purely descriptive, lacking a clear argument and displaying a rambling or unfocused structure, draw on little evidence, make factual errors, are incomplete, or do not show sustained awareness of the basic conventions of academic writing
- F papers -** have failed to address the questions or objectives of the assignment, or fail to meet basic standards for analysis, use of evidence, or quality of expression in writing, or fall significantly short of the assigned length.

General Guidelines for written work

- Use a reasonable font, and double-space your writing. Paper length requirements in this class are denoted primarily in word counts; margins & etc. are up to you. But be kind to tired historians' eyes: Times New Roman would be agreeable; Comic Sans is a casus belli.
- Always title your paper, and include your name at the top of the first sheet. Please include page numbers.
- Proofread your writing for typographical, grammatical, and punctuation errors. If your papers are consistently riddled with such errors, they will affect your grade.
- Submission: All written work must be word-processed, and submitted electronically via the class's Google Drive folder
- Late work will be penalized: you will lose a letter grade for every two days an assignment is late. HOWEVER, it is far, far better to turn in a late paper than to plagiarize in order to get a paper in on time.

V. Course Calendar

Week 1	Wed., Feb. 13	Introduction & Treasure Hunt Assignment 1
		<i>Reading</i> (available via UD's subscription to Project Muse) <ul style="list-style-type: none">• Katherine Smoak, "The Weight of Necessity: Counterfeit Coins in the British Atlantic World, circa 1760–1800," <i>The William and Mary Quarterly</i> 74, no. 3 (July 25, 2017): 467–502, http://muse.jhu.edu/article/665691• Shane White, "Freedom's First Con: African Americans and Changing Notes in Antebellum New York City," <i>Journal of the Early Republic</i> 34, no. 3 (2014): 385–409, https://muse.jhu.edu/journals/journal_of_the_early_republic/v034/34.3.white.html
Week 2	Wed., Feb. 20	Reports on Treasure Hunt 1 by all Treasure Hunt 2 Assignment for Group III
Week 3	Wed., Feb. 27	Reports on Treasure Hunt 2 by Group III Presentation of Individual Research Proposals by Group I
Week 4	Wed., Mar. 6	Presentation of Individual Research Proposals by Group II
Week 5	Wed., Mar. 13	Presentation of Individual Research Proposals by Group III
Week 6	Wed., Mar. 20	No class; individual meetings & work on papers (make an appt)
Week 7	Wed., Mar. 27	No class; individual meetings & work on papers (make an appt)
Week 8	Wed., Apr. 3	Spring Break (no class) Group I First Drafts Due
Week 9	Wed., Apr.,10	Discussion of Group I First Drafts Group II First Drafts Due
Week 10	Wed., Apr. 17	Discussion of Group II First Drafts Group III First Drafts Due
Week 11	Wed., Apr. 24	Discussion of Group III First Drafts Group I Revised Drafts Due
Week 12	Wed., May 1	Discussion of Group I Revised Drafts Group II Revised Drafts Due
Week 13	Wed., May 8	Discussion of Group II Revised Drafts Group III Revised Drafts Due
Week 14	Wed., May 15	Discussion of Group III Revised Drafts
Finals Week		Final Paper due Wed., May 22, 2019

VI. Course Policies

Tardiness & Attendance

We're all adults. Let's be here on time, every time, for every meeting. If you must be late, don't disrupt your fellow students with your entrance; if you do, you will be asked to leave.

Regular attendance is expected unless there are very serious extenuating circumstances forcing you to miss class. Per University of Delaware policy, absences will be excused for religious holidays and observances, military duty, and participation as a university representative in official extracurricular activities, as well as for illness, family emergencies, or other personal crises. If you are going to be absent, I expect a message explaining why. Excessive unexcused absences will negatively affect your participation grade.

Courtesy

We will be discussing contentious issues throughout the semester, and practicing the very difficult art of offering – and accepting – constructive criticism. While different opinions are expected, I will demand that you show courtesy, respect, and generosity to your fellow seminar colleagues, at all times.

Communication (Shared Folder & E-mail)

A shared Google Drive folder will be maintained for this class; check it regularly for course materials.

Outside of class, I communicate primarily via e-mail, so make sure you regularly check your University of Delaware e-mail account. During the regular semester, you can expect an e-mail response to any inquiries within 48 hours. That said, while I am happy to answer simple queries over e-mail, I will not discuss paper topics or grades in-depth. Please see me in office hours (Tues., 2-5pm, Munroe 232) or make an appointment for these more involved discussions.

Late Work

Late written work is not encouraged, but will be accepted. However, you will lose a half a letter grade for every day that a paper is late (e.g. an A will become an A-, a B+ a B, etc.). That said, it is far, far better to turn in a late paper than to plagiarize in order to get a paper in on time.

Academic Integrity

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. Complete details of the university's academic integrity policies and procedures can be found at <http://www1.udel.edu/studentconduct/policyref.html> Office of Student Conduct, 218 Hulliher Hall, (302) 831-2117. E-mail: student-conduct@udel.edu

Harassment and Discrimination

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment. As a member of the community, your rights, resource and responsibilities are reflected in the non-discrimination and sexual misconduct policies. Please familiarize yourself with these policies at www.udel.edu/oei . You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the EthicsPoint Compliance Hotline at www1.udel.edu/compliance. You can also report any violation of UD policy on harassment, discrimination, or abuse of any person at this site: sites.udel.edu/sexualmisconduct/how-to-report/

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated to inform the university's Title IX Coordinator. The university needs to know information about such incidents in order to offer resources to victims and to ensure a safe campus environment for everyone. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and how to reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24-hour crisis assistance and victim advocacy and counseling. Contact 302-831-1001, UD Helpline 24/7/365, to get in touch with a sexual offense support advocate.

For information on various places you can turn for help, more information on Sexual Misconduct policies, where to get help, and reporting information please refer to www.udel.edu/sexualmisconduct

Inclusion of Diverse Learning Needs

Any student who thinks they may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. The DSS office is located at 240 Academy Street, Alison Hall Suite 130, Phone: 302-831-4643, fax: 302-831-3261, DSS website (www.udel.edu/DSS/). You may contact DSS at dssoffice@udel.edu

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact:

Director, Institutional Equity & Title IX Coordinator- Susan L. Groff, Ed.D. groff@udel.edu, 305 HULLIHEN HALL
Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Director, Office of Disability Support Services, Anne L. Jannarone, M.Ed., Ed.S. - ajannaro@udel.edu
Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the U.S. Department of Education - Office for Civil Rights (wdcrobc01.ed.gov/CFAPPS/OCR/contactus.cfm)

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Office of the Dean of Students (302-831-8939) for support and direction to accessible resources. The campus food pantry, Blue Hen Bounty, is open for walk-ins throughout the semester at 276 South College Ave, M-Th 9am-1:30pm, and W 4-5pm. You can also reach out via e-mail (bluehenbounty@gmail.com).

Furthermore, if you are comfortable doing so, please notify the professor (me). This will enable me to provide any resources that I may possess.

VII. Acknowledgments

I would like to express my grateful appreciation to Jessica Choppin Roney (Temple University), Andrew Shankman (Rutgers University – Camden), Owen White (University of Delaware), Christine Heyrman (University of Delaware), and Catherine McNeur (Portland State University), for their advice and conversation on teaching research methods in history. This syllabus has been improved through study of – and prodigious borrowings from – course materials created by Christine Heyrman (University of Delaware), Jessica Choppin Roney (Temple University), Stephen Ortiz (Binghamton University), and Heather Welland (Binghamton University).

Any errors or limitations are my sole responsibility.

VIII. Copyright

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