

**George Mason University
Department of History and Art History**

Dr. Jennifer Ritterhouse
Email: jritterh@gmu.edu
Office: Horizon Hall 3113
Office hours: Wednesdays, 1-2pm and by appointment

Spring 2024
Thursdays, 1:30-4:10 p.m.
Krug Hall 209

HIST 300, section 003: Youth Cultures in the U.S. and U.K. since 1945

This research and writing intensive course for History majors uses the broad topic of youth cultures to teach students the fundamentals of historical methodology. The goal is to lay a foundation in research, analytical, and writing skills that History majors can draw on as they take their upper-level coursework and eventually the capstone course, History 499. Students will learn how 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 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.

For the Mason Core, HIST 300 satisfies the Synthesis requirement and is designated a Mason Impact course. You can find the Mason Impact Learning Outcomes here: <https://provost.gmu.edu/academics/undergraduate-education/mason-impact>.



Required books: (available at campus store; see the course schedule for additional required readings)
Zachary M. Schrag, *The Princeton Guide to Historical Research* (Princeton University Press, 2021).

Course requirements and grading:

Weekly assignments will account for 65% of each student's grade, with all but the research report 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 instructions. Because it is vital that students keep up and complete HIST 300 as the step-by-step process 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 and a possible extension 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%), active and thoughtful (both intellectually engaged and considerate) participation in class (10%), and a final paper of 3000 words (20%). **Attendance is required. Any student who misses a class or scheduled appointment will lower their course grade by 3% per instance.** If you must miss class or cancel an appointment for a valid reason, email me in advance.

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." This includes the use of AI to generate writing that is supposed to be your own. For more information, see <http://oai.gmu.edu>. 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 let me know by January 25.

Accommodations: Students who require academic accommodations should contact me promptly and must make arrangements through Disability Services (<https://ds.gmu.edu/>).

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.

Resources and useful information:

Writing Center: <https://writingcenter.gmu.edu/>

Learning Services (including time-management help): <https://learningservices.gmu.edu/>

Counseling and Psychological Services: <https://caps.gmu.edu/> or 703-993-2380

Last day to drop with 100% tuition refund: Tuesday, January 30

Last day to drop with 50% tuition refund: Tuesday, February 6

Unrestricted Withdrawal Period (no refund but a W is better than an F for GPA): February 7-20

Selective Withdrawal Period (<https://chssundergrad.gmu.edu/withdrawal/selective>): Feb. 21-March 25

Course schedule: (subject to revision)

- 1/18 Course introduction; watch part of "Berkeley in the Sixties" (finish it on your own)
- 1/25 **Secondary source analysis #1 due;** discuss readings & how to find and cite books and articles
Reading: Osgerby, *Youth in Britain Since 1945*, chs. 1-3; Mitchell, "Reassessing 'the Generation Gap'" (on Blackboard)
- 2/1 **Secondary source analysis #2 due;** discuss readings & definition and purposes of historiography
Reading: Mintz, "Reflections on Age as a Category of Historical Analysis"; Scott, *Younger Than That Now*, Introduction (on Blackboard)
- 2/8 **Annotated bibliography due;** discuss how to develop a research question
Reading: Schrag, *Princeton Guide to Historical Research*, Chapters 3 & 4
- 2/15 **Historiographical essay due;** discuss the kinds of sources historians use
Reading: Schrag, *Princeton Guide to Historical Research*, Chapter 5
- 2/22 **Primary source analysis #1 due;** discuss how to find, analyze, and cite primary sources
Reading: Schrag, *Princeton Guide to Historical Research*, Chapters 8 & 10 (also skim 6, 7 & 9)
- 2/29 **Primary source analysis #2 due;** discuss how to write the research proposal

SPRING BREAK

- 3/14 No class meeting; we will schedule individual meetings for this week and the **research proposals will be due** in advance of those meetings
- 3/21 **Research report due**; class time will be devoted to informal but substantive oral updates from each student about how their research project is shaping up and what sources they are using
- 3/28 Discuss arguments, outlines, storyboards, and how to start writing
Reading: Schrag, *Princeton Guide to Historical Research*, Chapters 13 & 15
- 4/4 **Outline and body section(s) due**; discuss paragraph structure and how to write and revise introductions and historiographical sections of papers
- 4/11 **Introduction and historiography sections due for peer review in class**; discuss oral presentations
- 4/18 No class meeting; work on drafts
- 4/25 **Oral presentations**

Final papers due via Blackboard on Thursday, May 2 by 1:30 p.m.