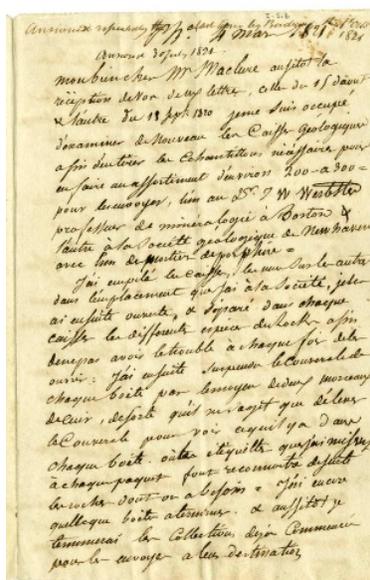


HIST 421 Honors Historical Methods

Fall 2019 MWF 9:30-10:20 AM

UNIV 301



Letter from Charles Alexandre Lesueur to William Maclure, 4 March 1821
from Working Men's Institute, New Harmony, Indiana

Professor Walton UNIV 323 Office hours: MWF 10:30-11:30 and by appointment
awhitney@purdue.edu

Course description

This course is the prequel to History 422 (Honors Thesis in Historical Research) and is designed to introduce history honors students to the methods of historical research and writing, and prepare them to write an honors thesis. The course is divided roughly into two halves. In the first part of the semester students will explore together a variety of approaches, methods, genres, and problematics in historical practice. Students will read and discuss works by different historians, examining the sources they use, the construction of arguments, and the habits of good writing. This half of the semester is also devoted to talking about the sources available at Purdue and nearby. Students are required to identify a topic for their Honors Thesis and a faculty mentor who agrees to guide them during the spring semester (History 422). In the second half of the semester students will devote their time to locating primary and secondary sources for their individual projects, building a bibliography, applying for research funding, and writing a prospectus; students will present this work to the class at the end of the semester.

Learning Outcomes

By the end of the semester, students will:

1. Demonstrate the ability to critically analyze historical scholarship and write review essays that articulate the author's thesis, argument, and evidence, and the work's strengths, and weaknesses.
2. Develop research skills through work at Purdue and in another archive either in Indianapolis or Chicago, demonstrated in a lengthy bibliography in correct Chicago Style.
3. Secure the mentorship of a history faculty member to guide the student's thesis work.

4. Demonstrate the capability for independent thinking and historical scholarship by devising an original thesis project.
5. Demonstrate the ability to write a short research funding proposal for travel to archives.
6. Demonstrate oral communication skills in engaged and respectful discussion, and in the formal, professional presentation of a thesis prospectus conveying a thesis, argument, evidence, and research plan.
7. Be fully prepared to research and write a thesis of original scholarship that adheres to professional standards of methodology and writing.

Required texts

James Oliver Horton and Louis E. Horton, eds., *Slavery and Public History*

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 9th ed.

Linda Colley, *The Ordeal of Elizabeth Marsh: A Woman in World History*

Mary Louise Roberts, *What Soldiers Do: Sex and the American GI in World War II France*

Additional readings posted on Blackboard or available online

Benjamin Madley, "From Terror to Genocide: Britain's Tasmanian Penal Colony and Australia's History Wars," *Journal of British Studies* 47 (January 2008): 77-106.

Kristin Hoganson, "Stuff It: Domestic Consumption and the Americanization of the World Paradigm," *Diplomatic History* 30, 4 (September 2006); 571-594.

Sven Beckert, "From Tuskegee to Togo: The Problem of Freedom in the Empire of Cotton," *Journal of American History* 92, 2 (September 2005): 498-526.

Saidiya Hartman, "Venus in Two Acts," *Small Axe* 12, 2 (June 2008): 1-14.

Course requirements

1. In the first part of the semester students will write short (2-3 pages) essays every week.
2. Attendance at all class meetings is **MANDATORY**. Each class missed will result in the loss of a half grade.
3. Students will submit a short one-page grant proposal for funding to travel to archives relevant to the thesis research.
4. By the end of the semester students will have chosen a topic for their thesis, a faculty mentor, and a second reader; they will have completed a prospectus (7-8 pages) detailing what they intend to investigate and how they will proceed during the spring semester; and an extensive bibliography of at least 25 primary and secondary sources.
5. During the final weeks of the semester students will present their work-in-progress to the class.

