“The historian must have no country.”—John Quincy Adams, U.S. Representative (MA-Whig), 1831-48

COURSE STRUCTURE
As described in the University Catalog, History 490 is “the capstone course for History majors. It requires students to write frequently in different modes of discourse, concluding with the presentation and delivery of an extensive research paper based on both primary and secondary sources. This is a writing proficiency, WP, course; a grade of C- or better certifies writing proficiency for majors.”

This section of HIST 490 will focus on the United States in the 1970s. The assigned readings and your research will acquaint you with some of the major issues and developments of the Seventies, a decade that is often maligned in popular memory (particularly when compared to the 1960s), but in actuality profoundly changed the United States.

For the semester’s first six weeks you’ll get a crash course on the history of the decade. You will read Bruce J. Schulman’s very fine The Seventies for an overview. You’ll also read selections from America in the 70s, a collection of essays that addresses an interesting and somewhat quirky variety of topics and developments. It should prove helpful in offering you ideas for your research topic.

During the remainder of the semester you will develop and produce a major research paper 15-20 pages in length.

In a seminar such as History 490, the instructor is a coordinator, not a lecturer. The success of the course largely depends upon the students, who are required to read assignments, write papers, and come to class prepared to share their knowledge and engage in constructive discussion. Perfect attendance is a given. Barring lengthy illness or highly extenuating circumstances, anyone who misses more than one class will automatically receive an F for the course.

Special note to students: Due to extraordinary budget cuts to the CSU, fees to students have been increased 32%, many class sections have been cut, and faculty will be required to take nine (9) furlough days each semester. These furlough days will unfortunately mean that I will be unable to include all elements of this class that would provide the best educational experience. This is the result of the state’s draconian cut to the CSU budget this year, after already underfunding the system for a number of years.

REQUIRED BOOKS (All available in campus bookstore.)
Bruce J. Schulman, The Seventies: The Great Shift in American Culture, Society, and Politics
America in the 70s, Beth Bailey and David Farber, eds.
Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, 7th ed.

TENTATIVE COURSE SCHEDULE
Week of:
1. Jan. 25  Course Introduction
   Read Practical Tips for Reading Critically Academic Prose (on course Website)

2. Feb. 1   Read Schulman: Preface, Introduction, Ch. 1; Introduction in Bailey/Farber
   Writing assignment due Tuesday, Feb. 2: Write a 2-4 page paper (typed, 12 point font, double-spaced, one-inch margins, each page numbered). Begin with a brief paragraph introducing the topics covered in the week’s assigned reading. Then, write a one-paragraph summary for each of the following: Schulman Preface, Schulman Intro, Schulman ch. 1, Bailey/Farber Introduction.
   In each of these paragraphs, identify the thesis statement for the piece, summarize the author’s argument, and discuss how the author presents the material—what are the major topics and issues covered? What are strengths and weaknesses and why? Is the argument convincing? Why or why not?
   Finish the paper with a concluding paragraph in which you address possible common themes that tie together the readings for that week. If the authors contradict one another in any way, comment on that also.
3. Feb. 8 Read Schulman, ch. 2-3; Porter and Cowie essays in Bailey/Farber
   **Writing assignment** due Tuesday, Feb. 9: Write a 2-4 page paper (typed, 12 point font, double-spaced, one-inch margins, each page numbered). Begin with a brief paragraph introducing the topics covered in the week’s assigned reading. Then, write a one-paragraph summary for each of the following: Schulman ch. 2, Schulman ch. 3, Porter essay in Bailey/Farber, Cowie essay in Bailey/Farber
   In each of these paragraphs, identify the thesis statement for the piece, summarize the author’s argument, and discuss how the author presents the material—what are the major topics and issues covered? What are strengths and weaknesses and why? Is the argument convincing? Why or why not?
   Finish the paper with a concluding paragraph in which you address possible common themes that tie together the readings for that week. If the authors contradict one another in any way, comment on that also.

