

**Research Seminar  
History 490  
Fall 2010  
Tuesdays & Thursdays 2 to 3:15 pm  
Nethery Hall 122F**

**Instructor:** Dr. Kathryn M. Silva Banks  
**Office:** Nethery Hall 122E  
**Office Hours:** Mondays and Wednesdays, 11:30 am to 12:30 pm and 1:30 to 3:30 pm  
Tuesdays, 11 am to 1 pm  
And by appointment  
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\*\*\**The best way to reach me is by email.*\*\*\*

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<sup>28</sup>And one of the scribes came, and having heard them reasoning together, and perceiving that he had answered them well, asked him, Which is the first commandment of all? <sup>29</sup>And Jesus answered him, The first of all the commandments is, Hear, O Israel; The Lord our God is one Lord: <sup>30</sup>And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment. <sup>31</sup>And the second is like, namely this, Thou shalt love thy neighbour as thyself. There is none other commandment greater than these. Mark 12:28-31 (King James Version)

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“ In school life the youth may sow seeds which will bear a harvest, not of thorns, but of precious grain for the heavenly garner. There is no time more favorable than the time spent in school in which to acknowledge the power of Christ's saving grace, to be controlled by the principles of the divine law, and it is for the student's interest to live a godly life. The crowning glory of life results from a connection with Christ. No man liveth unto himself. Your life is interwoven with all others in the common web of humanity, and you are to be laborers together with God for the salvation of those who perish in degradation and woe. You are to be instruments in influencing all those with whom you associate to a better life, to direct the mind to Jesus.” Ellen G. White, *Fundamentals of Christian Education*, 89.

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***COURSE DESCRIPTION:***

“Introduction to historical research methodology, including both bibliographical searches and critical evaluation of sources. Required the writing of a research paper using primary sources.” (From University Catalogue)

***COURSE GOALS:***

This Research & Methods course is designed to introduce History majors to the practice of historical research and writing. As such, it has both broad and specific goals for all students:

- Identify and define a research topic in American History from 1620 to 1970 through active analysis of primary and secondary materials.
- Analyze secondary and primary source materials.
- Familiarize students with local and online repositories of secondary and primary material. and
- Create a final research paper: All of your assignments are building to the completion of this

research paper and demonstrating a proficiency in the use of *archival* and *primary* research.

- Learn the Turabian/Chicago citation style.
- Complete the final project—a paper of at minimum of twenty (20) pages in length.
- Effectively communicate orally your findings to an interdisciplinary audience.

### ***LEARNING OUTCOMES:***

Students taking History 490 perform various tasks designed to develop skills in areas necessary for historical understanding and analysis. During the semester the students will:

- Identify and define a research topic in United States history from 1620 to 1970 through active analysis of primary and secondary materials.
- Evaluate primary sources for both implicit and explicit content.
- Develop and argue historical interpretations based on primary sources.
- Communicate historical knowledge through the development of a final research paper.

To achieve the above objectives you will be exposed to various aspects of historical study, centering on historiography, research and historical writing achieved through the research and writing of a final paper. Your grade will be determined primarily by your work leading up to and resulting in the production of your final research project. I cannot stress enough the importance of beginning early on your topic. Successful students will learn the methodology and skills of analysis, research, and writing. The readings this semester will help you hone your skills as a historian.

Key to your success in this course is your participation and hard work. You must be active participants in the course and continually engaged in your research. This includes the successful and timely completion of assignments and attendance in the course. Please see the following section on entitled “Course Policies” on expectations for assignments and attendance. These policies will be strictly adhered to.

**Final Research Project:** All of your assignments are building to the completion of a research paper. This paper will be based on your original archival research. The paper must be 20 pages in length. You will use Chicago/Turabian citations for all writing.

### ***READING MATERIALS:***

The following reading materials are necessary for class and should be purchased. They are available locally at the Andrews University Bookstore or online:

- Merriam-Webster’s Guide to Punctuation & Style. (Springfield: Merriam-Webster, 2001).
- Rosemarie Menager-Beeley, *Quick Coach Guide to Avoid Plagiarism*. (Boston: Heinle & Heinle, 2009).
- Jenny L. Presnell. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2006.
- Kate L. Turabian. *A Manual of Style for Writers of Research Papers, Theses, Dissertations, Seventh Edition* (ISBN: 0-226-82337-9)
- William Kelleher Storey. *Writing History: A Guide for Students*. **2nd edition**. New York:

Oxford University Press, 2004.  
D2L Assignments

***SUGGESTED TITLES:***

- William Strunk, Jr., and E.B. White. *The Elements of Style*. 4<sup>th</sup> edition. New York: Longman, 1999. (ISBN 0-205-30902-X)

***D2L:***

- Articles & additional reading material will be posted on D2L. Please check your syllabus and email regularly for updates.

You will also be asked to provide copies of your papers and other materials during the term, so be **prepared for some xeroxing expenses.**

***COURSE POLICIES***

***Assignments:***

**Late assignments will receive a grade of zero. But, all assignments must be completed in order to complete the class.**

Guidelines for papers and other work will be on assignment sheets, which will be distributed in class before an assignment is due. (Yet another reason to attend regularly!) Follow those guidelines exactly, or your assignment will be considered late or incomplete.