Course policies

Always come to class on time. Turn off cell phones during class; no texting or taking calls during class.

Use proper email etiquette; an email should begin with a salutation such as "Dear Professor X" and end with a proper closing such as "Sincerely" or "Yours."

Slight modifications to the syllabus are possible (for example, a rearrangement of the order of articles assigned, a different date for the field trip, a guest speaker or scholarly conference opportunity, or additional class meetings in the second part of the semester), and such modifications will be communicated in a timely fashion to students and are intended to benefit students. In the event of a campus-wide emergency, course requirements, policies, deadlines, and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Students may contact the professor at the email address above, or check the course on Blackboard Learn. See also: http://www.purdue.edu/emergency_preparedness.

Students who plagiarize any portion of their written assignments will be reported to the Dean of Students, removed from the honors program, and fail the course. Helpful information is available on this link: <https://www.purdue.edu/odos/osrr/academic-integrity/index.html>

Final Grades calculated as follows:

Prospectus and bibliography	50%
Oral presentation and discussion	20%
<u>Short papers</u>	<u>30%</u>
Total	100%

Schedule of class content and readings

M Aug 19	Introduction to history honors	
W Aug 21	Problems of slavery in US history	<i>Slavery and Public History</i> , intro., chs. 1 & 3
F Aug 23	Historians, the public, and the present	<i>Slavery and Public History</i> , chs. 4 & 6
M Aug 26	Representing the past	<i>Slavery and Public History</i> , chs. 8 & 10
W Aug 28	Sex, slavery, sources	<i>Slavery and Public History</i> , ch. 7; Hartman on Blackboard
F Aug 30	Sources and historical practice	Rampolla, ch. 2, pp. 22-39, ch. 5
M Sep 2	Labor Day – no class	
W Sep 4	Biography or microhistory?	<i>Ordeal of E. Marsh</i> , Intro., ch. 1, notes, sources
F Sep 6	A woman at sea	<i>Ordeal of E. Marsh</i> , ch. 2-3
M Sep 9	Early modern empire	<i>Ordeal of E. Marsh</i> , ch. 4-5
W Sep 11	Self-fashioning, survival, and world history	<i>Ordeal of E. Marsh</i> , ch. 6, ending
F Sep 13	History Honors Open House & Homecoming	
M Sep 16	Lab session; researching and writing history	Rampolla, chs. 4-5
W Sep 18	French and American sexual and military relations	<i>What Soldiers Do</i> , intro, ch. 1
F Sep 20	Manhood in the American military	<i>What Soldiers Do</i> , chs. 2-3

M Sep 23	War and prostitution	<i>What Soldiers Do</i> , chs. 4-5
W Sep 25	Sex, power, rape, and race	<i>What Soldiers Do</i> , chs. 6-7
F Sep 27	Soldiers, civilians and a “good war”	<i>What Soldiers Do</i> , ch. 8, conclusion
M Sep 30	Writing and revising – a professional process	Walton, on Blackboard
W Oct 2	Constructing an argument, challenging orthodoxy	Madley, online
F Oct 4	The US and foreign relations history	Hoganson, online
M Oct 7	Fall break – no class	
W Oct 9	Cotton connected the world	Beckert, online
F Oct 11	Research trip TBA	

M Oct 14 – Nov. 19 With several exceptions we will not meet as a class during this time. Students will research their projects and prepare a prospectus and bibliography. I will be emailing students regularly and setting up individual meetings to discuss each project. It is possible that I will request the class to meet at the regular class time, in addition to the scheduled meetings below.

W Oct 16	Submit via email an initial statement of your topic, at least one paragraph in length; Include a bibliography of several potential primary and secondary sources. Submit signed mentor form
F Oct 18	
M Oct 21	
W Oct 23	
F Oct 25	Meet to discuss the writing and requirements of funding proposals
M Oct 28	
W Oct 30	Submit research funding proposals
F Nov 1	Meet to discuss prizes, publications, schedule presentations
M Nov 4	No class
W Nov 6	
F Nov 8	
M Nov 11	Meet to discuss progress, requirements for prospectus
W Nov 13	

F Nov 15 Submit draft prospectus and bibliography

M Nov 18

W Nov 20

F Nov 22 Student presentation

M Nov 25 Student presentation

W-F Nov 27-29 No class – thanksgiving break

M Dec 2 Student presentation

W Dec 4 Student presentation

F Dec 6 Student presentation

M Dec 9 Submit final version of prospectus if you have not already done so

Information on prospectus, presentations, spring thesis writing, etc.

