



The Writing of History

Department of History

College of Prothro-Yeager College of Humanities and Social Sciences

HIST 3903-201

MWF: 10:00-10:50 A.M.

PY 202

Spring 2023

Contact Information

Instructor: Dr. Whitney Snow

Office: OD 223

Office hours: Wednesdays (noon to 1:00 P.M.); Tuesdays and Thursdays (2:00-4:00 P.M.); and by appointment

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Course Description

The Writing of History is a seminar meant to introduce students to the practice of historical research and writing. Students will learn research methods, analyze sources, craft theses, and present a term paper at the Undergraduate Research and Creative Activities Forum. Throughout the course, students will learn to edit and critique each other's writings. They will provide and receive constructive criticism to perfect their writing. The theme for this course is "Memory."

Required Books

Antonova, Katherine. *The Essential Guide to Writing History Essays*. Oxford University Press, 2020.

Hodes, Martha. *Sea Captain's Wife: A True Story of Love, Race and War in the Nineteenth Century*. W.W. Norton & Co., 2011.

Kilcrease, Bethany. *Falsehood and Fallacy: How to Think, Read, and Write in the Twenty-First Century*. University of Toronto Press, 2021.

Ritchie, Donald A. *Doing Oral History*. Oxford University Press, 2015.

Storey, William Kelleher. *Writing History: A Guide for Students* 6th ed. Oxford University Press, 2020.

Turabian, K.L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Ninth Edition. Chicago: University of Chicago Press, 2018.

Class Format

*This seminar will be largely discussion based. Students will engage in pertinent conversation both in class and via D2L assignments. To achieve such collaborative editing, attendance is key.

*Failure to complete any assignment or editing task will result in lower grades for those particular assignments.

*On the day an assignment is due, students are expected to **bring a physical copy to class and upload a digital copy to a D2L dropbox.**

Attendance

Students will be permitted to make up missed assignments in the case of official university-related absences. If documentation is provided as evidence, students will also be allowed to make up missed assignments in the case of illness and/or close family death. If you have more than 4 unexcused absences, you may be dropped from the class.

D2L

Extensive use of D2L is part of this course. I will use D2L for posting syllabi, course communication, course schedule, and gradebook. You should regularly check D2L for information pertaining to the class.

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Grading

Assignments	Percentage
Student participation in classroom discussion and workshop editing	10%
Primary Source Analysis (600 words)	10%
Book Review (2-3 pages)	10%
Annotated Bibliography	10%
Historiographical Essay (5-6 pages)	10%
Oral Interview	10%
Term Paper Proposal (600-900 words)	5%
UGRCAF Presentation	10%
Term Paper (10-12 pages)	25%

Table 2: Total points for final grade.

Grade	Points
A	90-100
B	80-89

Grade	Points
C	70-79
D	60-69
F	0-59

Assignment Definitions

Primary Source Analysis—Cogent 2-page analysis of a primary source that briefly establishes the historical context of the source, identifies the purpose of said document, and posits biases of the author or creator of that source.

Book Review—A 2-3-page critical evaluation of Martha Hodes' *Sea Captain's Wife*. It needs to briefly summarize the work, identify potential bias, and evaluate the work critically.

Annotated Bibliography—A formal bibliography in which the author gives a brief description of each of the selected sources and points out how this information fits into his or her working thesis. Locate 15 secondary sources (university press published books) and assess their value to your research project.

Historiographic Essay—This is an essay that evaluates and compares a selected number of secondary sources, identifying their strengths and weaknesses, and offers an evaluation of the published resources on a particular historical topic.

Oral Interview—An interview of someone from another culture or generation. Students must come up with twelve questions to ask their interview subjects. The interview needs to be recorded and transcribed.

Paper Proposal—A 2-3-page document that offers the audience a narrative of what the author intends to argue in a research paper. It should clearly set the context of the historical question/problem, offer a solid working thesis, present 3-4 points the author will use to argue the thesis, and, in the conclusion, explain why this historical investigation is relevant. Students should view this as an exercise that outlines the paper to be produced.

Research Paper—An argumentative essay that poses a thesis on a topic, historically contextualizes said topic, and supports the thesis with relevant primary and secondary sources of evidence. It should be well written, logically constructed, and critical of sources.

Rough Draft—A rough draft, which you will share with a peer reviewer (whom the professor will designate) who will compose a 300–500-word memo with comments/suggestions.

