This seminar is designed to train incoming graduate students in the craft of historical research and writing. Over the course of the term, each student will formulate a research topic, prepare a bibliography of relevant primary and secondary sources, write an historiographic essay, and present and defend a formal project proposal for the substantial research paper that is to be completed in the second semester seminar. Weekly meetings will discuss common readings, share and critique written work, and develop and refine the research proposals. We will also be devoting some time to methods and issues involved in undergraduate teaching.

Students should focus primarily on framing a topic and honing a well defined, focused and reasonable research question for their papers. The purpose of the collateral assignments is to help push this process forward. Thus, from the very beginning students should be thinking about their research project, sampling secondary readings and investigating the availability of accessible sources.

Course learning objectives: Familiarize students with the full range of issues we confront as historians trying to do original work: how to pose researchable questions, how to find and cull through sources, how to weigh and interpret evidence, construct arguments, and situate one’s own arguments in a wider field of debate in the field.

Over the course of the semester students will be expected to demonstrate:

- An ability to formulate an historical research question
- An understanding of the research process
- An understanding of how to assemble a relevant and effective bibliography
- An ability to shape a methodology for a historical research project
- An understanding of the use of evidence and research in historical studies
- An ability to read historical works critically and analytically
- An ability to plan out a well defined, carefully researched and cogently argued research project for an article length historical paper
- An ability to critically review and analyze the historical work of others
- An appreciation for the complexity of historical experience

Schedule of class meetings with assignments and timetables

Aug. 30 Introductions, Orientation: Selecting a Topic
Sept. 6. Select one from among the attached list of recommended articles from recent volumes of the *Journal of American History*. Read it and prepare the following:
   a. a one page summary of the central question and the major findings
   b. a page discussing the nature of the sources used and the methodology employed in their use
   c. isolate a single quote – *do not use the concluding paragraph*—that you consider the crux of the argument

Sept. 13 “Between Footnotes and Plagiarism: Imagination, Creativity And Scholarship.” Read the *Journal of American History*, March 2004 Round Table discussion pp. 1325-1357 and write a 2-3 page essay addressing the issues raised.

Sept. 20 **Individual meetings.** Discuss a topic, sources, secondary readings

Sept. 27 For the topic you have selected do the following:
   a. prepare a list of 10 primary and secondary sources
   b. discuss how these sources are central to your paper
   c. describe the question that these sources will permit you to answer

Oct. 4 Prepare and circulate a description of the central question that you propose to investigate. No longer than two paragraphs. Discuss in class.

Oct. 11 Prepare a three page discussion of the historiography (the present state of relevant scholarship) surrounding your topic with a bibliography of important monographs in your area.

Oct. 18 Discuss a book or article that might best serve as a model for the type of study you intend to do.

Oct. 25 Undergraduate Teaching: Read the *Journal of American History*, March 2011 Round Table discussion “Textbooks and Teaching” pp. 1048-1079 and the *JAH* March, 2012 piece on “Historiographic Mapping,” pp. 1114-1126. Department requirements, the syllabus, a bow to the local learning culture, selecting texts, preparing lessons, priming discussions, exams, grades.

Nov. 1 Discuss the methodology for your paper. Remember methodology does not mean which library you intend to visit or which sources you plan on working with, it does mean discussing your research strategy, how you intend to use your sources to construct a response to your central question.

Nov. 8 Presentation, critiquing and revision of draft research proposals. The seminar will be divided into two groups with each group responsible for
reading and critiquing all proposals prepared by its members. Drafts will be sent by email to members of each group for review and preparation of oral critiques to be discussed in class.

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<tr>
<th>Date</th>
<th>Activity and Details</th>
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<tbody>
<tr>
<td>Nov. 15</td>
<td>Presentation, critiquing and revision of draft research proposals.</td>
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<tr>
<td>Nov. 22</td>
<td>No class.</td>
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<tr>
<td>Nov. 29</td>
<td>15-minute conference-paper style revised presentations (with comments from critic/discussant) of the final research plan/proposal with potential implications of research findings on current scholarly understanding. Group I</td>
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<tr>
<td>Dec. 6</td>
<td>15-minute conference-paper style revised presentations (with comments from critic/discussant) of the final research plan/proposal with potential implications of research findings on current scholarly understanding. Group II</td>
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<tr>
<td>Dec. 12</td>
<td>Submit the final proposal.</td>
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Selection of Articles