4. Feb. 15 Read Schulman, ch. 4-5; Capozzola, and Graebner essays in Bailey/Farber
   **Writing assignment** due Tuesday, Feb. 16: by now, you should know the drill
   Thursday, Feb. 18, meet in MLIB 226 for presentation on 1970s sources from Librarian George Thompson
   No office hours, Monday, Feb. 15, due to **campus-wide** mandatory unpaid furlough day

5. Feb. 22 Read Schulman, ch. 6-7; Bailey and Brownstein essays in Bailey/Farber
   **Writing assignment** due Tuesday, Feb. 22

6. Mar. 1 Read Schulman, ch. 8-9, Conclusion; Willard and Moy essays in Bailey/Farber
   **Writing assignment** due Thursday, Mar. 4
   No class, Tuesday, Mar. 2, due to **instructor’s** mandatory unpaid furlough day

7. Mar. 8 Consultation with instructor re: paper topic (no formal class meeting this week);
   You need not write anything formal for this consultation. But please come in with some fairly specific ideas for your research topic; that means more than “I guess I’d like to write something about . . .” Be prepared to take notes during our discussion, and plan on it taking about 10 minutes.
   No office hours on Wednesday, Mar. 10, due to **instructor’s** mandatory unpaid furlough day

Mar. 15 **SPRING BREAK**

8. Mar. 22 Prospectus due at my office (Trinity 207) on Tuesday, Mar. 23, between 9:30-10:45 (see below for details). No formal class meeting this week.

9. Mar. 29 Draft of Outline and Annotated Bibliography due by Friday, Apr. 2 (see below for details). No formal class meeting this week.
   No office hours, Thursday, Apr. 1, due to **campus-wide** mandatory unpaid furlough day

10. Apr. 5 Guided research: meet with instructor to discuss research paper. No formal class meeting this week.

11. Apr. 12 Guided research: meet with instructor to discuss research paper. No formal class meeting this week.

12. Apr. 19 First Draft of paper due at my office between 9:30-10:45, Thursday, Apr. 22. No formal class meeting this week.
   No office hours, Tues., Apr. 20, due to **instructor’s** mandatory unpaid furlough day

13. Apr. 26 Meet with instructor to discuss first drafts. No formal class meeting this week.

14. May 3 Presentation of Research Papers and Peer Reviews (details will be furnished at appropriate time)

15. May 10 Presentation of Research Papers and Peer Reviews

16. May 17 Presentation of Research Papers and Peer Reviews, Tuesday, May 18, 12-1:50; **Final Draft Due**
**FINAL GRADE**

Your final grade will be tabulated in this manner:

- class participation = 50 points
- papers on assigned readings = 75 points (15 points each)
- 2-page prospectus = 25 points
- draft of outline and annotated bibliography = 25 points
- peer review = 25 points
- presentation on research paper = 25 points
- 20-page research paper = 200 points

**SHORT PAPERS ON ASSIGNED READINGS** (papers due at Tuesday’s class each week, with the exception of 6th week)

During the first 1/3 of the semester, each week you will hand in a 2-4 page paper that will focus on the week’s assigned reading. The papers will sharpen your analytical skills and allow me to identify any weaknesses in writing mechanics.

The papers will be worth 15 points apiece. A score of 11-12 points will indicate an acceptable performance; a higher grade will reward outstanding analysis and writing mechanics. All scores when handed back are final. A paper that contains spelling, punctuation, mechanics, and style below college-level standards will be returned to the student with a grade of zero. All papers must be typed, double-spaced, with one-inch margins, 12 point font, each page numbered. No late papers ("late" is any time I ask you during that day’s class to turn in your paper) will be accepted.

**Week 8, Mar. 22**  **Prospectus and Presentation on Paper Topic** (worth 25 points)

Write a two-page prospectus (typed, double-spaced, one-inch margins, 12-point font) on the topic you have selected. The prospectus should include:

1. a description of the topic, a paragraph in length;
2. a discussion of the historical significance of the topic, one paragraph in length; address the question: why is this topic important? In other words, so what?
3. a discussion of why you selected the topic, one paragraph in length;
4. a preliminary thesis statement for your paper: if you need a reminder on thesis statements, refer to “Practical Tips for Reading Critically Academic Prose,” posted on the course’s Web Vista site.
5. one paragraph on possible primary and secondary sources for the paper.

This paper is due at my office (Trinity 207) on Tuesday, Mar. 23, between 9:30-10:45.

**Week 9, Mar. 29-Apr. 2**  **Draft of Outline and Annotated Bibliography** (worth 25 points)

Each student should write an outline for the entire research paper, at least 2-3 pages in length, due by Friday, Apr. 2 (turn in the paper during my office hours this week, or slide it under my office door if I’m not around). The outline should address the paper’s Introduction, Body, and Conclusion. There is no single correct way to format an outline (you will find dozens of variations on the Internet), but whatever way you choose, be consistent throughout. For example, in the middle of the outline do not suddenly introduce Roman numerals to designate major points if you have not used them previously. The more detailed your outline is, the more help I can offer you with respect to the paper’s organization and argument.

