

History 811 (Spring 2012)

DOCTORAL RESEARCH SEMINAR IN HISTORY

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341B Robinson Hall  
Office hours: Tues. 2:00-3:00, Wed. 6:30-  
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Grading:

Research Paper:	50%	Short assignments, presentations,	
First Draft:	15%	class discussion	35%

Jan. 25      **Approaching History. Conceptualizing Topics.**

Reading: John Mack Faragher, "Tell Me What You See, Common-Place (Mar-Apr. 2001): on line <http://common-place.org>

Writing assignment: In one-two paragraphs, indicate your research project for this semester. Discuss the major questions you will address and your major primary sources (indicating collections and library/repositories). Prepare a 3-5 minute presentation about your topic for class. (Remember that you should already have had your faculty advisor send me an email [deadline Jan 27] indicating approval of your topic.)

Feb. 1      **Historical Resources and Sources**

Meet at Johnson Center Library Instruction Rm 228 for a meeting with Mr. Byrd, reference librarian.

Feb. 8      **Confronting the History Writing of the Past. Learning about Historiographical Trends.**

Reading and Writing assignment: Locate a historiographical essay related to your topic in a scholarly journal or volume of academic essays, published since 1980. Because of the specificity of topics and changes in trends, you may not be able to find an essay that focuses precisely on your topic. Nonetheless, the essay you choose should be related in important ways to your subject, approach, or sources. Write a three to four page essay that indicates the most important recent developments in the field and explains their relevance to your topic.

Feb. 15      **The Journal Article and You.**

Reading: Christopher Tomlins, "Your Name in This Space," AHA Perspectives (May 2002) online <http://theaha.org>

Writing Assignment: In a two to four page essay, analyze the article, "The Evangelical Movement and Political Culture in the North during the Second Party System," Journal of American History 87 (March 1991): 1216-39, available on JSTOR. Be sure to summarize the author's thesis, but think about the evidence, organization, presentation of argument, and writing style.

Feb. 22           **Professional Ethics and the Problem of Plagiarism**

Reading: Read Michael Grossberg, "Plagiarism and Professional Ethics," and Richard Wightman Fox, "A Heartbreaking Problem of Staggering Proportions," both in Journal of American History 90 (March 2004), 1333-1346, available on JSTOR

Writing Assignment: Turn in a preliminary bibliography that lists your most relevant primary and secondary sources (both books and articles). Use bibliography format of Chicago Manual of Style.

Feb. 24           **LAST DAY TO DROP COURSE**

Mar 1             **Structuring Your Argument/ Making the Most of Peer Review.**

Reading Assignment: Handout from Gerald Graff and Cathy Beckenstein, They Say/I Say: The Moves that Matter in Academic Writing.

Mar 8             **Oral Reports.**

Writing Assignment: Turn in revised proposal. Indicate your purposes and goals and the specific issues you intend to address. Discuss the research you have completed and what needs to be done before you start writing. Present 5-minute summary of your research proposal to the class.

Mar 15           **SPRING BREAK – NO CLASS**

Mar 22           **The Challenges of Grant Writing and Book Publishing.**

Reading: Elaine Maisner, "Getting Published by a University Press," AHA Perspectives (May 2002) on line at <http://theaha.org>; Elizabeth Blackmar, "Notes on Applyin for Grants" (handout); Carl Ashley, "Cover Letters & C.V.'s for History Job Seekers," AHA Perspectives supplement (Dec 2004), on line at <http://theaha.org>

Mar 29           **Individual Meetings.**

Writing Assignment: Turn in a draft of your introduction and a brief outline for your paper. In your introduction of 4-6 pages, include a discussion of the background of your paper, the relevant historiography, your primary source base and/or theoretical framework, and a statement of your thesis.

Apr. 5            **Thinking about the Dissertation.**

Reading: Andrew McIlwaine Bell, "Beat the Clock!: Managing the Final Lap of your PhD Program," AHA Perspectives (Dec. 2007), and Brad S. Gregory, "Managing the Terror," AHA Perspectives (Jan. 2009), both online at <http://theaha.org>

Apr. 12      **Turn in First Draft.**

Please give both a paper copy and electronic version to professor and a hard copy to your critic. E-mail one-page abstract to all members of class. Be sure this version includes foot or endnotes and bibliography.

Apr. 19      **NO CLASS.** Writing Assignment: Prepare a 2-3 page typed critique of the paper you have read and e-mail it to the author and professor. Focus on the argument and proof, noting the paper's strengths and weaknesses. Read the abstracts for the other papers.

April 26      **Discussion of Critiques and Paper Progress.**

Come to class prepared to discuss your paper and changes you intend to make in it.

May 2      **NO CLASS.**

May 9      **TURN IN FINAL PAPER BY 5 P.M. IN BOTH PAPER AND ELECTRONIC FORM.** Your final paper should be 25-35 pages plus notes and should include both citations and bibliography in correct scholarly style. For any questions about scholarly apparatus, consult The Chicago Manual of Style or Kate L. Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations.