Dr. Kyle F. Zelner
Office: 466 LAB  Office Phone: 601-266-6196  Email: kyle.zelner@usm.edu
Web Site: http://ocean.otr.usm.edu/~w535683/Index.html
Office Hours: Tuesdays, 2-3PM; Thursdays, 5:10-6PM & by appointment

Statement of Purpose:
This course is a semester-long apprenticeship in the craft of history. We will examine the nature of history, why it is important, and how it is practiced. When you successfully complete this course, you will have the basic skills necessary for beginning historians. The class will also prepare you, if you work hard and take its lessons to heart, for a more advanced study of history in upper division courses.

Course Goals:
To develop the students’ intellectual skills to analyze and interpret history. This development will enable the student to excel in a number of areas including reading comprehension, persuasive writing, and critical thinking.

Mechanics of the Course:
HIS 300 is a seminar, not a lecture course. We will meet to discuss topics and issues of importance to the study of history, often basing that discussion on extensive outside reading. The schedule of topics and readings follow. It is important that you have the reading done before class each week to be able to participate in class—which is essential to your successful completion of the course. Read the class schedule below, consult your USM email account, and listen for class announcements for changes in this general format.
Disclaimer for the Summer Session:

Even though this is a summer course, the amount of work must be the same as a regular 15-week term—three credit hours are three credit hours. This is especially true for HIS 300. Thus, assignments, readings, and discussions are highly condensed and you will have to work very hard to keep on track. The instructor will not accept any excuses for late work or offer an incomplete in this course unless the student can document a life-or-death (your own) emergency. The instructor also refuses to listen to any complaints about the timetable of the class—if you think the workload is unacceptable, take the course during a regular term.

Books to Purchase (available at the Barnes & Noble on campus):

Required:


Recommended:

A good, current dictionary and thesaurus.

Assignments, Attendance, & Grading:

The first assignment is the careful reading of this syllabus. Attentive and informed reading of all class readings is necessary for the satisfactory completion of the course.

Attendance at ALL classes is MANDATORY. Attendance will be taken at most class meetings and unexcused absences will hurt your final grade. Excessive unexcused absences (i.e. more than two) will result in the loss of a letter grade or even failure for the course. Absences are excused in the event of a true emergency (sleeping in or feeling “under the weather” DO NOT qualify) or with the prior approval of the instructor. In all cases, I require written documentation from the appropriate authorities (dean’s office, athletic coaches, doctors, etc.). Please Note: If you stop attending class, but do not withdraw from the course at the Registrar’s Office, the instructor will issue a failing grade (F) for the course.

HIS 300 is a seminar and as thus, group discussions are an extremely important component of the course. Students should come to class thoroughly familiar with all of the reading assigned for that day and prepared to discuss the readings in an informed manner. Students are required to bring all assigned reading materials (books, articles, etc.) to class discussion. High-quality class discussion is vital to the success of the course and as such, thorough reading and lively participation will be rewarded, while the opposite will be penalized (see the course grade breakdown). The instructor reserves the right to give short quizzes on the week’s material—especially if the discussion is not up to a professional standard.
**NOTE: The omission of any class requirement will result in automatic failure for the course— IN OTHER WORDS; YOU MUST TURN IN EVERY MAJOR ASSIGNMENT TO PASS THE COURSE. In addition, students who fail the final draft of the research paper will fail the course.**

HIS 300 is a writing intensive course. You will be doing a number of different types of writing assignments over the term to form an understanding of history writing in general and how to write a research paper in particular. The first two writing assignments are based on your reading of a historical monograph on your research topic (a history monograph is a book on a single topic in history—not a textbook or a primary source, but a book with a fairly detailed focus. For example, if your topic was the Continental Army during the American Revolution, a good monograph would be Charles Niemeyer's *America Goes to War: A Social History of the Continental Army.*) Once you find and read the book—which you must get approved by the instructor before you start—you will write both a précis and a critical book review of it. The two papers should be completely different.

