

History 499-DL2: Senior Seminar in History  
*Late 20<sup>th</sup>-Century U.S. Social Movements*  
Spring 2021, George Mason University

Professor Laura Moore  
Email: lmooreb@gmu.edu (best way to contact me)  
Virtual Office Hours: Vary by week, readily by appointment

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History 499 is the capstone course for history majors. Students build on their undergraduate scholarly training to write a full-length original research paper of around 6,000 words. In this section of History 499, we will focus on late 20<sup>th</sup> century U.S. history (approximately the 1960s-1990s) with a focus on social movements. We begin the course with readings and discussions about historical scholarship in general and social movements specifically, and students complete a series of research skills projects. By the fifth week of the semester, you will have developed a research question that will grow out of that “digging.” You will then spend the bulk of the semester on your own original research and writing, as well as on sharing findings and drafts with classmates.

In addition to its importance in the history major, History 499 officially fulfills other aspects of a GMU undergraduate education. It is a Mason Core “integration – writing intensive” course, meaning it should “expand students’ ability to master new content, think critically, and develop life-long learning skills” and that students must write drafts and revisions based on the professor’s feedback. As part of the “Students as Scholars” initiative History 499 is also a Mason Impact “Research and Scholarship Intensive” course in which students take responsibility for carrying out an original research project.<sup>1</sup>

In the end, as the capstone to a history major’s liberal arts education, History 499 students gain experience with the methods, challenges, and collaboration required of advanced historical scholarship. In this class, YOU are the historian, YOU are the scholar.

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The course is organized around the four major elements that go into creating an original research project:

1. Reading scholarly works, **secondary sources** that relate to one’s research question
2. Finding and analyzing **primary sources**
3. Organizing one’s findings and writing **drafts**
4. Sharing **comments** and advice with colleagues



<sup>1</sup> For information about these designations, see <https://catalog.gmu.edu/mason-core/>, <https://wac.gmu.edu/wi-course-resources/wi-course-criteria/>, <https://oscar.gmu.edu/students/take-a-class/>

## HOW TO SUCCEED IN THIS COURSE:

**-Stay in touch with Professor Moore:** Always let me know right away if you get stuck, confused, or worried about any assignments. Keep me updated on your research and writing. You can always email me. Don't hide problems from me – I know this is a hard class, and I can help you to navigate it. But also, please share exciting finds and insights!

**-Do EVERY assignment, on time and following instructions:** This class emphasizes the research PROCESS. Assignments take you on the step-by-step journey of researching and writing an advanced, original research paper. You cannot succeed if you don't complete the steps *in order* and *on time*. You should be able to complete the readings and assignments averaging about ten hours per week outside of class time. We all have busy lives, though. Sometimes you won't have as much time as you'd like to do your school work. Sometimes other classes or other parts of your life will take priority over this one. Even then, by following the steps, you can reach a successful end result in your senior thesis paper. *In other words*, get the assignments (including all reading) done in the time you have to do them, meeting all deadlines. Please don't make me give you a "zero" on anything.

**-Attend EVERY class meeting, on time and well-prepared:** For a small seminar like this one to succeed, every student must attend every class – with the reading done and assignments completed. Because scholarship is a collaborative enterprise, your absence would also hurt other students. We will not always use the full allotted class time and we may not meet every week. When we are in class, we all need to be there, fully participating.

## TECHNOLOGY

This course being online and synchronous, I assume all my History 499 students have reliable, daily, internet access. Please alert me to any potential technology or access issues you might encounter this semester.

I expect you to check your **GMU email** at least once every twenty-four hours, including weekends. It is our official university communication method, and I am required to use it when emailing with you. Keep in mind that what I email you is official course content. In other words, make sure you get my emails.

Every week you will download, read, and submit materials on our **Blackboard** page [https://mymasonportal.gmu.edu/ultra/courses/\\_416960\\_1/cl/outline](https://mymasonportal.gmu.edu/ultra/courses/_416960_1/cl/outline). You will also need to be logged into Blackboard during our class meetings.

You will find the **Zoom** link to our class meetings on our Blackboard page. You will need to be logged into Zoom with your GMU email to access the Zoom classroom.

Also linked via Blackboard, we will use **Perusall** to discuss readings and drafts. We'll cover how to use it during class time.

This course requires that you use the bibliographic management software **Zotero**. We will use class time to go over Zotero, but first you need to download the most recent version at <http://www.zotero.org/>. For installation advice go to <https://www.zotero.org/support/installation>.

