

Instructor:

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Office hours: Tuesday, 3:00-5:30 in D2-137L.

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Other office hours are available by appointment via email.

Recommended Texts:

William Strunk Jr. and E. B. White, *The Elements of Style* (Longman; 4th edition, 1999). ISBN-13: 978-0205309023

Kate L. Turabian, et al, *A Manual for Writers of Research Papers, Theses, and Dissertations* (University Of Chicago Press; Eighth Edition, 2013). ISBN-10: 0226816389

Lynne Truss, *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation* (Avery reprint, 2006) ISBN-10: 1592402038

James M. Banner, Jr., *A Century of American Historiography* (Bedford, 2009) ISBN-10: 0312539487

William Kelleher Storey, *Writing History: A Guide for Students* (Oxford University Press; 5th Edition, 2015) ISBN-10: 0190238941

Class Description: This course teaches research and writing skills and is designed to prepare History students for History 4990. Students will learn how to find a research topic, develop a thesis, identify primary sources, cite those sources, and prepare a research proposal. The course will expose students to models of good historical writing and argumentation which will serve as models for their own writing.

Grading Policies: Grades will be determined on the following basis:

Class participation	10%
Quizzes	50%
Annotated bibliography	20%
Thesis prospectus	20%

Grades: A: 90 - 100% B: 80 - 89% C: 70 - 79% D: 60 - 69% E: 0 - 59%
(Grades at the high or low ends of these ranges will earn plus and minus grades.)

Campus Closure: In the event of an extended campus closure, please look at your Weber State email in order for instructions on how we will continue the class via email and the online course system.

Quizzes: There will a quiz every day at the beginning of class. Each quiz will be based on the readings that you were given for that day, what we discussed the previous week, or will be given on the content of the previous class's presentations.

Cheating Policy: Cheating and deceit are not accepted at Weber State University. *Cheating on an quiz or assignment, or turning in someone else's work as your own, will result in an E for the class.* You may work together on your assignments and papers, but you must turn in your own work. If you quote from a book, article, or web site, you must properly quote and cite your work. **Avoid even the appearance of cheating or plagiarism.**

Cell Phones, Texting, and Laptops:

Put your cell phones on vibrate. Try to avoid leaving class to take a call, but an occasional emergency is understandable. There will be NO texting in this class. Laptops or other personal digital tools may be used to take notes or look up material relevant to class discussions. No other uses of laptops will be tolerated.

Students with Disabilities: Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in Room 181 of the Student Service Center on the main campus. SSD can also arrange to provide materials (including this syllabus) in alternative formats if necessary.

Prospectus Presentation: Each student will take five minutes to describe to the class a prospectus. What question you are asking of the past. Why are you asking this research question or pursuing this research hypothesis? What has prepared you to answer this question? Give an overview of your sources and methods for answering the question. Suggest possible research strategies, such as the types of sources you will be using. This prospectus should not be considered binding in either your topic or your historical approach.

Useful Research Resources: Weber State University has some excellent research librarians that you can avail yourself of.

- Dr. Kathy Payne, Head of Reference and Information Services (KLPayne@weber.edu, 801-626-6511)
- Sarah Singh, Curator of Special Collections & Archives (ssingh@weber.edu, 801-626-6337)
- Dr. Wade Kotter (wkotter@weber.edu, 801-626-7458).

Annotated Bibliography:

A three-page paper that describes the primary and secondary resources for your thesis topic. This will be in the form of a bibliography, in which each source is fully cited in correct format, with an accompanying explanation of the source. For example:

Swedin, Eric G. *Healing Souls: Psychotherapy in the Latter-day Saint Community*. Champaign, Illinois: University of Illinois Press, 2003.

- A history of the integration of the modern psychologies with the modern LDS community; useful as a starting point for examining the history of these issues, but much of the research is twenty years old. The author argues that the LDS community and LDS Church have partially integrated the insights of the modern psychologies, while rejecting other parts of those ideas that are incompatible with LDS theology and religious practices.

Thesis Prospectus:

A five-page paper that describes your proposed research topic. Explain what your research topic is, why you selected this topic, where the topic fits in historiography, the primary sources that you will use, and the argument that your thesis will make. A short narrative is appropriate as part of this paper.

Style Guide: These rules must be followed in your papers.

- Margins will be one inch and the font size should be 12 point.
- All lines, except for block quotes, will be double-spaced.
- Ellipses do not normally start or end quotations, but are only used within quotations. Do not use the ellipse character, but use this character sequence: <space, period, space, period, space, period, space>.
- Any quote over three lines will be a block quote; block quotes will be single-spaced and double-indented.
- Know the difference between “its” and “it’s.”
- Know what [sic] is and how to use it.
- No extra blank lines between paragraphs.
- Put page numbers on each page.

Information for the next class (History 4990):

Senior Thesis Paper: Your Senior Thesis will meet the following criteria:

- 25-30 pages long, typed, double-spaced, in a twelve-point font, with one inch margins.
- It is a unique contribution to your chosen area of historical research. This requirement can be fulfilled by
 - using under-utilized or unutilized primary source materials;
 - identifying and addressing an unacknowledged problem of historical sourcing or interpretation;
 - applying conceptual categories in a way that offers new insight into established areas of historical scholarship;
 - making innovative use of interpretive theory in the analysis of your sources.
- In short, your paper must offer something in its interpretations or in its presentation of the evidence that cannot be found elsewhere.
- You need to have an *argument* that you are trying to *prove*. This is more than just retelling events that occurred; you must analyze those events and support a specific thesis.
- All of your citations need to be either footnotes or endnotes in Turabian form (Chicago Manual of Style). The Online Chicago Manual of Style can be found at <http://www.chicagomanualofstyle.org/tools_citationguide.html>
- You need to have at least 15 primary sources, and at least 15 secondary sources.
 - At least 3 of the primary sources must not be from a digital source.
 - At least 6 of the secondary documents must be monographs not articles.
- You will have to have a bibliography also in Turabian form. The bibliography will be divided between primary and secondary sources.
- You must follow the Style Guide.
- In order to receive a final grade, you must turn in a copy for the university archives in the library. You should not bind the paper. Just staple it in the corner.
- The grading rubric for your paper is located here:
<http://faculty.weber.edu/eswedin/Site/standards_for_senior_thesis.htm>

Schedule:

Date	Activities
August 30	Introduction to class. Demonstration of how to use Internet research sources and WSU databases.
September 6	No class (find your research topic)
September 13	Readings: Banner, Preface, pp. 1-29; Storey, chapter 1
September 20	Readings: Banner, pp. 30-65; Storey, chapters 2-3
September 27	No class will be held.
October 4	Readings: Banner, pp. 66-102; Storey, chapter 4
October 11	Readings: Banner, pp. 103-140; Storey, chapter 5
October 18	No class will be held.
October 25	Readings: Banner, pp. 141-182; Storey, chapter 6 Annotated Bibliography due
November 1	Readings: Storey, chapter 7; Truss, pp. xi-67
November 8	Readings: Storey, chapter 8; Truss, pp. 68-131
November 15	Readings: Story, chapter 9; Truss, pp. 132-204
November 22	Thanksgiving
November 29	Each student will make a five minute oral presentation on their thesis prospectus to the rest of the class. Thesis Prospectus due
December 6	Spare day
December 13	No Final Exam