A précis is a detailed description of the book’s major points of argument and any unique content. It does not evaluate the book—but instead gives a clear picture of the book so non-readers will know the major points the author was trying to make. A critical book review should briefly describe what the book is about, but concentrate on identifying and commenting upon the author’s thesis: What is the author trying to get across, how does she/he argue the case and upon what evidence, where does it fit into the historiography, and where and to what extent do you agree and disagree? If you are unsure how to write a critical book review, take a look at reviews in such publications as the *William and Mary Quarterly* or *Reviews in American History.* The précis can be a MAXIMUM of 600 words long, while the book review can be a MAXIMUM of 1000 words. See the grade scale and course schedule in this syllabus for when the papers are due and how they fit into the overall grade structure of the course.

For several weeks, students will be required to complete a series of exercises on historical argument, evidence, writing, plagiarism, and documentation (see course schedule). The exercises are extremely important tools in learning historical methods—they are not simply busy work. See the grade scale and course schedule below due dates and grade breakdowns.

HIS 300 also requires, as a part of the general education requirement for all history majors that students learn to evaluate sources on the internet. Students will write a website critique on either a web site which presents primary documents, like the Library of Congress’ “American Memory” site (http://memory.loc.gov/ammem/index.html) or one which seeks to explain or make an argument about a historical issue--a secondary site, for example, the “Jamestown Rediscovery” site (http://www.apva.org). Students will explore a site—it would make sense to use a site related to your main project, but it is not required—and write a 2-3 page critique. For more information what the critique should include, see the HIS 300 Website Critique rubric at the end of this syllabus. Once again, see the grade scale and course schedule below for when the critique is due and how it fits into the overall grade structure of the course.

The main assignment in HIS 300 is the production of a substantial research paper based on a variety of primary and secondary historical sources. The paper must be a meticulously researched, organized, well written, and persuasive. Papers which do not use both primary and secondary sources will not be accepted. The paper’s text should be a minimum of ten (10) pages long. The paper must also contain a formal bibliography (not included in the minimum ten pages). As with all papers in this course (see “Course Policies” below), the paper must use footnotes to document its sources. As this is a class on methods, students will be required to turn in, along with the research
Dr. Zelner, HIS 300, Summer 2008

The research paper, a photocopy of every source quoted or paraphrased—in other words, when you use a piece of evidence, you must photocopy the page it is on in the book, journal, etc. and turn that in (with the relevant portion highlighted) with the research paper.

Students will need to get started on their paper very early in the term and continue working on it, both in and outside of class, throughout the semester. One of the most important skills of a serious scholar is to be organized with your time and self-motivated to complete independent research. Each week, students will be asked to give a short oral report on their progress on the paper. During the class, students will turn in a formal paper topic report and an annotated bibliography before producing the research paper itself (see course schedule and grade scale for these items). Then, students will turn in two versions of the research paper. The first version—not a rough draft—will be heavily critiqued by the instructor and the student will then be required to re-draft the paper. Students should be prepared for a heavily marked first version and be ready to make MAJOR revisions on argument, evidence, organization, style, and grammar on the second, final version. Students who simply make a few minor changes and/or correct only grammar will see a reduction in their grade on the second version of the paper. **BE AWARE—it is possible to receive a worse grade on the second draft if the revisions are not substantial.** For more information on the research paper, see the “HIS 300 Research Paper” rubric at the end of this syllabus.

**A Note about Papers and Grading**

Clear, readable writing and careful proofreading are **minimal requirements**; I will **not read careless, unproofed writing**. Papers must be well written (i.e. technically sound, logically organized, and gracefully composed). Passive voice; passive construction; imprecise or unattached modifiers; improper use of relative pronouns; dull, limpid, or florid prose; and simple narrative are all frowned upon, as are many more sins of omission and commission.

**Grading Scale**

- Discussion/Participation: 10% (100 Points)
- Book Précis: 5% (50 Points)
- Book Review: 5% (50 Points)
- Exercices: 15% (150 Points)
- Web Page Critique: 5% (50 Points)
- Final Paper: (60% of final grade)
  - Annotated Bibliography: 10% (100 Points)
  - Draft Research Paper: 20% (200 Points)
  - Final Research Paper: 30% (300 Points)
- Total: 100% (1000 Points)

**Class Grade**

A=1000-900 points; B=899-800 points; C=799-700 points; D=699-600 points; F=below 600.