## READINGS

The required textbook is

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9<sup>th</sup> edition (2018). You may use either the paperback or e-book version, as long as it's the correct edition.

**Keep your copy handy during every class meeting.**

Additional assigned reading will be available online through the course Blackboard page.

**Always have copies of assigned readings and your notes on them with you during class.**

As part of your original research, you will find primary and secondary sources that you are, of course, required to read. Keep me up-to-date on what you're reading and **bring notes or copies to class.**



## ACADEMIC INTEGRITY

I take my obligations under the University Honor Code seriously and expect you to do the same. You have signed the Honor Code, and all the work you do in this course is subject to the policy. It is especially important that you do not commit **plagiarism** – that is using others' wording or ideas without attribution. You can avoid it by **using proper citation methods** (including to ALL internet sources used in any kind of research) and quotation marks when quoting. Remember that summary, paraphrasing, and quoting all require citations. And remember, as well, that plagiarism includes not only published sources, but also the writing or ideas of friends, family, or classmates without acknowledging them. I also expect you to review the Writing Center's plagiarism handout available here: <http://writingcenter.gmu.edu/writing-resources> and the Honor Code statement on plagiarism: <https://oai.gmu.edu/mason-honor-code/what-is-plagiarism/> For the full Honor Code, go here: <https://oai.gmu.edu/mason-honor-code/full-honor-code-document/>

Please remember as well that sharing materials created by the instructor or other students – including recordings of class – such as uploading them to sites outside of our course, violates the Mason Honor code as does uploading your own coursework to online study sites. Please check the Office of Academic Integrity webpage for more information.

If you are at all worried that you (or a classmate) may be in danger of an Honor Code violation, you should talk to me immediately. Any suspicions of any kind of cheating will be referred to the Office of Academic Integrity.

## RESOURCES

I encourage you to utilize the many support services available to GMU students. For example, **Learning Services** offers workshops in academic skills, some of which are particularly well-suited to history majors: <https://learningservices.gmu.edu/>.

I also expect History 499 students to make use of the **Writing Center**. You can make an appointment for a writing tutor video session (which I recommend you do at least once this semester) at <https://writingcenter.gmu.edu/tutoring>

Librarians are a historian's greatest allies, and you will spend a lot of time this semester on the **Fenwick Library** web page, <http://library.gmu.edu/>

We will be working with the History Liaison Librarian, George Oberle, who you can contact for research help at [goberle@gmu.edu](mailto:goberle@gmu.edu).

Brittney Falter, the Research Services Coordinator at GMU's Special Collections will help guide archival research - you can contact her at [bfalter@gmu.edu](mailto:bfalter@gmu.edu).

I appreciate students reaching out to me about how I might best support them while in my course. That said, I strongly encourage you to turn to Mason's confidential resources as appropriate, such as Student Support and Advocacy Center (**SSAC**) at 703-380-1434 or Counseling and Psychological Services (**CAPS**) at 703-993-2380.

A commitment to diversity and inclusion is central to my teaching philosophy, and I strive to do my part to foster a welcoming, safe, and equitable learning environment. I encourage all students to review the university's **diversity statement** at <https://stearnscenter.gmu.edu/knowledge-center/general-teaching-resources/mason-diversity-statement/>

As an instructor, I also have certain legal obligations, including under **FERPA** (<https://registrar.gmu.edu/ferpa/>) and **Title IX** (<https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/>); contact Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu)).

If you are a student with a disability who needs academic accommodations, please see me privately and contact the **Office of Disability Resources** at (703) 993-2474 (<https://ds.gmu.edu/>). All academic accommodations must be arranged through that office.

For questions about the history major or administrative procedures such as withdrawal, please contact your history advisor or the **History Undergraduate Coordinator**, Carrie Grabo, [cgrab01@gmu.edu](mailto:cgrab01@gmu.edu)

## ASSIGNMENTS AND GRADING

Participation: 10% of course grade  
Journal: 10%  
Research Digs: 10%  
Quizzes: 5%

Writing Assignments (drafts and comments): 15%  
Paper Proposal: 10%  
Senior Thesis: 40%

**Participation:** This part of the grade credits you for coming to class well-prepared and for participating actively in discussions. More generally, it reflects my expectation that every student will be a “good citizen,” that is, treat the course and fellow students with attention, respect, responsibility and professionalism.

The Participation grade is based on:

- attendance at Zoom class meetings
- active participation during class time
- Perusall annotations outside of class time



If you come to every class meeting, on time and prepared, listen respectfully, and offer something substantial to discussions every week both during class and on Perusall, then you will earn at least a “B” for your participation grade, and participation will not lower your course grade. If, however, you miss more than one class meeting (or arrive late), assume you will not earn better than a “C” for participation, and if you miss more than two meetings, you will likely NOT PASS THE COURSE.