A bibliography is a list of sources (books, journal articles, websites, periodicals, etc.) one is using or has used for researching a topic. Bibliographies are sometimes called “references” or “works cited,” depending on the style or format you are utilizing. An annotation is a summary and/or evaluation. Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources. Your annotations should do the following:

- **Summarize** the source. What are the main arguments? What is the point of this book or article? What topics are covered?
- **Assess** the source. After summarizing a source, evaluate it. How is it a useful source? How does it compare with other sources in your bibliography? Is the information reliable? Is this source biased or objective? What is the goal of the source? For most bibliographical entries, the assessment will necessarily be preliminary at this stage of your research.

**Examples:**

Heylin has interviewed just about everybody who was in any way connected with the birth of punk in New York City in the Seventies. He argues that, for a period in the mid- to late 1970s, seminal punk musicians and bands tried but ultimately failed to marry rock and art in a commercially viable way. This book is a goldmine of information on the early New York punk scene, rivaled only by Legs McNeil and Gillian McCain’s *Please Kill Me: The Uncensored Oral History of Punk*, and should be extremely helpful for my paper on the early years of punk rock.


Killen mounts a detailed psychoanalysis of 1973 as a window into the entire decade of the Seventies. He has a chapter, “Personality Crisis,” on the dark side of the 1970s, which will be useful for my paper on cults.


Carroll offers the first scholarly historical look at the Seventies. He is especially strong on popular culture and literature, and should be a good source for my paper on best-selling books of the decade.

For bibliographical formatting, see Turabian, *A Manual for Writers*, especially 16.2.

**RESEARCH PAPER REQUIREMENTS (Final draft due at last class of semester, Tuesday, May 18, 12:00-1:50)**

I will have more to say about the precise requirements for your final research paper. But this will cover the main points.

**Before you begin writing your paper, read carefully the Writing Guide that I’ve placed on the course Web Vista site.**

Your paper should run no less than 15 pages and no more than 20 pages, including endnotes and bibliography. Your grade on the paper will be reduced by one-third grade level for each page less or more than this specified length. The paper should be double-spaced, with one inch margins and 12 point font. Each page should be numbered. Do not write your name anywhere in the interior of the paper.

Use endnotes, not footnotes. The format for endnotes is exactly the same as footnotes, except that endnotes appear following the body of the paper (before the bibliography) rather than at the bottom of text pages. For endnote formatting, see Turabian, *A Manual for Writers*, especially 16.1, 16.3, 16.4, and chapter 17.

The bibliography should come after the endnotes. Although you will turn in an annotated bibliography earlier in the semester, the final paper’s bibliography should not be annotated. For bibliographical formatting, see Turabian, *A Manual for Writers*, especially 16.2 and chapter 17.

**Your paper should draw on at least ten sources, of which at least four should be primary sources (documents produced in the Seventies). You may use material found on the Internet, subject to two conditions:**

1. an important primary source that can be accessed only online. Material found on the Internet, even historical documents, is of widely varying quality and credibility. Generally, primary sources made available by a reputable institution such as the National Archives or a state historical society should be legitimate sources. A website thrown together by an amateur history buff or a high school student (sad to say, sometimes even a high school teacher) should be avoided. Read carefully *Evaluating History Resources Found on the Internet*, which I have placed on the course Website. If in doubt about a particular website, consult with me.

2. material found online that has been published previously as hard copy. For example, if by using a database from the library you can access an article that was originally published in an academic historical journal, then I will accept that as a non-Internet source. For this kind of source, you should offer, in your endnotes and in the final bibliography, both the online and publication citations.

While you may consult Wikipedia and online encyclopedias for factual information, they may not count as one of your ten sources.
“Be very careful because it is very difficult to be a historian.”—Jose Enrique de la Pena, 19th century Mexican army officer and diarist

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<tr>
<th>STUDENT LEARNING OUTCOMES—Department of History</th>
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<tr>
<td>1. Student’s work demonstrates critical use and proper citation of both primary and secondary sources.</td>
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<td>2. Student’s work employs the formal styles of writing, argumentation, and presentation that historians use.</td>
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<td>3. Student’s work demonstrates a basic mastery of research techniques that historians use.</td>
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<td>4. Oral presentations are clear and comprehensive.</td>
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<td>5. Student’s work reflects an understanding of historiographic traditions.</td>
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<td>6. Student’s work reflects an understanding of the intellectual, political, economic, social, and cultural history of the United States, Europe, Classical Civilization, the Near East, or one “Non-Western” area.</td>
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<td>7. Student’s work reflects an understanding the roles of race, class, gender, or ethnicity in history.</td>
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