Meetings: Thursdays, 6:00 to 8:45 pm in King Hall C4065
My Office: King Hall 4076A
Email: cendy@calstatela.edu
Office Hours: Tuesdays and Thursdays: 3:00 to 4:25 pm
   I can also meet at other times; please ask me.
Office Phone: 323-343-2046
Web Page: http://www.calstatela.edu/faculty/christopher-endy

Course Overview:
In HIST 5940, you will develop skills and techniques for creating original historical scholarship and for participating in a community of researchers. The culmination of the course is the creation of an article-length history paper (about 25-30 pages) that draws mostly on primary sources and that advances existing scholarship. Beyond your individual paper, HIST 5940 also focuses on research as process and as community. By the end of this course, you will demonstrate ability to…

1. identify a research topic and research question
2. identify and analyze appropriate, even creative, primary sources to explore the research question
3. create a system for sorting and coding numerous sources
4. identify and analyze key works of existing scholarship and create a historiographic review essay (literature review)
5. frame new research so that it advances existing scholarship
6. edit drafts (yours and others) for clarity, concision, and even elegance
7. explain the role of conversation and emotions in academic research, and develop strategies for supporting yourself and fellow researchers through the research process.

These seven skills represent hallmarks of the historians’ vocation. They will also prove useful in many other contexts. Businesses, non-profits, government offices, and community groups—all need people who can handle the course goals listed above. These skills are also less likely to be replaced by robots or artificial intelligence, so they should prove valuable well into the future.

Assignments and Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Research Proposal (Prospectus)</td>
<td>5</td>
<td>5-6 pages, plus bibliography</td>
</tr>
<tr>
<td>Primary Source Draft</td>
<td>10</td>
<td>20-25 pages, plus bibliography</td>
</tr>
<tr>
<td>Revised and Expanded Draft</td>
<td>10</td>
<td>25-30 pages, plus bibliography</td>
</tr>
<tr>
<td>Final Paper</td>
<td>35</td>
<td>25-30 pages, plus bibliography</td>
</tr>
<tr>
<td>Smaller assignments throughout the semester; about 17 total</td>
<td>25</td>
<td>about 1.5% each</td>
</tr>
</tbody>
</table>

Pages refer to typed, double-spaced pages (about 300 words/page). We will use a +/- system: A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (60-66), F (0-59). If you don’t understand the basis of the grade you received or if you disagree with the assessment, speak to me—but only after letting twenty-four hours pass for you to absorb and reflect on the evaluation. Please act within two weeks of the return of the assignment.

Required Readings: There are no books to purchase for this seminar, but you may need to obtain books for your project. We will have a few articles and chapters and other readings available via Canvas, campus databases, and the open internet.
**Attendance:** I have designed this class to revolve around learning that we do together in the classroom. If you miss class, you will miss the heart of this course. Please prioritize attending each class session. If an unexpected emergency arises, send me an email as soon as possible. Missing one or two classes during the semester will not hurt your grade, but further absences will. These absences will also result in a lower class participation score. **Students will automatically fail the course if they miss five or more class sessions.**

**Class Participation:** In a research seminar, class participation does not necessarily mean talking a lot. The most important goal is to provide **intellectual and emotional support to your classmates.** Often that means listening more than talking. It also means taking genuine interest in classmates’ research projects and caring for classmates’ overall well-being. Anything you can do to create a positive atmosphere in the class will help. Be creative. Be generous.

**Expert Faculty Support:** If you have not yet done so, reach out to at least one faculty member in the department who can help you find primary and secondary sources. Ask the professor how closely they would like to work with you on your paper. Some professors might be eager to read and comment on drafts and to consult with me to determine your final paper grade. Other professors might only have time to help you brainstorm research strategies. Meet with relevant faculty by the end of Week Two and let me know in class by Week Three the status of your faculty relationship(s).

**Late Policy:** Try to avoid late assignments, because we will almost always work with assignments that week in class. If you don’t have the assignment on time, you will get as much from our class sessions. That said, a late assignment is much better than a zero, and you should still attend class even if you don’t have an assignment ready. To encourage on-time work, late assignments during the semester will be marked down as follows.

<table>
<thead>
<tr>
<th>Deadline</th>
<th>Points Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>-submitted after class but before 6pm the following Tuesday:</td>
<td>4 points off (e.g. 93 to 89)</td>
</tr>
<tr>
<td>-submitted by the start of the next class session:</td>
<td>7 points off (e.g. 93 to 86)</td>
</tr>
<tr>
<td>-submitted over a week late:</td>
<td>12 points off (e.g. 93 to 81)</td>
</tr>
<tr>
<td>-Nothing can be submitted for credit more than four weeks after the original due date.</td>
<td></td>
</tr>
<tr>
<td>-Nothing can be submitted for credit after our Week 15 class session (except finals week work).</td>
<td></td>
</tr>
</tbody>
</table>

Late final essays will be penalized 4% of their value for each day late. Final essays cannot be submitted more than four days after the deadline.