UGRCAF Presentation—At the Undergraduate Research and Creative Activities Forum, students will present a rough draft of their term paper.

Final Draft—A polished 10-12-page paper based on original research. It should include footnotes and a bibliography.

Midterm Progress Report

In order to help students keep track of their progress toward course objectives, the instructor for this class will provide a Midterm Progress Report through each student's WebWorld account. All students will receive this midterm progress report. Midterm grades will not be reported on the students' transcript, nor will they be calculated in the cumulative GPA. They simply give students an idea of where they stand at the midpoint of the semester. Students earning below a C at the midway point should schedule a meeting with the instructor.

Important Dates

Last day for term schedule changes: January 17-20

Deadline to file for May graduation: February 20

Last Day to drop with a grade of "W:" March 27

Instructor's In-Class Policies

*Attendance requires more than being present in class. It means showing up prepared; contributing to class discussions; and exhibiting respect for classmates and the instructor.

*Cell phones should be on silent and put away during class.

*If seen wearing earbuds or headphones, students will be asked to remove them. Repeat offenders will be asked to leave the classroom.

*Laptops are a privilege and not a right. Students are welcome to use laptops to take notes. However, if they are seen using the laptop for a non-class-related purpose, students will be given a verbal warning. Repeat offenders will no longer welcome to bring a laptop to class.

Services for Students With Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed.

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week or Module	Readings and other Assignments
Week 1 Jan 18 (Wed) Jan 20 (Fri)	Class Introduction Library Resource Overview and Topics Brainstorming
Week 2 Jan 23 (Mon) Jan 25 (Wed) Jan 27 (Fri)	Storey, Chapters 1-2 Storey, Chapter 3
Week 3 Jan 30 (Mon) Feb 1 (Wed) Feb 3 (Fri)	Storey, Chapter 4 Storey, Chapter 5 Storey, Chapter 6; Paper Proposals due
Week 4 Feb 6 (Mon) Feb 8 (Wed) Feb 10 (Fri)	Storey, Chapter 7 Storey, Chapter 8 Storey, Chapter 9; Primary Source Analysis due
Week 5 Feb 13 (Mon) Feb 15 (Wed) Feb 17 (Fri)	Kilcrease, Chapters 1-2 Kilcrease, Chapters 3-4 Oral Interview due
Week 6 Feb 20 (Mon) Feb 22 (Wed) Feb 24 (Fri)	Kilcrease, Chapters 5-6 Kilcrease, Chapters 7-9 Book Review due
Week 7 Feb 27 (Mon) Mar 1 (Wed) Mar 3 (Fri)	Antonova, Chapters 1-2 Antonova, Chapters 3-4 Antonova, Chapters 5-6; Annotated Bibliography due
Week 8 Mar 6 (Mon) Mar 8 (Wed) Mar 10 (Fri)	Antonova, Chapters 7-8 Antonova, Chapters 9-10 Antonova, Chapter 11
Week 9 Mar 13 (Mon) Mar 15 (Wed) Mar 17 (Fri)	SPRING BREAK
Week 10 Mar 20 (Mon) Mar 22 (Wed) Mar 24 (Fri)	Ritchie, Chapter 1 Ritchie, Chapter 2 Historiographic Essay due
Week 11 Mar 27 (Mon) Mar 29 (Wed) Mar 31 (Fri)	Ritchie, Chapter 3 Ritchie, Chapter 4 Term Rough Draft due for in class workshopping

Week or Module	Readings and other Assignments
Week 12 Apr 3 (Mon) Apr 5 (Wed) Apr 7 (Fri)	Ritchie, Chapter 5 Ritchie, Chapter 6 Ritchie, Chapters 7-8
Week 13 Apr 10 (Mon) Apr 12 (Wed) Apr 14 (Fri)	Continue working on your term paper
Week 14 Apr 17 (Mon) Apr 19 (Wed) Apr 21 (Fri)	Continue working on your term paper *Present Term Paper Presentation on April 20 at the MSU Texas Undergraduate Research & Creative Activity Forum (UGRCAF)
Week 15 Apr 24 (Mon) Apr 26 (Wed) Apr 28 (Fri)	Continue working on your term paper.
Week 16 May 1 (Mon) May 3 (Wed) May 5 (Fri)	Continue working on your term paper. Term Paper Final Draft due on May 5