If you need an assignment early, you must contact me well in advance of when the assignment is due (generally over a week ahead of time). All assignments must be a typed-hard copy and only the worksheets may be handwritten. As in all upper-level history classes, your papers must be typed and double-spaced with at least one-inch margins and page numbers. Papers must also be stapled together—no folded corners and loose pages! Your final paper must have a cover sheet, but for the other papers your name, assignment title, and the date at the top of the first page is sufficient. Please do not use plastic covers on your papers. No emailed assignments will be accepted except in unusual circumstances and with my advance permission.

You should also make a second copy of assignments. Papers will be discussed in class the days that they are due, and if you have a copy you have specific examples you can use. Also, if assignments are lost, it is your responsibility to have a backup, and the second copy will work as one.

***Attendance:***

Regular and punctual attendance is expected, as is attentiveness. Both attendance and participation are essential to the learning process, especially during discussions. For that reason, attendance will be taken regularly. Even if you don't see me calling roll, I do mark it down in the gradebook after class.

Maximum Absences (excused and unexcused combined): 3 (three) After **3** absences, your participation grade will go down one point for each additional day missed. Note: According to

AU 2009-2010 Class Schedule, p. 3, or the current AU Bulletin, “whenever the number of absences exceeds 20 percent of the total course appointments, the teacher may give a failing [F] grade.” This is for the course, not just participation. Save your absences for illness and personal emergencies, such as a death in the family.

I keep the record of your attendance. In case you are late, it is your responsibility to make sure to see me after class to be sure that I record you as present.

In case of emergency, be sure to contact me **as soon as possible**, and if you will be absent for a school project or family emergency you must bring documentation supporting your absence and notify me **before** the days you are absent from class. You can send me an email, or you can call the History Dept. (269-471-3292). Notifying me after an absence of a week or two generally leaves me with few options, especially given the University’s attendance policy which I am required to enforce. In addition, repeated absences will hurt your grade in any circumstance, because you will be unable to participate in class discussions and will not benefit from those discussions and lectures. Repeated absences prevent you from fulfilling class requirements!

***Contacting Me:***

Students are welcome to call the office, come to office hours, make additional appointments, or send me email. Do realize, however, that I can ONLY guarantee to be in my office and to get ANY sort of messages during my office hours. Please plan your contacts accordingly, and be aware that systems and servers do crash. It is your responsibility to make sure messages reach me in a timely manner.

***Extra Credit:***

There is no extra credit.

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***Course Requirements:***

***Reading Assignments:*** Students are expected to read assignments according to the schedule.

***Smaller Assignments & Analysis of Sources:*** Assignment requirements will be distributed, as each assignment is due. Analysis of sources require two-page typewritten reviews of articles. More information to follow.

***Quizzes:*** Pop quizzes may be given periodically on the assigned readings.

***Conferences:*** Beginning the week of September 30 and ending November 23, each student is required to have a weekly conference with the professor to discuss the progression of the research paper. Each week the student will complete a specific task for preparation of the conference. A schedule and rubric will be distributed prior to the initial meetings.

***Honors Students:*** For this course, honors students are encouraged to write a 20-page rough draft related to their final honors project. The professor will work individually with such honors students to adapt the stages rubric to their specific needs.

***Oral Presentation:*** An oral presentation of the student’s research must be presented to the department faculty and history and political science students. The date and time of presentation will

be determined early in the semester; effort will be made to accommodate student's schedules. Expectations for the presentations will be outlined in a rubric to be given to students by the beginning of November.

**Grading:** The class is graded on a percentage scale, with a total of 100% or A possible. Each assignment will be graded with the following percentages:

Assignments:

5%	Smaller assignments: <i>5 possible research topics</i> <i>James White Library worksheet</i> <i>Analysis of a website</i>
5%	Analyzing Sources (2.5% each)
10%	Conferences & Quizzes
20%	Oral Presentation
20%	Paper Stages: Annotated bibliography Outline Research Proposal Literature Review Drafts of final paper
30%	Final Draft

**All assignments must be completed in order to pass the class!**

- The final paper, analyzing sources essays, draft of final paper, annotated bibliography, and outline of final paper will be graded by assigning percentages, and I generally also give you the equivalent letter grade: A, B, etc. Everything under smaller assignments will be marked on a +, √, or – system with points.
- Although your syllabus lists all of the main class assignments, I may assign additional work in class if I feel it is necessary. As these assignments will be made during lectures, it is yet another reason why attendance is so important. (Being absent is not considered a valid excuse for missing an assignment.)
- If your work has improved over the term, the final grade will reflect that improvement.
- Students are also required to check their Andrews University email boxes regularly as announcements and other class materials may be sent there. IF you use another email account more frequently, you can set up your AU account to forward messages to this other account.

