

California Polytechnic State University  
San Luis Obispo  
Department of History

### **History 303 Winter 1997**

#### **RESEARCH AND WRITING SEMINAR**

#### **Civil War America: The Personal Side of War**

Dr. Carolyn J. Stefanco

Offices and Phones:

History 47-27G 756-2845	Women's Studies 47-25H 756-1525
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Office Hours:

Tuesday and Wednesday: 10:10-11:00 (History office) (History office) and by appointment	Thursday: 9:10-11:00
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#### **COURSE DESCRIPTION:**

This course is designed to develop a student's ability to research and write an historical paper. Emphasis will be upon formulating a research topic, learning library research skills, and practicing historical and historiographical analysis, thesis formation, writing and organization, and editing and revising. Members of the seminar will together, and in individual research papers, examine the personal experiences of Americans who lived through the Civil War. There will be no final examination.

#### **COURSE OBJECTIVES:**

Students will--

1. learn how to conduct library research.
2. practice the skills needed to write an historical research paper.

The paper will be approximately 10 typed pages in length, excluding notes, make a clearly stated argument, establish an historical and historiographical context, grapple with issues of significance to professional historians, and use both primary and secondary sources to support its analysis.

3. become familiar with some of the major developments and trends in the history of the American Civil War.
4. learn more about the responsibilities of membership in a community of student researchers/writers.

#### **REQUIRED READING:**

The following books have been ordered by the bookstore:

- Anthony Brundage, *Going to the Sources, A Guide to Historical Research and Writing*
- *Divided Houses, Gender and the Civil War*, ed. Catherine Clinton and Nina Silber
- William Strunk Jr. and E. B. White, *The Elements of Style*

#### **REQUIREMENTS:**

Your responsibilities as a seminar member include the following--

### 1. Attendance and Class Participation

Students are expected and required to attend and participate in **all class meetings**. Participation includes informed and appropriate contributions to class discussions, informal written assignments called reading notes designed to facilitate such discussion, oral presentations, and other assignments which contribute to the success of the seminar .

Prepare for all class meetings by reading the assigned material **before** coming to class and taking notes which both summarize and analyze the readings and which respond to specific questions which will be distributed in class. These [reading notes \(reading\\_notes.html\)](#) will be turned in at the beginning of class on the day a specific assignment is to be discussed. **They will not be accepted at any other time.** Students should plan to print a second copy of their reading notes (or photocopy them) before coming to class. This will enable you to refer to your notes during the class discussion that day.

Please note that, because of the nature of a seminar course, students who arrive late will not be allowed to attend class that day. Should an absolute emergency arise, one exception to this rule may be granted per student for the entire quarter.

### 2. Research Project (See Assignment Sheets.)

\* [Topic](topics.html)\--must be discussed with, and approved by, me in office hours by Tuesday, Week 3. Please allow sufficient time--i.e. 10 to 15 minutes on perhaps more than one occasion--to talk about your ideas for the research paper.

\* [Research Proposal](research\_proposal.html)\--due in class on Thursday, Week 4.

\* [Introduction](introduction.html)\--due in class on Tuesday, Week 8.

\* [Comments](comments.html)\--due in class on Thursday, Week 8.

\* Draft--due in class on Tuesday, Week 10.

\* [Research Paper](research\_paper.html)\--due on Tuesday, Finals Week.

NOTE--All assignments are due on the dates listed on this syllabus. There will be no extensions for reading notes and oral presentations. If you are unable to submit formal written work when due, you may have only one more week to submit it, and you will lose five points each day that it is late. **Research Papers will not be accepted after Friday, March 21.**

#### EVALUATION:

The course grade will be based upon--

Attendance and Class Participation	30%
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Topic| (part of class participation)

Research Proposal| 15%

Introduction| 15%

Comments| 10%  
Draft| (part of class participation)  
Research Paper| 30%

#### CLASS SCHEDULE:

##### **\*\*Week 1, Tues.**

##### **Course Introduction**

**\*\*Week 1, Thurs.** New Approaches to the Study of History and the American

Civil War

Read:

- [Anthony Brundage, *Going to the Sources* , chapter 1
- *Divided House* s, chapters 3 and 8 (essays by Mitchell and Rable)](reading\_notes.html#1)

**\*\*Week 2, Tues.**| Library Unit

Read:

- [Anthony Brundage, \*Going to the Source\* s, chapters 2 and 3 \(reading\\_notes.html#2\)](#)  
Tour and presentation by Mr. Paul Adalian, Head Librarian, Reference, on using the library to do historical research. **Meet in room 202 of the Kennedy Library.**

**\*\*Week 2, Thurs.**| Analyzing Secondary Sources/Choosing a Topic

Read:

- [Divided Houses , chapter 5 \(essay by Cullen\) \(reading\\_notes.html#3\)](#)

**\*\*Week 3, Tues.**| Analyzing Secondary Sources/Documenting Sources

Read:

- [ *Divided Houses* , chapter 2 (essay by McCurry)
- American Historical Association, "Statement on Plagiarism," in *Statement on Standards of Professional Conduct* (Washington, DC.: American Historical Association, 1992), 17–22. (handout)](reading\_notes.html#4)
- [Note and Bibliography Form \(handout\) \(bibliography.html\)](#)

##### **Topic Must Be Approved By Today.**

**\*\*Week 3, Thurs.**| Establishing the Historical Context/Writing the Research Proposal

Read:

- [Divided Houses, chapter 16 \(essay by Silber\) \(reading\\_notes.html#5\)](#)

**\*\*Week 4, Tues.**| Library Unit

**\*\*Meet and sign in at the Reference Desk in the library.\*\***

**\*\*Week 4, Thurs.**| Presentations

**\*\*Research Proposal is due at the beginning of class today.\*\***

**\*\*Week 5, Tues.| Historiographical Debate and the Study of the Civil War**

Read:

- [Brundage, chapter 4
- *Divided Houses* , chapter 10 (essay by Faust)](reading\_notes.html#6)

**\*\*Week 5, Thurs.| How Historians Use Primary Sources**

Read:

- [Divided Houses , chapters 4 and 12 \(essays by Blight and Bardaglio\)](#)  
(reading\_notes.html#7)

**\*\*Week 6, Tues.| Researching the Civil War on the World Wide Web**

**\*\*Meet at the computer lab located in Building 12, Room 105D.\*\***

**\*\*Week 6, Thurs.| The Process of Research and Writing**

Read:

- Brundage, chapters 5 and 6
- \*\*Week 7, Tues.| Note Taking**
- \*\*Week 7, Thurs.| Writing as Craft**

Read:

- Strunk and White (entire)
- \*\*Week 8, Tues.| Introduction is due at the beginning of class today.**
- \*\*Week 8, Thurs.| Discussion of Introductions**

**Comments are due at the beginning of class today. | \*\*Week 9, Tues.| Consultations**  
(individual meetings in my office)

**\*\*Week 9, Thurs.| Consultations (individual meetings in my office)**

**\*\*Week 10, Tues.| Draft is due at the beginning of class today.**

**\*\*Week 10, Thurs.| Preparing the Final Paper**

**Research Paper is due to the History Department secretary by 4:30 on Finals Week, Tuesday.**