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 20th 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” and “capstone” course, meaning it should “expand students’ ability to master new content, think critically, and develop lifelong 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.¹

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.

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

¹ 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.
  Note: For more information on attendance, see “participation” below about how absences or arriving late lowers the course grade. If you must miss class, alert me ahead of time – including if you do not have a green covid health check: https://www2.gmu.edu/mason-covid-health-check.

TECHNOLOGY
I assume all my History 499 students have reliable, daily, internet access and basic computer literacy. 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.

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.

I encourage you to bring a computer to class, but it should remain closed during class discussions except when I say otherwise. Mobile phones, etc., should also be turned off unless, again, I say otherwise. You will need paper and a pen or pencil every day.
READINGS
The required textbook is
Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th 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](http://writingcenter.gmu.edu/writing-resources) and the Honor Code statement on plagiarism: [https://oai.gmu.edu/mason-honor-code/what-is-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/](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.

INCLEMENT WEATHER/CAMPUS CLOSINGS

If campus closes because of bad weather (or any other reason), you are still responsible for **completing all work as scheduled**, and we will be in touch via email and Blackboard – so, you need to make sure you can contact me. If the University is open, we will hold class as scheduled and all of the rules regarding attendance and punctuality apply.
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/](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 consultant session (which I recommend you do at least once this semester) at [https://writingcenter.gmu.edu/consulting](https://writingcenter.gmu.edu/consulting).

Librarians are a historian’s greatest allies, and you will spend a lot of time this semester at **Fenwick Library**, [http://library.gmu.edu/](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.
Brittney Falter, the Research Services Coordinator at GMU’s Special Collections will help guide archival research - you can contact her at 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/](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/](https://registrar.gmu.edu/ferpa/)) and **Title IX** ([https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/](https://universitypolicy.gmu.edu/policies/sexual-harassment-policy/); contact Mason’s Title IX Coordinator by calling 703-993-8730, or emailing 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/](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, cgrabo1@gmu.edu.
ASSIGNMENTS AND GRADING

Participation: 9% of course grade
Journal: 9%
Research Digs: 9%
Midterm and Quizzes: 9%

Writing Assignments (drafts and comments): 14%
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, and professionalism.

Being *well prepared* means, at a minimum, that you have reviewed the syllabus as well as notes and handouts from the previous class, that you have the assigned readings with you along with ideas for discussing them, and, of course, that you know what’s due that day.

If you come to every class meeting, on time and prepared, listen respectfully, and offer something substantial to discussions every week, 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 the 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 Monday at 1:00pm**, 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 the Reading Questions I provide. 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 six weeks of the semester, you will complete a series of library research assignments using different methods to find a variety of sources. They will require you to go to Fenwick Library, 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 and Midterm: 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. The midterm is a longer take-home essay exam that gives you the opportunity to synthesize course materials on late 20th century U.S. history.

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.

Research Question: Due
First Draft:
Second Draft:

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.

Comments on Paper Proposals: Due
Comments on First Drafts:
Comments on Second Drafts:
**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 present your research findings orally. This presentation constitutes 5% of the senior thesis grade. It will consist of a short video followed by an in-class discussion of the research. I will provide detailed instructions and advice. The oral presentation is required to PASS THE COURSE, which means you must attend class for the oral presentations discussion.

* * *

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 handouts and other instructions.

The key to success is to be proactive!

* * *

After re-reading the syllabus, please sign the following statement and show it to me in class on January 31:

*I have read the entire syllabus for Spring 2022 Hist 499.1. I have noted all due dates. I understand that missing assignments, including readings and participation, means failing the course or a substantially lowered course grade. I understand that if I have problems completing an assignment on time, I should contact Professor Moore and that she may or may not grant extra time. I have asked Professor Moore any questions I have about the syllabus, and I will ask her when I realize I need any further clarification. I will also make sure that I receive and read all forthcoming instructions and handouts, including via GMU email.*

Student Signature: __________________________________________ Date: __________________
*Links to assigned readings other than in Turabian, *A Manual for Writers*, are on our Blackboard page