*A final word:*

**ACADEMIC HONESTY:**

**Representing the work of another is plagiarism and will not be tolerated under any circumstances. If you use the words or ideas of an author (even if only a paraphrase), you must acknowledge the source with a full citation. Plagiarism will result in an “F” for the assignment and further disciplinary action may be taken. For further details, please read the section on academic honesty in the *Andrews University Bulletin* (p.28, 2009-10 edition).**

[http://www.andrews.edu/academics/academic\\_integrity.html](http://www.andrews.edu/academics/academic_integrity.html)

## READING & ASSIGNMENT SCHEDULE

The following syllabus is a general overview of class topics and due dates for major assignments. The first line for each class meeting announces the topic for the day. *The line in italics tells the readings for that day.* **Boldface indicates the date of an assignment.** Please bring the books used for the day's reading to class on that day. . Other assignments and information about the reading will be announced in class. For these reasons, attendance is essential; "I wasn't in class" will NOT be accepted as an excuse.  
\*\*\*Syllabus is subject to change\*\*\*

- Aug. 24 (week 1) Introduction to the course. Syllabus Review.  
Outlining the objectives and introducing ourselves to our scholarly community.  
Discussion of research topics and first assignment due August 25.
- Aug. 26 What is history? What is a department of History? What is Research?  
*Turabian, Overview of Part I,; chpts. 1 & 2*  
*Presnell, chpt. 1; Storey, chpt. 1*  
*Merriam-Webster, 1-24*  
**Bring in 5 possible research topics.**  
**Be prepared to discuss your findings with the class.**
- Aug. 31(week 2) The sources of history: assessing documents and historiography  
*Turabian, chpts. 3 & 4*  
*Merriam-Webster, 24-53*  
*Presnell, chpt. 7*
- Sept. 2 How to read a secondary source  
*Robin D. G. Kelley, "We are Not What We Seem": Re-thinking Black Working Class Opposition in the Jim Crow South" Journal of American History, Vol. 78, No. 1 (June 1993), 75-112. (Find on JSTOR)*  
**Analysis of a secondary source.**  
**Final Topic & Research Questions Due**
- Sept. 7 (week 3) \*\*\*Meet at the James White Library\*\*\*  
Analyzing a secondary source; public history  
*Storey, chpt. 2*  
**Bibliography of secondary sources due**
- Sept. 9 No class, work on Research Proposal
- Sept. 14 (week 4) Taking notes from sources; Finding and evaluating primary sources  
*Presnell, chpt. 5 & 6*  
*Turabian, chpt. 4*  
Analyzing a primary source

*Handout: Van Vorst, Being the Woman Who Toils*

**Analysis of a source**

**James White Library worksheet; Analysis of a website worksheet**

Sept. 16 Resolving contradictions in sources; oral interviews;  
Planning an argument  
*Presnell, chpt. 5; Storey, chpt. 4*  
*Turabian, chpt. 5*

Sept. 21 (week 5) Presentation of Research Proposal  
**Research Proposal Due**

Sept. 23 Outlining a paper & developing a thesis  
Making an Argument

Sept. 28 (week 6) **Annotated bibliography for final paper**

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*Beginning of Weekly Individual Appointments*

Sept. 30 Integrating primary and secondary sources  
Structuring a paper: pulling together paragraphs  
*D2L: From Outline to Paper*  
*Storey, chpt. 8 & 9*

Oct. 5 (week 7) Preparing footnotes and understanding plagiarism  
Menager-Beely  
*D2L: Guide to footnotes & bibliographies*

Oct. 7 **Outline Due**  
  
*Great Lakes History Conference, Friday, October 8*  
*More Information Forthcoming*

Oct. 12 (week 8) **No Class, Fall Break**

Oct. 14 How to “Give a Paper:” Oral Presentation  
*Turabian, chpt. 13*

Oct. 19 (week 9) Preparing the First Draft  
*Turabian, chpts. 6 & 7*  
**Literature Review**

Oct. 21 Quantitative Evidence & Good Writing  
*Turabian, chpt. 8*

Oct. 26 (week 10) Evaluating Draft Work

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**Draft of paper.**

*Bring a copy for the reviewer and one for Dr. Silva Banks.*

<u>Oct. 28</u>	“Learning from Your Returned Paper” & Revising, Revising, Revising <i>Turabian, chpt. 9, 10, 11 &amp; 12</i>
<u>Nov. 2 (week 11)</u>	Group discussion of papers <b>Paper comment forms.</b> <i>Bring two copies, one for the author and a second for Dr. Silva Banks.</i>
<u>Nov. 4</u>	Discussion of Presentations and Final Draft <b>Rough of Final Oral Presentation</b>
<u>Nov. 9 (week 12)</u>	No Class Work on Complete Rough Draft
<u>Nov. 11</u>	No Class Work on Complete Rough Draft
<u>Nov. 16 (week 13)</u>	Discussion of Presentations and Final Draft <b>Complete Rough Draft Due</b>
<u>Nov. 18</u>	No Class; work on presentation and final draft
<u>Nov. 23 (week 14)</u>	No Class; work on presentation and final draft
<u>Nov. 25</u>	No class; Thanksgiving Break
<u>Nov. 30 (week 15)</u>	No Class; work on presentation and final draft
<u>Dec. 2</u>	No Class; work on presentation and final draft
<b><u>Dec. 9</u></b>	<b>Final Paper Due by 2:00 pm.</b>