**A Note about Office Hours:**

I will hold office hours (see page 1) for any interested students at posted times and will be happy to arrange a different time for you to come in and see me if those times do not fit into your schedule. If for some reason I can not meet during my office hours, I will try to announce it in class and I will post it on my office door. This is time I have set aside for you to come in and talk about
your questions or comments about the class, history, writing, the college, or whatever (including “Battlestar Galactica”). It is a great time to come in and discuss paper topics or questions. If you're interested in majoring in history or thinking of someday going to grad school, come in and chat. It is unfortunate that more students don't take advantage of faculty office hours--we're not just available in the classroom.

Course Policies:

1. Class Climate: This course is designed to give you a chance to explore an area of academic interest through lectures, intensive reading, writing, and regular classroom discussion. In order for discussions to be productive, all students need to feel comfortable participating. We will create and maintain an atmosphere of mutual respect in which everyone’s ideas can be heard.

2. USM Email: All students should check their USM email regularly—you can set it to forward to your main email account (yahoo, hotmail, etc.) if you desire, just be sure to check it in some fashion. Students who do not set up their accounts or respond to USM email may lose participation points and suffer a lower grade.

3. Pagers and Cell Phones: All pagers and cell phones must be turned off when in class.

4. Support and Documentation: Support your paper arguments with specific textual references—in other words, you must use footnotes for all papers. The only exception is for book reviews, when you may use parenthetical citations of the book under review. Follow Chicago Manual of Style format and documentation. Please note: I do not accept the use of “Ibid” in citations—instead I prefer the short author/title system. See pgs. 154-155 of Turabian (7th ed.) for more details. For additional help, see the USM Libraries’ web page at http://www.lib.usm.edu/research-guides/turabian.html or the style manual required for the class: Turabian, A Manual for Writers.

5. Wikipedia: Wikipedia and other open source sites of “information” are not scholarly or reliable and are never appropriate for use as a source in a formal history paper. Students in this course needing to use a general information source are encouraged to use a standard, reputable encyclopedia—for example, the Encyclopedia Britannica (online or hard copy).

6. Manuscript Preparation: All papers should be computer-generated (12pt font, Times New Roman) and should be double-spaced with one-inch margins. Papers should always be handed in with the pages numbered and stapled together. Proofread carefully. Clearly place your name, the course and instructor, a description of the paper, and date of each assignment in the upper right hand corner of the first page.*

*Sample heading for papers:

Student Name
History 300—Dr. Zelner
Paper One
June 1, 2008

**Papers which do not conform to ALL of these rules WILL suffer a grade penalty.**
6. Copies of Papers: It is your responsibility to keep a copy of each paper that you submit. In the unlikely event that I misplace the paper, you should be able to produce your copy that same day. Students unable to produce the requested copy will fail the assignment.

7. Delivery of Papers: Students are required to hand in TWO COPIES of each paper: one hard printed copy, which must be handed in at the place and time indicated on the course schedule and one electronic copy, which must be submitted to http://www.turnitin.com under the correct class and assignment. More information on Turnitin.com is below.

8. Late Papers: Papers submitted late will suffer a grade penalty of one full letter grade for every 24 hours they are late. (Example: a B- paper turned between 1 to 24 hours late would become a C-). Papers more than 96 hours (four days) late will not be accepted (Note: all class assignments must be turned in and accepted to pass the course). EXTENSIONS of a paper due date will be granted only in the event of a documented medical, athletic, academic, or personal emergency and only in advance of the paper due date. Decisions on the validity of the documentation are within the sole purview of the instructor.

9. Academic Dishonesty: Scholastic dishonesty will not be condoned under any circumstance. See the current Undergraduate Bulletin for a good definition of such behavior. Cheating on an exam or demonstrated plagiarism on a paper will automatically lead to a grade of “F” for the course and can result in dismissal from the university. The instructor reserves the right to use electronic resources, such as Turnitin.com, to detect plagiarism. If you have questions or concerns about this policy—please see the instructor during office hours.

