

## History 84900 – Advanced Research Seminar

Spring 2017, Mondays, 6:30-8:30

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Office hours: Mondays, 5-6 or by appointment

This seminar is an intensive workshop in which students will expand and refine their skills in research and writing. Each of you will develop and write an article-length monograph. The monograph will be roughly 35-40 pages and will be an original analysis that addresses a clearly defined historiographical problem, is based substantially on primary sources, and is suitable for submission to a peer-reviewed journal. Over the course of the semester, students will present for discussion the state of recent relevant historiography, a proposal, and multiple paper drafts. Throughout, we will discuss conceptualization, methodology, research strategies, interpretation, the writing process, the publication process, and related matters. Throughout, we will use the current *Chicago Manual of Style* as a reference for style, formatting, citations, etc.

Prior to the first class meeting, students will send me copies of their first year seminar papers. Students should also have considered possible topics for their monograph and do some preliminary bibliographic research and assessments of the accessibility of primary sources. The topics should be significantly different from your first-year seminar paper but may constitute research that informs a dissertation topic or even part of a dissertation. Finally, each of you should identify 5-6 peer-reviewed journals in your field that might be targets for submission.

Writing a publishable article over the course of a single term is a challenging task. Intermediate submissions and deadlines are imposed to make it doable. To this end, these are the seminar's rules:

- 1.) **Class begins promptly at 6:30.** Do not be late. If you are habitually late, you will not receive a passing grade for the seminar.
- 2.) **Do not miss a seminar meeting** without an acceptable explanation. If you miss as much as one class meeting without explanation, I will ask you to withdraw from the seminar or accept a failing grade.
- 3.) **Do not miss a deadline.** One missed deadline will result in no grade for that particular assignment. More than one, and you will not receive a passing grade for the seminar.

**Your final grade (based on a scale, by points) will be calculated as follows:**

Preliminary topic proposal & historiographical summary	100 (10%)
First presentation of topics & historiography	100 (10%)
Formal topic proposal	100 (10%)
Second presentation of topic proposal	100 (10%)
Submissions of work in progress & in-class progress reports (4, 50 points each)	200 (20%)
Rough draft	100 (10%)
Submission & formal presentation of final papers	200 (20%)
Final paper	100 (10%)

**NOTE: I will not grant “incompletes” (INC’s) for this course.**

The grading scale for ALL course grades is as follows:

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
below 60% = F

### **The University's policy on academic integrity:**

The faculty and administration of CUNY support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity policy can be found at <http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/>

If I have determined that you have committed plagiarism, you will receive a failing grade for the course.

### **Seminar Schedule:**

January 30 Course introduction & preliminary discussion of paper topics

Read: Lynn Hunt, "How Writing Leads to Thinking (and not the other way around)"  
Robert Schneider, "Five Myths about the American Historical Review"  
(<https://www.historians.org/publications-and-directories/perspectives-on-history/november-2013/five-myths-about-the-american-historical-review>)  
Deborah Lines Andersen, "Creation of Digital Scholarship: Cases from Academe"

February 6 What makes for a good journal article?

Read the 2013 Louis Pelzer Memorial Award Winner for the best essay in American history by a graduate student: Cameron B. Strong, "Violence, Ethnicity and Human Remains during the Second Seminole War," *Journal of American History*, March 2014

*February 14* Submit to Professor Remy and each of your classmates a one paragraph summary of your topic as you have developed it to date and a 3-5 page single-spaced survey of relevant recent historiography. In addition to the above, include a preliminary bibliography of secondary sources and a brief assessment of primary sources.

February 15 First presentations of paper topics & historiography

Each student will give a short informal presentation of the proposal in class, with the bulk of the presentation on the historiography with which s/he is engaging.

February 20 No class

*February 26* Submit to Professor Remy and each of your classmates a 4-6 page single-spaced proposal that includes: (1) a statement of the problem and/or central question to be addressed in the paper; (2) a summary of the present state of scholarship on the problem; (3) brief speculative commentary on the possible significance of the analysis; (4) a discussion of methodology, including any theoretical concerns; and (5) revised bibliography of primary and secondary sources

February 27 Presentation and discussion of paper proposals (part 1)

March 6 Presentation and discussion of paper proposals (part 2)

March 13, 20, & 27 & April 3: individual progress reports on papers

**Note:** for **each** of the above class meetings – no later than the day before each class meeting (March 12, 19, & 26 & April 2), each of you will submit to me and your classmates a written portion of your paper. There is no set length, but it should be a coherent portion of your narrative and reflect the ongoing progression of your analysis.

April 10 No class

April 17 No class

*April 19* Submit a rough but complete draft of your paper to me and your classmates

April 20 Discussion of drafts (part 1)

April 24 Discussion of drafts (part 2)

May 1 Discussion of the processes of getting an article published

Come to class with the names of at least two journals you think might be appropriate for publishing your paper and their article submission processes. Bring a short written statement for each proposed journal explaining why your work would be a good fit for the journal

*May 7* Submit to me and your classmates a revised version of your paper, including the bibliography

May 8 Formal presentations of final papers

May 15 Formal presentations of final papers

May 26 Final papers due to Professor Remy

Final revised papers are due **May 19**. This is a firm deadline.