This course ought to be the best history course you ever take. After several years of laboring in lecture classes, you now have the opportunity to become the historian. For many of us interested in the past, there is no greater adventure than digging in old archival containers. This course will provide the historiographical and methodological background for primary historical research. It will cover theoretical and practical topics such as research techniques, source materials, analysis, and interpretation, and the writing of historical texts.

ABOUT THE COURSE: The goal of this seminar is to help you conceive, plan, research, write, and present an original work of scholarship. The focus of the seminar will be "1989" in Russian, Europe, Asia, or Africa. Your topics can be on anything that falls within this broad category as long as it is not about US Cold-War perspectives.

You must select a topic that is 1) of interest to you; 2) for which accessible secondary and primary sources are available; 3) which constitutes an original contribution to historical scholarship; and 4) which can be completed in a semester.

COURSE REQUIREMENTS: Attendance is mandatory! Unexcused absences will result in one grade reduction for each absence. (An “A” goes to B; a “B” goes to a “C”, etc.). Missing more than 3 classes will result in a failing grade for the semester. Assigned readings must be done before coming to class otherwise we have nothing to discuss.

Students must produce one 15-20 page original research paper based on primary and secondary sources. A complete paper includes a title page, footnotes, and a bibliography (no special folders, please!). This will be worth 70% of your grade. It is due on Wednesday, May 5, 2010. Except for extreme medical hardship, late papers will not be accepted nor will incompletes be given.

Because scholarship is a collegial, as well as an individual, enterprise, you will be asked to share your work with others. You will make several postings regarding your research. This will constitute 10% of your grade. You will also be expected to comment on others’ work. How useful your comments are, how timely they are, and how informed they are will constitute 10% of your grade.
You will also be required to prepare a 10 minute presentation of your research using PowerPoint. This will count for 10% of your grade.

REQUIRED READINGS:
Carter, James and Cynthia Paces, *1989: The End of the Twentieth Century*
Ash, Timothy, *The Magic Lantern*

RECOMMENDED READINGS
Mann, *The Oxford Guide to Library Research*

**Classroom Decorum:**
Part of your education includes learning to behave in a professional manner. Therefore, I expect you to come to class on time, prepared for the day’s lesson, and showing respect for your colleagues. I will do the same. To help create the best environment for all of us, I've developed the following guidelines. If you believe that you cannot adhere to them, I strongly encourage you to drop this class now.

1. We--students and faculty--all contribute to the creation of a classroom atmosphere that encourages the free exchange of thoughts and ideas. To sustain this atmosphere for the duration of the semester, it is important that all members of the class are treated with dignity and respect.

2. You may bring a computer to class. However, it is for use taking notes or other class-related activities. If you are checking e-mail, Facebook, or anything not related to the current class, you will lose the privilege.

3. Cell phones must be turned off and remain out of sight during class. Same with iPods and other similar devices.

4. Newspaper reading, texting, listening to music, and prolonged conversations (in person or on a cell phone) are rude and disruptive. Engage in these activities before or after class, but not during. I will drop frequent offenders from the class roster.

5. Habitual late arrivals and early departures are rude and disruptive. If you need to arrive late or leave early for a bona fide reason, please let me know. I will drop frequent offenders from the class roster.

6. There are NO make-ups for missed homework assignments. Please note that I am under no obligation whatsoever to offer make-up assignments or examinations.

7. Students with special needs and circumstances are encouraged to contact Disability Support Services (DSS, x5959). I am happy to accommodate students through DSS, but cannot offer similar support or services independent of that center.

8. Academic Dishonesty. Because I value your education, I absolutely do not tolerate cheating including plagiarism. (Please refer to the Chico State Student Judicial Affairs website (http://www.csuchico.edu/sjd/sja.shtml#Integrity) for specifics on university policies and procedures.
Any cheating will result in a failing grade and I will report you to Student Judicial Services. I mean it. It is not worth it.

COURSE SCHEDULE:

January 27: Introduction and Defining your Audience
(Reading: Craft of Research, pp. 1-36; begin reading The Magic Lantern, pp. 1-77)
Come to class having already done the reading. We will discuss the year 1989 as well as the particulars of the course.

February 3: Selecting and Defining Your Topic
(Reading: Craft of Research, pp. 36-74; Finish The Magic Lantern; 1989, pp. 1-89)
Selecting a topic is extremely important. I urge you to read ahead in 1989 to look for possible topics of interest

Assignments:
1) By midnight Friday, February 5 you must post a brief (2-3 paragraph) description of your topic and its significance on the class discussion board. Why does it matter to you? Why should it matter to others? What problem do you plan to investigate? What question(s) will you answer?
2) By Tuesday, February 9 you should post a thoughtful and substantive comment (response) to each of the initial postings by your group mates.

February 10: Finding and Assessing the Literature
(Reading: 1989, pp. 91-198)
We will discuss problems/questions/criticisms of paper topics. Reviewing the scholarly literature on your topic is a critical aspect of research. This class will focus on finding and assessing the literature pertinent to your topic. (You may have to rely on book reviews while you wait to receive interlibrary loan items).

