

George Mason University
Department of History and Art History

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Office hours: M and Th, 12-2 p.m. & by appt.

Fall 2017

Wednesdays, 7:20-10 p.m.

Robinson B 108

HIST 300, section 002: Generational Divides in the U.S. and U.K. Since 1945

This writing intensive course focuses on a topic--age and generational issues in the post-1945 U.S. and U.K.--but is even more focused on methods. How do historians do their work? How can students develop those same research, thinking, and writing skills? The goal is to help History majors acquire and expand on a fundamental set of skills that they will need as they take their upper-level coursework and eventually the capstone course, HIST 499. We'll also talk about how the skills of the History major can be used in a variety of careers that may or may not have to do with studying the past.

In HIST 300, students will learn to develop research questions, find and analyze both primary and secondary sources, organize their analyses into arguments that are supported by evidence, and present those arguments effectively in both written and oral forms. Students will also learn to follow ethical principles, avoiding plagiarism and acknowledging intellectual debts through proper citations written in the disciplinary-standard "Chicago" style.

HIST 300 is a required course for the History major and the only course in which **students must earn a grade of C or better** in order to graduate with a History B.A.

HIST 300 also satisfies the Mason Core requirement in Synthesis and is designated as a Scholarly Inquiry (SI) course. The learning outcome for SI courses is that "Students will articulate a scholarly question; engage in the key elements of the scholarly process; and situate the concepts, practices, or results of scholarship within a broader context."

HIST 300 is also a Writing Intensive (WI) course, meaning that students "should be asked to write a minimum of 3500 words, divided among two or more assignments" and "the course must give students opportunities to draft and revise based on instructor feedback so that they can practice the writing processes, forms, and conventions expected in the field." This section of HIST 300 meets these requirements through multiple short assignments and especially through the 3000-word final paper.

Required books: (available at campus store; see course schedule for additional required readings)
Kate Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 8th ed.
University of Chicago Press, 2007. **Please bring this book to every class meeting.**

Course requirements and grading:

Weekly assignments will account for 65% of each student's grade, with all but the research report (see 11/1) counting for 7% each. These assignments are due via Blackboard before the start of class and must

be typed in a 12-point font with one-inch margins. See individual assignments for additional formatting details. Because it is vital that students keep up and complete HIST 300 as the step-by-step process that it is intended to be, **I will not accept weekly assignments that are more than 48 hours late.** If you are struggling with an assignment, **contact me immediately for help because every zero on a weekly assignment drops your course grade by 2/3 of a letter.**

The remaining 35% of each student's grade will be based on an oral presentation (5%), attendance and active participation in class (10%), and a final paper of 3000 words (20%). **Attendance is required. Any student who misses a class or a scheduled appointment will lower their course grade by 3% per instance.** If you must miss class or cancel an appointment for a valid reason, contact me *in advance*, preferably by email.

Course policies and other information:

Honor code: Students in this course are bound by the University's Honor Code, which states: "Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." I will pursue any concerns about academic dishonesty and will report suspected students to the Honor Board for disciplinary action, including a failing grade in the course.

Excused absences: If you expect to miss class or reschedule a due date because of a University-approved absence (i.e., varsity athletics, religious holidays), you must make arrangements with me by September 6.

Accommodations: Students who require academic accommodations should contact me promptly and *must* make arrangements through the Office of Disability Services (ods.gmu.edu; 703-993-2474).

Incompletes: University policy states that instructors should assign an IN only if the student has a very limited amount of work to complete and there is a non-academic reason that prevents its completion by the end of the semester. An incomplete cannot be used to avoid a poor grade.

Useful information:

Writing Center (writingcenter.gmu.edu): A114 Robinson Hall, 703-993-1200

Counseling and Psychological Services (caps.gmu.edu): 703-993-2380

Learning Services (academic skills help housed within CAPS; see <http://caps.gmu.edu/learningservices/>)

Last day to add or drop with no tuition penalty: Tuesday, Sept. 5

Last day to drop with 33% tuition penalty: Friday, Sept. 19

Last day to drop with 67% tuition penalty: Friday, Sept. 29

Selective withdrawal period: Monday, Oct. 2 - Friday, Oct. 27

Course schedule: (subject to revision)

8/30 Course introduction; watch part of "Berkeley in the Sixties"

9/6 **Secondary source analysis #1 due;** discuss how to find and cite scholarly books and articles
Reading: Osgerby, *Youth in Britain Since 1945*, chs. 1-3; Mitchell, "Reassessing 'the Generation Gap'" (on Blackboard)

- 9/13 **Secondary source analysis #2 due**; discuss definition and purpose of historiography; finish watching "Berkeley in the Sixties"
Reading: Mintz, "Reflections on Age as a Category of Historical Analysis"; Scott, *Younger Than That Now*, Intro (on Blackboard)
- 9/20 **Annotated bibliography due**; discuss how to develop a research question
Reading: Turabian, *Manual for Writers*, chs. 1-2; Charles W. Eagles, "Toward New Histories of the Civil Rights Era," *Journal of Southern History* 66 (November 2000), 815-48. (Use your research skills to find a digital copy from the Mason Libraries)
- 9/27 **Historiographical essay due**; visit Special Collections at Fenwick Library; discuss how to find, analyze, and cite primary sources
- 10/4 **Primary source analysis #1 due**; presentation by Dr. George Oberle on additional ways to find and access primary sources
Reading: Turabian, *Manual for Writers*, chs. 3-4 and look over ch. 17
- 10/11 **Primary source analysis #2 due**; discuss how to write the preliminary research proposal
- 10/18 **Preliminary research proposal due by NOON; No class -- individual meetings this week**
- 10/25 Class meets for research/reading time and support
- 11/1 **Research report due**; discuss arguments, outlines, storyboards, and how to start writing
Reading: Turabian, *Manual for Writers*, chs. 5-7
- 11/8 **Outline and body section(s) due**; discuss paragraph structure and how to write and revise introductions and historiographical sections of papers
- 11/15 **Introduction and historiography due for peer review in class**; discuss oral presentations
- 11/22 Thanksgiving holiday
- 11/29 **Oral presentations**
- 12/6 **Oral presentations**

Final papers due via Blackboard by 5 p.m. on Friday, December 8