**Journal:** Throughout the 14 weeks of semester, you will keep a weekly journal on Blackboard on the reading, research, and writing that you’re doing for this course. I will check the journals every Tuesday at 5:00pm, so you need to post at least one entry every week by that time.

If you miss more than one journal entry, you can earn at best a “C” for the journal grade, missing more than four earns an “F” on the journal, and missing more than six means you FAIL THE COURSE. To get credit, journal entries must detail how you spent approximately ten hours that week on the class, and they should reflect on what you learned doing the week’s reading, research, and writing. It will take *at least* 300 words every week to log this work in your journal, usually more.

When reading is assigned, it must also be clear from the journal entry that you have done it ALL and have given it some serious thought. You might respond in your journal to reading questions I provide or to discussions on Perusall. At least, let me know what especially interested or confused you about the assigned readings, what you think is especially important, what questions you have, and what you might like to talk about in class.

In addition, use the journal to brainstorm and to communicate with me about how your research and writing go, to reflect on the process by which you’re conducting your research, where you run into roadblocks, where the research leads in different directions than you expected, which resources are especially helpful, problems or questions you’re wrestling with, ideas for writing paragraphs or sections of your paper, and so on.

**Research Digs:** During the first five weeks of the semester, you will complete a series of research assignments using different methods to find a variety of sources. They will require you to use library resources, to copy or upload documents, to include citations, to take notes, and to informally address questions I give you about the sources and research tactics. The research question and topic for your Senior Thesis will emerge out of these “digs.”

I will provide detailed instructions on these assignments. If you turn the digs in on time, following instructions exactly with nothing missing, you will earn an “A” for this part of the course grade. Just one zero, however - that is missing just one dig - means FAILING THE COURSE. I *may* accept one research dig a little late, with a grade reduction, but *only* if you contact me *before* it’s due to let me know you’ve run into difficulty and to arrange how to turn it in.

**Quizzes:** Many weeks I will give you an in-class or take-home quiz that will require you to refer to your notes on class discussions and readings. Sometimes these will be “pop” quizzes, given without warning. They will vary in length and style. They will always be open-note, in order to test your note-taking skills. If you keep up with all class assignments and meetings and take good notes, you will be prepared for quizzes. Quizzes cannot be made up or rescheduled under any circumstances.

**Writing Assignments:** The key to writing well is writing steadily and revising drafts effectively. After I receive the Paper Proposals, I will divide you into writing groups. For the rest of the semester, you will share drafts and comments on drafts with your group members.

I will provide detailed instructions for each Writing Assignment, including questions you must address for the comments. To get credit, a draft must follow instructions carefully and demonstrate care and serious thought as well as attention to previous comments. In the comments, I’ll be looking for thoughtful insights and useful, concrete advice, again *following instructions* and addressing all the questions seriously.

DRAFTS: You must turn in each of these assignments or YOU WILL NOT PASS THE COURSE. They must also be on time. If you need a little extra time, you must contact both me and your group members *before* the deadline to obtain permission – which I may not grant.

COMMENTS: Missing a set of comments will LOWER YOUR COURSE GRADE by one full letter grade. As with the drafts, you must obtain permission from me and your group members, *before* the deadline, if you want some extra time.

**Paper Proposal:** A graded assignment, the proposal will lay out your research question, discuss relevant secondary sources, explain your primary source research strategy, and include a bibliography. I will provide detailed guidance on this assignment. The proposal is REQUIRED TO PASS THE COURSE.

**Senior Thesis:** This paper is the end result of the semester's work and the capstone of your career as a history major. It will be an original research paper of approximately 6,000 words (around 20 pages), plus the bibliographies. As with any history paper, this one will be evaluated on how clear, convincing, logical, original, and insightful the argument is and how well it uses evidence from primary sources. It must show solid understanding of relevant scholarly literature, while being grounded in primary source research (at least half of its footnotes should be to primary sources).

In format, the paper must follow standard scholarly practice (which we will discuss in class), relying on Turabian, *A Manual for Writers*. In addition to footnotes, the paper must also include both a primary source and a secondary source bibliography which list every source you used during your research, including websites, whether or not you refer directly to them in the paper. Obviously, you must turn in the Senior Thesis to pass the course.