Assignments:
1) By no later than midnight Sunday, February 21 you need to post on the class discussion board a brief (1-2 page) review of literature on your topic. Use this essay to more clearly delineate the issues raised by your investigation. What books and articles address your topic? What issues have other historians raised regarding your topic? What will you do that is different?
2) By Tuesday, February 23, you need to post a comment to each of your groupmates’ initial postings.

February 17: Assessing the Primary Sources
(Reading: Craft of Research, pp. 75-107; The Oxford Guide to Library Research would be very helpful here)

Assignments:
1) By midnight Sunday, February 21 you must post an annotated list of the most important primary sources you intend to use in your paper. Indicate the scope
of these materials, where they are located, and any difficulties you anticipate
in using them. Are there additional sources that you have found but that you
will not be able to use because of time or location constraints.

2) By Tuesday, February 23, you should post a substantive response to each of
your group mates.

February 24: No class meeting--work on paper.
I will hold special office hours during regular class time to meet individually with
anyone who is having difficulty with sources.

March 3: No class meeting--work on paper.

March 10: Class Meets. Progress Reports Due in Advance.
Class will meet to review progress reports and to plan the rest of the semester. At
this meeting you will be divided into small reading/writing groups to help each other in
writing the papers. (Since you will be corresponding, you should get the phone number
and e-mail address of each member of your group).

Assignments:

1) Prepare a 5-6 page progress report using the topic template. I am looking for
a sharply defined topic, discussion of relevant primary and secondary sources.
Include a brief discussion of your work schedule. This must be posted on the
class discussion board by midnight Sunday, March 7. You should bring your
bibliography cards and research cards to this meeting.

2) By Tuesday, March 9 you should post a substantive comment on each of your
groupmates’ postings.

3) March 15-19 SPRING BREAK

Over the next several weeks class will not meet. However, you are encouraged to use the
discussion board to post questions, seek help, offer advice, etc.
March 24: No class meeting--work on paper
March 31: No class meeting--work on paper
April 7: No class meeting--work on paper

April 14: Class meets--First Draft Due
A first draft includes title, footnotes, and bibliography.

Assignments:

By April 9 you must e-mail or give a hard copy of your paper to each
member of your group. You must also put one hard-copy of your draft in my box by
5pm on Friday, April 9.
During class you will meet with your group to discuss improvements in your
papers.

April 21: No class meeting--work on papers.
April 28: No class meeting--work on papers and PowerPoint presentation.
May 5: Class meets—first of PowerPoint presentations. Final paper due
May 12: **Class meets--**
   We will finish the PowerPoint presentations.

May 19: **Final meeting--6-7:50 pm**
   We will finish any undone PowerPoint presentations and celebrate a job well done. Pizza Party?
Topic Template for First Drafts

The template below is designed to assist you in of the task of preparing a substantive research project -- in clarifying your thinking, defining your topic and identifying important secondary and primary sources. I will ask you to use this template in an iterative manner, from time to time revising it to take into account new information and new ideas. As you learn more about your topic or discover important new primary or secondary sources, you may redefine and/or refocus all or part of your proposal. Consider this a first draft. If you wish, you may select, copy and save this document into a word file, fill in the information as appropriate, and then select, copy and paste the resulting copy into your Blackboard Discussion Database.

TEMPLATE FOR PROPOSED STUDY

1. **The Topic.** Title of your proposed study.

2. **A Brief Description.** Describe your proposed study and explain its significance. Why does it matter to you? Why should it matter to others? What is the problem you plan to investigate? The question(s) you will answer?

3. **Secondary Literature.** Briefly identify important or influential works on your topic. Include works on other topics that might nevertheless serve as models for your study.

4. **Primary Sources.** What primary sources will be relevant for your study? e.g., newspapers, manuscripts, census data, photographs, etc., etc. Where are these primary sources located? How easy or difficult will it be gain access to these materials?

5. **Disciplinary Context.** The historical community is comprised of many sub disciplines. Among which of these sub disciplines does your study fall? Are there associations to which members of this sub discipline participate? Are there journals in which they regularly publish their work? List-servs to which they subscribe?

For a list of historical associations, many of which publish journals and or sponsor scholarly meetings, see the American Historical Association (AHA) web site at: [http://www.theaha.org/affiliates/index.html](http://www.theaha.org/affiliates/index.html)

For a list of state and local historical societies, many of which also publish journals, see the American Association for State and Local History web site at: [http://www.aaslh.org/statehis.htm](http://www.aaslh.org/statehis.htm)

For an extensive listing of history list-servs, see Humanities & Social Sciences Online at: [http://www2.h-net.msu.edu/](http://www2.h-net.msu.edu/) Note that many of these list

6. **Audience.** For whom are you preparing this paper? Please identify at least two journals to which you might submit your finished paper, and at least two or more scholarly conferences at which you might present it. (Be realistic and be imaginative.
There are many, many historical journals (the overwhelming majority of which are NOT listed in the library's Databases.) For a partial list of such journals, see the list above.

7. Timing, feasibility and schedule. My firm expectation is that you will complete your study during the spring semester. I will NOT grant extensions or give incompletes, except for medical emergencies. This means that you must continuously test the feasibility of your project against its scope, the availability of primary resources, the pace at which you work and the amount of time you have to commit to the project. With this in mind, please prepare a work schedule for the coming semester.