

A Guide for Students, 2nd ed., as a guide for researching and writing the research paper. If you have previously purchased Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 3rd ed. (Bedford/St. Martins, 2001), or Richard Marius and Melvin E. Page, *A Short Guide to Writing about History*, 4th ed. (Longman, 2002), for another History class, these will also suffice.

Evaluation: You will be evaluated on the basis of a final exam (25%), a research paper (50%), and your contribution to seminar discussion (25%). The instructor reserves the right to exercise some discretion in assigning final grades

The final exam will consist of two broad essay questions aimed at assessing your understanding of material on Nat Turner covered during the first eight weeks of the course, as well as your comparative assessment of slave rebels discussed in student presentations during the latter third of the course. Late final exams will be given only at the discretion of the instructor.

The research paper is to be a major paper based on original research that explores a particular aspect of the subject of the course. Students taking the course for undergraduate credit (HIS 499) are expected to complete papers of fifteen pages minimum (exclusive of cover sheet and endnotes); students taking the course for graduate credit (MLS 501) are expected to complete papers of twenty pages minimum (exclusive of cover sheet and endnotes). Late papers will be penalized ten points for each day that they are late. Failure to hand in the proposal and annotated bibliography or outline by the due dates listed in the course schedule will lead to a substantial reduction of the final grade on the research paper. A separate handout will explain this assignment in more detail.

Your seminar discussion grade will be based the quantity and quality of your general contribution to class discussion of the assigned readings, your contribution to the peer critique process, and the quality of your research presentation to the class.

Attendance: Regular attendance is both expected and required. The instructor will take roll at the beginning of each class during the first few weeks in order to learn your names and faces. But attendance will continue to be recorded throughout the course. It is your responsibility to notify the instructor and provide documentation of any medical, funeral, legal, athletic, or other excused absences. You are allowed one unexcused absence. Additional unexcused absences will negatively affect your class participation grade.

Academic Dishonesty: Cheating in any form (including *plagiarism*) is not permitted and may result in failure in the course. It may also be grounds for further university disciplinary action. Plagiarism consists of “submitting the words or style of another author or source without acknowledgment or formal documentation. Plagiarism occurs when specific phrases or entire passages, whether a sentence, paragraph, or longer excerpt, are incorporated into one’s own writing without quotation marks or documentation. One also plagiarizes by paraphrasing the work of another, that is retaining another writer’s ideas and structure, without documentation.” (UDM Policy on Plagiarism and Academic Dishonesty.

Academic Support Services: Those of you with learning difficulties, especially those with previously identified disabilities which might require accommodations, are urged to identify

yourselves to the instructor as soon as possible. A variety of academic support services are available to you free of charge. This includes the writing center in Briggs 245 and tutorial assistance at the learning center in the basement of the Student Center.

Calendar: Every effort will be made to adhere to the following schedule:

- Sept. 8 Introduction to the Course
 The Contours of Slave Resistance
- Sept. 15 Slave Rebels: Historiographical Perspectives
 Introduction to the Research Paper
 Read Greenberg, *Nat Turner*, 45-76
- Sept. 22 The Nat Turner Revolt: Sources and Evidence
 Discuss Greenberg, *Confessions of Nat Turner* (entire) and Greenberg,
Nat Turner, 3-42
- Sept. 29 Viewing of *Nat Turner: A Troublesome Property*, followed by a panel
 Discussion by several UDM faculty (7:00 p.m. -- place to be announced)
 Read Greenberg, *Nat Turner*, 243-249
- Oct. 6 NO CLASS – Instructor Out of Town
 Work on Research Paper Proposal and Locating Sources
- Oct. 13 Nat Turner in Various Communities and Contexts
 Discuss Greenberg, *Nat Turner*, 79-161
- Oct. 20 Women in the Nat Turner Revolt
 Discuss Greenberg, *Nat Turner*, 162-176
- Oct. 27 Nat Turner in Literature and Memory
 Discuss Styron, *Confessions of Nat Turner* (entire) and Greenberg, *Nat
Turner*, 179-242
- Nov. 3 Student Presentations
- Nov. 10 Student Presentations
- Nov. 17 Student Presentations
- Nov. 24 Student Presentations
- Dec. 1 Student Presentations
 Research Papers Due
- Dec. 8 Wrap-Up and Evaluation
 Final Exam

This syllabus is provided as a general guideline. The instructor reserves the right to make necessary adjustments for the orderly progress of the course.

HIS 499/MLS 501

RESEARCH PAPER GUIDELINES

The research paper is to be a major paper based on original research that explores a particular aspect of the course – slave rebels. This is a research seminar. Thus, the expectation is that you will demonstrate and hone your research and writing skills in the production of a documented interpretive work.

You are urged to purchase William Kelleher Story, *Writing History: A Guide for Students*, 2nd ed., and to use it as a guide in researching and writing the paper. Either Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 3rd ed., or Richard Marius and Melvin E. Page, *A Short Guide to Writing about History*, 4th ed., will also suffice if you have purchased and used one of these in another course. It is *essential* that you make careful use of one of these guides in researching, writing, and documenting your paper.