Individual presentations will begin prior to and immediately after Thanksgiving. Plan to speak around 15-20 minutes (you may use power point); students and visiting faculty will spend the rest of class time discussing the project being presented. The oral presentation can be based on the prospectus. Please invite your mentor and second reader to your presentation.

Prospectus

This should be around 6-7 pages, discussing the project in detail, using footnotes to reference the sources. The prospectus should address the following questions:

- What is the project about, and what is the thesis so far?
- What kind of history is the project (political, social, cultural, a combination, etc.)?
- What questions will the project address?
- How does this project differ from previous scholarship on the same or related topics?
- What primary sources are the basis for the thesis?
- What, specifically, will you do during winter break and the spring to complete the project (include a schedule)?
- What new knowledge will this project contribute to the existing history of the topic?

Bibliography

The bibliography should include 25-30 sources at a minimum, in correct Chicago Style (see Rampolla), and divided into primary and secondary categories.

The prospectus and bibliography must address the questions above and fulfill the above requirements in order to earn a passing grade. A grade of B or better is necessary in order to proceed to HIST 422.

In addition to submitting the required draft prospectus and bibliography, I will gladly review additional drafts and bibliographies.

Below are guidelines for the thesis, defense, and honors forum in spring 2019. I will also send this information to all mentors.

Honors History Thesis: Paper Guidelines

- Papers must be printed, double-spaced, approximately 45-50 pages, including the bibliography.
- Use Times New Roman 12 font for the text and Times New Roman 10 font for the notes.
- The pages (text and bibliography) must be numbered, bottom, center.
- The footnotes and bibliography *must* follow the format in *The Chicago Manual of Style*. No other citation method is acceptable. See Rampolla.
- Papers must include a title sheet and be held together by a clip.
- The bibliography must include two sections: one, a list of all primary sources cited, and second, a list of all secondary sources cited.

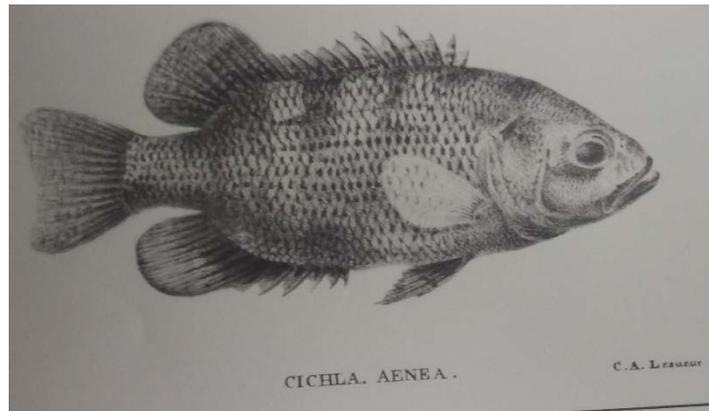
Honor Thesis Defense Guidelines

All History Honors students are required to defend their Honors Theses. Students must submit the final version of the thesis by **April 1** to the mentor and to the second reader.

Students must schedule an oral 30-minute defense of the thesis with the two faculty members (additional readers are possible, but check with me first). This is a formal occasion. UNIV 323 is a good location for the defense. The defense must occur by **April 15**.

Honors Forum

The forum will occur after April 15 and before the end of the semester in University Hall. Students will give a short presentation, and may use powerpoint. We will meet occasionally in the spring to track progress on the thesis, and to prepare for the forum. Faculty will attend the forum, and students are encouraged to invite family members, friends, and significant others. There will be refreshments and a photo opportunity. This will be a celebration of all your hard work.



C. A. Lesueur, "Description of five new species of genus Cichla of Cuvier," *Journal of the Academy of Natural Sciences of Philadelphia* 11 (June 1, 1822): 215.