In addition to the written version of the paper, you will do an ORAL PRESENTATION of your research at the end of the semester. This presentation constitutes 5% of the senior thesis grade. I will provide instructions and advice. The oral presentation is required to PASS THE COURSE, which means you must attend class those days.

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I look forward to exploring history with you and to learning from your research!



NOTE: I reserve the right to make changes to the course and to the assignment schedule in ways that I deem in the best interests of the class. It is **your responsibility** to use the syllabus, to keep track of any changes, and to ensure you have received all announcements, handouts, and other instructions.

The key to success is to be proactive!

\*Links to all films and readings other than Turabian are on the course Blackboard page  
>Unless stated otherwise, assignments are due by 5:20pm, two hours before class starts;  
journal entries are due every week by 6:00pm Tuesday.

Jan 26            Introductions and Review

Read:

\*Syllabus

\*"Learning Historical Research: Introduction"

\*Turabian, *A Manual for Writers*, 9th ed., "A Note to Students," "Preface," "Overview of Part I" and Chapter 1

\*GMU Honor Code statement on plagiarism

\*"Chicago-Style Citation Quick Guide – Notes and Bibliography"

Feb 2            What is History?

Remember to post your first journal entry by 6:00pm!

Turn in by 5:20pm: Review Quiz and Digs 1, 2, and 3

Read:

\*American Historical Association's "Statement on Standards of Professional Conduct" sections 1-6

\*Turabian, Chapters 2, 3, 4

\*"Learning Historical Research: On the Search"

\*Writing Center Handouts "Tips for Active Reading" and "Strategies for Reading Academic Articles"

Watch:

*Freedom Summer*

Feb 9            Who Makes History?

Turn in: Dig 4

Read:

\*Chapter Introductions, *A History of Our Time*

\*Wynkoop, *Dissent in the Heartland* selections

Watch:

SCRC introductory videos

*Berkeley in the Sixties*

*Step by Step: Building a Feminist Movement*

Feb 16           Positioning Your Historical Argument

Turn in: Dig 5

Bring to class: Draft Research Question

Read:

\*Craig, "Madison Avenue Versus *The Feminine Mystique*"

\*Martin, "The Shock Troops of Direct Action"

\*"Learning Historical Research: Positioning Your Argument"

Watch:

*After Stonewall*

*Camp Crip*

Friday Feb 19 Turn in: **Research Question and Dig 6**

Feb 23 Be sure to have Zotero installed on your computer: <https://www.zotero.org/>

Read:

\*Assigned secondary source TBA

\*Turabian, chapters 15, 16, and skim chapter 17

Review:

\*\*“Quick Start Guide,” “Creating Bibliographies,” and “Word Processor Integration” at <https://www.zotero.org/support>

\*\*“Chicago-Style Citation Quick Guide” at

[http://www.chicagomanualofstyle.org/tools\\_citationguide.htm](http://www.chicagomanualofstyle.org/tools_citationguide.htm)

\*\*Turabian Style Guide at <https://writingcenter.gmu.edu/guides/turabian-style-quick-guide>

Mar 2 Turn in: PAPER PROPOSAL

Friday March 5 Turn in: **Comments on your group members' Proposals**

Mar 9 Writing Is Revising

Turn in: Secondary Source Analysis Quiz

Read:

\*Comments on all your group members' Proposals

\*Turabian, chapters 5, 6, 7 and 25

\*\*“Learning Historical Research: Drafting, Revising, Editing”

Mar 16 Come to class prepared to discuss progress on the First Draft

Mar 23 Turn in: **First Draft**

Friday March 26 Turn in: **Comments on your group's First Drafts**

Mar 30 And Revising and Revising and Revising....

Read:

\*Comments on all your group members' First Drafts

\*Turabian, chapters 9, 10, 11, 12

\*Writing Center Handout: “23 Ways To Improve Your Draft”

Skim:

\*Turabian, Appendix (pages 383-420) focusing especially on Figures A.1, A.9, A.10, A.12, A.14, and A.15

Apr 6 Individual Meetings

Read: Writing Center guide to revising <https://writingcenter.gmu.edu/guides/revising>

Apr 13 Turn in: **Second Draft**

Friday, April 16 Turn in: **Comments on your group's Second Drafts**

Apr 20 Why History?

Turn in: Final Quiz

Read:

\*Comments on your group members' drafts

\*Turabian, chapters 13 and 14

\*Stearns, "Why Study History"

\*"AHA History Tuning Project"

\*"What to do with a BA in History" selections to be assigned

Apr 27 Turn in: SENIOR THESIS  
ORAL PRESENTATIONS

May 4 ORAL PRESENTATIONS, cont.