CHOOSING A TOPIC:

Students are to choose a topic in conjunction with the instructor. The handout on “Research Topic Suggestions” lists a wide range of possibilities. You are permitted, however, to suggest a topic not on the list.

RESEARCHING THE PAPER:

Students are urged to speak to the instructor, to check the electronic card catalogue in the library, to visit the library reference room, and to use *FirstSearch* (and other indices available through “Database” on the university library web page) in identifying possible sources for your research. In using the latter, it is often best to search using multiple keywords (with or without Boolean operands such as *and* or *or*, depending on the database or search engine used) and string searches (phrases enclosed in quotation marks) in identifying relevant sources. Do not hesitate to ask a librarian for assistance.

A minimum of *six* sources, including a minimum of *one* primary source are to be used in researching the paper. At least *four* of these must be non-electronic and non-visual sources (e.g., published books, articles, reports, theses, and dissertations in print or manuscript primary sources). Books and articles published elsewhere but accessed through an electronic source (e.g., *JStor*) will not be considered an electronic source.

WRITING AND TYPING THE PAPER:

Students taking the course for undergraduate credit (HIS 499) are required to complete papers of *fifteen pages* minimum (exclusive of cover page, endnotes, and bibliography).

Students taking the course for graduate credit (MLS 501) are required to complete papers of

twenty pages minimum (exclusive of cover page, endnotes, and bibliography).

The final paper is to be typed, double spaced, in 12-point type, and Times New Roman font. Any block quotes (those of four or more lines) are to be indented and single spaced. All pages (except the cover page) are to be numbered in seriatim order. A cover pages (listing your name, the version of the course for which you are enrolled, and the paper title) is required.

Plagiarism is unacceptable. For advice about avoiding *plagiarism*, see *Writing History*, pp. 33-35.

DOCUMENTATION:

Information in the paper is to be documented according to the documentation models listed in *Writing History*, pp. 36-43. In addition you may wish to consult Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th ed., or the *Chicago Manual of Style* in the library reference room.

Use endnotes (rather than footnotes) to document the paper. All sources cited should appear in full form the first time they are listed. Subsequent citations of a source should appear in shortened form (see *Writing History*, p. 41, for examples).

A bibliography of sources used, with separate subheadings for *primary sources* and *secondary sources*, should appear on a separate page(s) after the endnotes.

REVISION:

It is expected that the paper you submit to the instructor will be the polished product of substantial proofreading and revision.

DUE DATES:

Several items are due in advance of the final research paper. These count as part of your paper grade.

October 15 Proposal and Annotated Bibliography Due

The *proposal* is to be a clear and concise paragraph (100-250 words) that explains the subject of your research and indicates how you intend to approach the subject (e.g., particular focus, methods, etc.). For more on crafting the proposal, see *Writing History*, pp. 14-15.

The *annotated bibliography* is to be a list of the sources to be used in researching the paper, accompanied by an annotation (or brief summary

discussion) of each source. For an explanation of an annotated bibliography and sample entries, see *Writing History*, pp. 15-16.

October 22 Outline Due

The *outline* will define the shape of the argument you are making in your paper. It is to be approximately one page-long and single spaced. For more on the purpose and construction of an outline, see *Writing History*, pp. 61-65.

November 3- Student Presentations

December 1

Each student will be required to make a brief (20 minutes) in-class presentation of their findings in researching the subject of their paper. These will be evaluated on the basis of their clarity, organization, and ability to connect to the broader themes of the course. Presenters are urged to use maps, charts, handouts, illustrations, or brief video clips (up to five minutes in length), if relevant to the subject of their project. Presenters needing a TV/VCR, overhead projector, laptop/IT cart, or other accommodation must notify the instructor a minimum of one week in advance of their presentation. special

Following individual student presentations, the instructor and other students in the class will have approximately 10 minutes to ask follow-up questions of the presenter. Preparation for and responses to these questions will be evaluated as part of the presentation.

December 1 Final Paper Due

Late papers will be penalized ten points for each day they are late. Papers lacking a cover sheet, endnotes, or bibliography will *not* be accepted. Those students who fail to turn in a complete proposal, annotated bibliography, or outline by the due dates listed above will see a substantial reduction in their research paper grade.

PEER CRITIQUE:

The class will be divided into peer critique groups of four to five students each in order to allow for additional evaluation and recommendation at various stages of the conceptualization, research, and organization of the paper. The purpose is to offer advice that will improve each paper and *not* to engage in verbal attacks on your peers or their work.

On October 20, peer critique groups will evaluate proposals and annotated bibliographies in class.

On October 27, peer critique groups will evaluate outlines in class.

When student presentations are made, members of the presenter's peer critique group will be expected to lead the questioning and discussion and to complete a formal evaluation sheet following the presentation.