10. Students with Disabilities: If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

   Address: The University of Southern Mississippi
              Office for Disability Accommodations
              118 College Drive # 8586
              Hattiesburg, MS   39406-0001

   Voice Telephone: (601) 266-5024 or (228) 214-3232    Fax: (601) 266-6035
   Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or email Suzy Hebert at Suzanne.Hebert@usm.edu.
   Web: http://www.usm.edu/oda/

11. Improving Writing: While I am always available to discuss your ideas and look over drafts (well) before paper due dates, I also encourage you to use the following resource:

   The Writing Center at the University of Southern Mississippi
   Cook Library, First Floor (just beyond Starbucks)
   (601) 266-4821    http://www.usm.edu/writingcenter/
What is the Writing Center?

The Writing Center is a free tutorial service available to any USM student who wants assistance with a writing project. We offer one-to-one writing instruction that’s designed to help you become a more effective writer. We offer tutorial service on a walk-in basis or by appointment (on the hour for an hour). However, the appointments often book up several days in advance, so at some points during the year it is extremely difficult for us to have enough tutors available for walk in appointments--so making an appointment is always a good idea.

Summer 2008 Schedule

Monday: 10:00 a.m. to 5:00 p.m.
Tuesday: 10:00 a.m. to 5:00 p.m.
Wednesday: 10:00 a.m. to 5:00 p.m.
Thursday: 10:00 a.m. to 5:00 p.m.

12. Syllabus: This syllabus is a mutual contract between the professor and student and the student and professor. It will not be altered lightly, however if circumstances make it necessary, the changes will be made as far in advance as is possible and in writing.

What is Turnitin? USM has a subscription to the Web-based plagiarism detection software Turnitin. Colleges and universities around the world have found that using Turnitin helps stop and prevent plagiarism from the Internet.

Here’s how it works:

-- Students (or their instructors) submit electronic copies of assignments to the Web site http://www.turnitin.com.
-- Turnitin compares the student's paper to a range of other sources, including a large database of other students' writing, the Web in general, and many common full-text journals that are available through USM Libraries' online databases.
-- Turnitin then generates an Originality Report for each paper submitted, which shows the percentage of text within that paper that matches text taken from one or more other sources. Using the reports, instructors can compare the text of the student's paper side-by-side with the secondary source. When a substantial amount of text in a student paper matches texts in one or more other sources, this may be an indicator of plagiarism.

Turnitin is not a surefire way to detect plagiarism: it simply points out where text in a submitted paper closely resembles text from other sources. Once Turnitin has identified any discrepancies, it is up to the instructor to determine whether the student has properly cited the source.

Class Information for History 300—Sec.01 Summer 2008, Dr. Zelner:

Class ID Number: 2288936       Class Password (case sensitive): history

You will need this information to log-on and create an account on the Turnitin web site, which is required of all students in the class by Tuesday, June 3rd. If you need help, surf over to: http://www.lib.usm.edu/research/plag/turnitin/index.php
Course Schedule:

**Week 1—Introduction & Why Study History?**

**Reading Assignment:** Arnold, *History*, pgs. 1-57; Furay, 3-7; and Peter N. Stearns, “Why Study History?” at http://www.historians.org/pubs/Free/WhyStudyHistory.htm. Also, start reading monograph.

- **Tuesday, 27 May** Course Introduction—Syllabus Distributed
- **Thursday, 29 May** Discussion—‘What is history? Why study it? Why do people have such strong reactions to history?’

