

**HISTORY 7630, SPRING 2014**  
**Graduate Research Seminar in the Civil War Era**  
**Instructor Paul Harvey. X 4078. Email pharvey@uccs.edu**

Description

Students in History 7630 will prepare a professional article-length research paper (25-30 pp. usually) on the subject of their choice in the field of the history of the Civil War era, defined broadly here as 1831-1890, to be cleared in advance with the instructor. Students will be paired for peer review projects. Your goal should be to prepare an intensive primary-source research essay which could be published in a professional journal of history. Papers should be prepared in Chicago style format. Models for that are provided in Mary Lynn Rampolla, *Pocket Guide to Writing in History*.

Students in this course will be divided into groups and into peer review partners, based as much as possible on similar topics. You will be asked to read all the papers in your group, and prepare an extended commentary on your student partners' essays.

Grading Policy:

Final Essay: 80%

Course Participation, Presentation of Research, Peer Reviewing: 20%

***Note: Students who do not turn in a rough draft and go through the draft process, or who do not participate in the group critique sessions, cannot receive a passing grade in the course.***

Readings:

Mary Lynn Rampolla, *Pocket Guide to Writing in History*

Gary Gallagher, *Causes Won, Lost, and Forgotten*

Primary Documents from library and online: TBA

one article from the *Journal of the Civil War Era*, *Civil War History*, or the *Journal of American History*

**COURSE SCHEDULE**

<u>DATE</u>	<u>ASSIGNMENT</u>
Jan. 21	Discussion of Gary Gallagher, <i>Causes, Won, Lost, and Forgotten</i>
Jan. 28	Presentation of prospecti and group discussion of research topics. NOTE: ALL STUDENTS SHOULD BRING A COPY OF YOUR PROSPECTUS, ABOUT 1-2 PAGES, TO CLASS, WITH ENOUGH COPIES FOR EVERYONE.
Feb. 4	NO CLASS: INDIVIDUAL MEETINGS
	<i>Due by Friday Feb. 7th: project statements</i> , together with short annotated bibliography of primary and secondary sources to be used. 3-4 pp. project statement should include discussion of topic, projected hypothesis/thesis to explore, and major PRIMARY sources to be used. Please print out one copy for everyone in the class (or email to classmates if you agree to do that).
Feb. 11	Discussion of project statements in class. Come prepared with oral comments on project statements from everyone else in class.
Feb. 18	Sources/Opportunities Night (see end of syllabus for more description).
Feb. 25	<b>Discussion of secondary article:</b> – <i>see end of syllabus for details</i>

- Mar 4 No class. Due today: *full annotated bibliographies of your primary and secondary sources. Send to me and to each member of your writing group. Each class member should respond via email to your partner's annotated bibliography and send along any suggestions, and CC me your email to your partner. This should be done by March 11<sup>th</sup>.*
- Mar 11 GUEST LECTURE BY HISTORIAN JASON BIVINS – MORE INFO TBA
- Mar 18 no class; individual meetings in office.

**Please turn in ten pages of writing, from any ten pages of your work to date, by Friday, March 22. Turn in by hard copy to my office. The writing can be rough, unpolished, etc. – I won't be grading the writing. Just give me ten pages of writing from your paper, any writing at all. Note: this is a requirement of the class, not an "optional" assignment! I want your early writing, no matter how bad it is! Remember, as Anne Lamott famously explained: "all first drafts are [lousy] – insert off-color synonym for "lousy" there.**

- April 1 Classtime: "check in" and Writing Skills Workshop  
\**Special note: anything Amy Haines says today should be disregarded entirely\**
- April 8 No class, work on rough drafts.
- April 15 FULL ROUGH DRAFTS DUE TODAY: one copy to me and to all your group members.
- April 22 Rough Draft Discussion for Group 1: 4-6 (location tba)  
Rough Draft Discussion for Group 2: 6-8 (location tba)
- April 29 No class; revise rough drafts.
- May 5 Presentation of Papers at meeting of Colorado Springs branch of the Civil War History Society meeting. 15 minutes per student

**ALL FINAL PAPERS DUE NO LATER THAN FRIDAY, MAY 9.**

#### NOTE ON PAPER PEER REVIEW ASSIGNMENTS

1. Rough drafts are due on Tuesday, April 15. These must be full-length rough drafts, not "partial" drafts. The drafts themselves will not be "graded" except insofar as they are done and completed. An incomplete rough draft will affect your course participation grade. Prepare one copy for me, one copy for your student peer reviewer and another copy for other members of your group to read. That final copy will be placed outside my door. Alternatively, if your group all agrees to do so, you may swap your papers via email. However, I must have a hard copy from you.
2. Peer Review Assignments: On the night of peer reviews of rough drafts, come prepared with a 2-3 page typed analysis and constructive critique of your partner's rough draft. Your critique should focus on **substantive issues of thesis, argument, and evidence**; you should **NOT nitpick** about technical/grammatical issues. Your job is to assess the argument of the draft, not to be a proofreader. In short: focus on the big picture, not the niggling details. Please focus on the BIG PICTURE of the paper; do not bother to quarrel with technical details of footnotes etc.
3. Class will conclude with our own academic conference, featuring presentations of your project. More details on that later.

### Due Dates and Further Information:

Jan. 28:	short prospectuses of your project
Feb. 4:	project statement (3 pp. or so), and partial annotated bibliography of primary and secondary sources.
Feb. 25:	full annotated bibliographies of primary and secondary sources
March 25:	any ten pages of writing from any part, or parts, of your paper
April 15:	FULL rough drafts (20 – 30 pp.)
April 22:	formal critiques of group partners' rough drafts
May 9	LAST DAY on which you can turn in final draft

### Sources/Opportunities Night

Please come prepared to talk about one traditional library source and one electronic source that deals with or can be used to study the history of the Civil War era. As much as possible, tailor this to your specific topic. Bring copies of your traditional primary source, and print something off from your electronic source. You need not write anything about them to turn in, but just be prepared to discuss them orally.

For traditional library sources, find a primary source that you think you could use in your research. This could be a newspaper, a periodical, a compilation of documents, or just about anything else that could count as a printed primary source.

For the electronic source, come prepared to discuss and present an electronic source or database of use to you. This could be an electronic compilation of primary documents, a website, a blog, a listserv, or a particular database (such as ProQuest or Making of America). Please come prepared to discuss informally what you have done with your electronic resource, how you used it, what opportunities it provides, what limitations it has, and how you feel it best to combine “traditional” and “online” research.

### Feb. 25: Secondary Source Night

One of our goals this semester will be to learn how to integrate our own primary-source research into the broader body of historical literature that has addressed similar topics and advanced arguments to which one will respond and offer an original contribution. For tonight, please find an article relevant in some fashion to your own research this semester, from one of these major journals in the field: *Civil War History*, *Journal of the Civil War Era*, *Journal of American History*, *Journal of Social History*, *Journal of Southern History*, or *American Nineteenth Century History*. Prepare a 2-page synopsis and analysis of the article, to be turned in to me, in which you discuss the major arguments, evidence, and analysis of the article, and in which you suggest how you might use this article in your own research. Be prepared to present that article to the class.