Jan 24 Introductions and Review

Read:
*January 19 email from Professor Moore
**“Learning Historical Research: Introduction” at https://www.williamcronon.net/researching/
*GMU Honor Code statement on plagiarism at https://oai.gmu.edu/mason-honor-code/what-is-plagiarism/
**“Chicago-Style Citation Quick Guide – Notes and Bibliography” at https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Jan 31 What is History?
Remember to post your first journal entry by 1:00
Turn in: 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”
*Start on the Midterm materials

Feb 7 Who Makes History?
Make an appointment for this week at Special Collections to do Dig 4
Start Midterm Exam in class
Read/Watch:
*SCRC introductory videos
*Chapter Introductions, *A History of Our Time*
*Selections, *On the Edge* (skim these)
*Prof Moore’s lecture on U.S. history 1960s-1980s
*Midterm materials: podcast episodes, documentary films, digital exhibit selections

Feb 14 Positioning Your Historical Argument
Turn in: Dig 4 and Revised Midterm Exam
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”

Wednesday February 16 Post Research Question to Blackboard
Feb 21  
Be sure to have Zotero installed on your computer: [https://www.zotero.org/](https://www.zotero.org/)  
Turn in: Dig 5  
Read:  
*Turabian, chapters 15, 16, and skim chapter 17  
Review:  
**“Quick Start Guide,” “Creating Bibliographies,” and “Word Processor Integration” at [https://www.zotero.org/support](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)**  

Feb 28  
Your Historical Conversation  
Turn in: Dig 6  
Bring to class: draft of Paper Proposal  
Read: Assigned secondary source

Wednesday March 2  
Post PAPER PROPOSAL to Blackboard

Sunday March 6  
Post Comments on your group members’ Proposal

Mar 7  
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”  
*Schrag, Princeton Guide, chapter 14

Mar 14  
SPRING BREAK

Mar 21  
Come to class prepared to discuss progress on the First Draft

Mar 28  
Turn in: First Draft

Friday April 1  
Post Comments on your group’s First Drafts

Apr 4  
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”  
*Schrag, Princeton Guide, chapter 15  
Skim:  
*Turabian, Appendix (pages 383-420) focusing especially on Figures A.1, A.9, A.10, A.12, A.14, and A.15

Apr 11  
Individual Meetings – we will not gather together in class  
Read: Writing Center guide to revising [https://writingcenter.gmu.edu/guides/revising](https://writingcenter.gmu.edu/guides/revising)
Apr 18    Turn in: **Second Draft**

Friday, April 22     Post to Blackboard: **Comments on your group’s Second Drafts**

Apr 25    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

Wednesday April 27    Post the video of your ORAL PRESENTATION

May 2    Turn in: **SENIOR THESIS**
            ORAL PRESENTATIONS

May 9    Reading Day

May 16    Keep the scheduled final exam time open, in case
Review Quiz -- Due in class January 31
History 499 with Professor Moore, Spring 2022

Provide thorough, well-written answers that use specific examples. To get full credit for these answers, you will need to *paraphrase and quote* readings from this class (and other classes if you choose) and *cite those sources* appropriately.
You may use the back of this page or type your answers on a separate page.

1. What is history? (quote, paraphrase, and cite readings!)

2. What are historians talking about when they talk about:
   
   Primary sources?
   
   Secondary sources?

3. A. What citation format do historians use?
   
   B. Why is proper citation an ethical issue for scholars, including historians?

4. A. Imagine you have to write instructions on how to check out a book from an academic library for someone who has no idea how. Provide clear and detailed directions for obtaining the following book from GMU library:
   
   ____________________________________________ (will give you book author and title in class)

   In addition:
   
   B. Write a bibliography citation for this book
   
   C. Write a footnote citation for this book as though you were paraphrasing from p. 28.
   
   D. How might you use this book to find other secondary sources on similar topics?

5. Name two databases to which GMU Libraries subscribes that you could use to find primary sources in United States history. For one of them, describe how to a) access it and b) search for primary sources in it.