**Week 2—The Nature of History**

**Reading Assignment:** Arnold, pgs. 58-123; Turabian, pgs. 5-23; Furay, pgs. 11-17, 27-31, 41-49.

- **Tuesday, 3 June** Discussion of Assigned Readings
  *All students to register with Turnitin.com by this date*
  
  **Exercises:** Furay, Chap. 2 B1, B2
  Furay, Chap. 3 B1
  Furay, Chap. 4 B2

- **Thursday, 5 June** Library Tour of Cook Library and Library Class on Sources for Historians
  *meet in front lobby of Cook Library*

**Week 3—How Historians Approach History**

**Reading Assignment:** Turabian, pgs. 24-35; Furay, pgs. 63-68, 79-88, 105-112; and finish monograph.

- **Tuesday, 10 June** Discussion of Assigned Readings
  *Research Paper Topics due*
  
  **Exercises:** Furay, Chap. 6, B1, B2
  Furay, Chap. 7 B1, B2

- **Thursday, 12 June** Group Library Research in Cook Library
  *meet in front lobby of Cook Library*
  
  *Book Précis due (hard copy and Turnitin.com copy)*

**Week 4—Making an Argument and Using Evidence**

**Reading Assignment:** Turabian, pgs. 36-61; Furay, pgs. 63-68, 79-88, 143-150.

- **Tuesday, 17 June** Discussion of Assigned Readings
  
  **Exercises:** Furay: Chap. 9, B1, B2, B3, B4

- **Thursday, 19 June** Group Library Research in Cook Library
  *meet in front lobby of Cook Library*
  
  *Critical Book Review due (hard copy and Turnitin.com copy)*
**Week 5—Writing History**

*Reading Assignment:* Turabian, pgs. 62-81, 98-121; Furay, pgs. 183-191, 207-216.

**Tuesday, 24 June**
- Group Library Research in Cook Library
  - *meet in front lobby of Cook Library*
  - *Web Page Critique due (hard copy and Turnitin.com copy)*

  ****Last day to drop full-semester classes without academic penalty****

**Thursday, 26 June**
- Discussion of Assigned Readings
  - *Annotated Bibliography due (hard copy only)*

**Week 6—Plagiarism and Documentation**

*Reading Assignment:* Turabian, pgs. 133-159.

**Tuesday, 1 July**
- Discussion of Assigned Readings
  - *Annotated Bibliography due (hard copy only)*

**Thursday, 3 July**
- Individual Research/Writing Time
  - *Pick up graded bibliography in Dr. Zelner’s office after 2PM*

**Week 7—Individual Research/Writing Time**

**Tuesday, 8 July**
- Individual Research/Writing Time

**Thursday, 10 July**
- *Research Paper draft due in Dr. Zelner’s box by Noon (hard copy and Turnitin.com copy)*

**Week 8—Individual Work on Revisions**

*Reading Assignment:* Turabian, pgs. 120-121.

**Tuesday, 15 July**
- Students to pick up corrected research paper—start revisions

**Thursday, 17 July**
- Individual Work on Revisions

**Week 9—Lessons Learned**

**Tuesday, 22 July**
- General Discussion
  - *Final Version of Research Paper due (hard copy and Turnitin.com copy)*

**Thursday, 24 July**
- Short Student Presentations on Lessons Learned
DEPARTMENT OF HISTORY
HIS 300
Grading Rubric for Website Critiques

This grading rubric is intended to assess students’ ability to conduct online research, including their ability to find, use, and evaluate both primary and secondary sources online. Students are required to do one critique on a website consisting of primary sources or a website that serves as a secondary source.

Student’s Name & ID Number: ______________________

Licensure Student (circle one): yes no

Website Name & Type: ___________________________________________________________________

Primary Secondary

Semester & Year: _____________________________ Campus (circle one): Hattiesburg Gulf Park

Grade: _____/50 point Explanation of Grade: ____________________________________________

50 points: Student correctly identified website as a primary or secondary source. Critique of website is clear, well–organized, and perceptive. Careful attention is paid to: authorship of site, ease of use, quality of content, and quality of visuals. Critique analyzes the value of the site for research in HISTORY and includes recommendations for use. There are no major and very few grammatical errors--not enough to detract from the value of the critique in any way.

40 points: Student correctly identified website as a primary or secondary source. Critique examines most of the following: authorship of site, ease of use, quality of content, and quality of visuals. Critique analyzes the value of the site for research in HISTORY and includes recommendations for use. Grammatical errors may be present; some problems exist with clarity and organization. Critique is somewhat superficial.

30 points: Student correctly identified website as a primary or secondary source. Critique examines some of the following: authorship of site, ease of use, quality of content, and quality of visuals. Critique analyzes the value of the site for research in HISTORY but does not include recommendations for use. Grammatical errors are present; problems exist with clarity and organization. Critique is superficial and lacks careful thought.

20 point: Student correctly identified website as a primary or secondary source. Critique examines few or none of the following: authorship of site, ease of use, quality of content, and quality of visuals. Critique only superficially analyzes value of the site for research in HISTORY and lacks recommendations for use. Grammatical errors abound; severe problems exist with clarity and organization.

10 points: Student failed to identify or incorrectly identified website as a primary or secondary source. Critique examines few or none of the following: authorship of site, ease of use, quality of content, and quality of visuals. Critique fails to analyze the value of the site for research in HISTORY. Grammatical errors abound; severe problems exist with clarity and organization.
# Research Paper Grading Rubric

**Dr. Kyle Zelner—History Department**

<table>
<thead>
<tr>
<th>Student Name: _________________________</th>
<th>ID#__________________</th>
<th>Date: ______________</th>
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<tbody>
<tr>
<td>Course #: HIS 300, Fall 2008</td>
<td>Licensure? Y N</td>
<td>Paper Title/Topic:</td>
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<tr>
<th>Criteria</th>
<th>Unacceptable (F-D)</th>
<th>Acceptable (C)</th>
<th>(Proficient) B</th>
<th>(Excellent) A</th>
<th>Score</th>
<th>Total Points</th>
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<tbody>
<tr>
<td><strong>Argument/Thesis</strong></td>
<td>Argument/thesis is not stated.</td>
<td>Argument/thesis is stated.</td>
<td>Argument/thesis is clearly stated.</td>
<td>Argument/thesis is vividly stated.</td>
<td>30</td>
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<tr>
<td><strong>Evidence/Support</strong></td>
<td>Historical evidence for assertions is largely absent; content is erroneous or irrelevant.</td>
<td>Historical evidence is offered but inadequate for some assertions; content is accurate but not always relevant.</td>
<td>Credible historical evidence is provided for each assertion; content is accurate and relevant.</td>
<td>Strong historical evidence is provided for each assertion; content is accurate, thorough, and directly on point.</td>
<td>25</td>
<td></td>
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<tr>
<td><strong>Organization (Intro, Body, Conclusion)</strong></td>
<td>Little or no structure present. Paper is frequently confusing to the reader because of lack of organization.</td>
<td>Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from the topic.</td>
<td>Identifiable structure is present and consistently executed with few statements out of place.</td>
<td>Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.</td>
<td>15</td>
<td></td>
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<tr>
<td><strong>Style</strong></td>
<td>Style is inadequate for the assignment; contains frequent awkward or poorly constructed sentences.</td>
<td>Exhibits some vague word choice or inappropriately general terms; some sentences are wordy, unfocused, or choppy; may inappropriately depend on jargon.</td>
<td>Prose is accurate and effective, but may sometimes be too general; sentences are mostly clear and well-structured, with only occasional awkward or ineffective constructions.</td>
<td>Shows a clear command of English prose: words are used precisely and sentences are clearly structured and fully focused. Shows a high level of specificity and sophistication.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Grammar, punctuation, spelling, and usage are severely deficient. Citations are severely deficient.</td>
<td>Isolated errors in grammar, punctuation, spelling, and/or usage reduce clarity and credibility. Citations are deficient.</td>
<td>Free of serious errors in grammar, punctuation, spelling, and usage. Citations are mostly correct.</td>
<td>Free of errors in grammar, punctuation, spelling, and usage. Word choice aids clarity, vividness, and credibility. Citations are correct.</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**IMPORTANT NOTE:** Papers which do not acknowledge a source with the proper citation form (plagiarism in any form) will fail the assignment and possibly the class (see the syllabus for further information).

**Total:** ______ 100

**Assignment Pts x ___ = ______**

See back for written comments.