**The Free Late:** On two occasions (but not the Outline and not the finals week assignments), you can submit an assignment a week after the due date with no penalty. Simply write “Free Late” near the top when you submit it. You may only take advantage of this option twice; use it wisely. At the same time, be mindful that my feedback for you will also be delayed, and you will not have that assignment with you when the rest of class works on it in class.

**What Should I Do If I Start to Fall Behind?:** Sometimes work, health, or family can make it hard to attend class or meet deadlines. If you see a problem approaching, please stop by office hours or send me an email to keep me posted. When an unexpected problem arises, please let me know as soon as possible. If a real hardship arises and you let me know what’s going on at an early stage, I will do my best to work with you and help you do well in the class.

**Footnotes or Endnotes?** Your final paper can use either footnotes or endnotes. However, I ask that you use **footnotes** for the assignments you submit between Weeks 1 and 15. It is easier to link content to sources with footnotes, so that is better for editing works in progress. Historians normally use the Chicago Manual of Style’s Notes-Bibliography system for citations, so you should use that for all citations as well throughout HIST 5940. You can find the rules for this system via JFK Library at this website: [http://calstatela.libguides.com/ld.php?content_id=46552296](http://calstatela.libguides.com/ld.php?content_id=46552296)
Rewrites: Sometimes I will ask you to re-do an assignment. Please work quickly to get back on pace. When you re-submit, include the original version with my feedback, and include brief comments explaining what you changed.

What If I’m Not a Good Writer?
Nonsense! Everyone can become a good writer. Some people might have an unusual talent for great writing, but everyone can learn how to become a clear, confident writer. All it takes is a good writing method and time. We will work together in class on the method part. If you then invest the time, you can write strong essays, and you can use this skill for the rest of your life.

How Can I Get Help with my Writing?
1. Talk to me! Helping students write is part of my job, and I enjoy working with students on their writing.
2. Visit the University Writing Center. The UWC provides free help. Find the UWC in JFK Library, Palmer Wing, room 1039A. Stop by, call (323-343-5350), or visit their website: www.calstatela.edu/uwc
3. Visit the Graduate Resource Center. The GRC also provides free help. JFK Library North, room A124 (basement level). http://www.calstatela.edu/graduateresourcecenter
4. A great online resource comes from the Writing Center at the University of North Carolina. Visit the website below and you can find “handouts” offering advice on grammar issues (e.g. run-ons, passive-voice, quotation set-ups) and on “big picture” issues (e.g. thesis statements and how to avoid procrastination): http://writingcenter.unc.edu/handouts/

Plagiarism:
Plagiarism refers to the use of another author’s words or ideas without acknowledgement of this use. This includes copying from texts or webpages as well as submitting work done by somebody else. Other forms of plagiarism include altering a few words or the sentence structure of someone else’s writing and presenting it as your own writing (that is, without quotation marks or footnotes). If you commit plagiarism, you can receive a zero on the assignment and I may report you to University authorities.

How Can I Avoid Plagiarism?:
As a professor, I’ve noticed that students often resort to plagiarism when they run out of time or don’t understand how to do an assignment. If you find yourself drifting toward plagiarism, visit my office hours or send me an email. I can help you get through the assignment or calculate the (modest) late penalty. You will be much better off taking a small late penalty than committing plagiarism.

The best way to avoid plagiarism is to learn the rules of how and when to cite and quote. Here are two good websites:
http://writingcenter.unc.edu/tips-and-tools/plagiarism/
http://calstatela.libguides.com/content.php?pid=669390&sid=5542610

Disabilities: As your professor, I want all students to succeed in this class. If you have a disability or any other issue that affects your learning, please let me know at any time. Also take note of the resources at the Office for Students with Disabilities (Student Affairs Building Room 115, 323-343-3140). If you have a verified accommodations form, please show it to me by Week Two.

Change: I reserve the right to make reasonable changes to the syllabus when needed.
Suggested Outline for your Final Paper

1. Introduction (3-4 pages)
   A. Opening paragraph (a half-page)
      - Start with a hook, anecdote, or puzzle
      - End with a one-sentence preview of your thesis
   B. Literature review (1 or 2 pages)
      i. Explain and critique the different categories of scholars related to your topic
      ii. Explain why your project advances the scholarship
   C. Strengths of your sources (also consider reconciling their weaknesses) (1 pages)
   D. Your thesis in precise detail and a preview of your subtheses (a half-page)

2. Body of the Paragraph (20-25 pages)
   A. First subthesis; introduce your argument for this section in a substantial paragraph
      - Tip: Avoid paragraphs that are just one or two sentences long!
      i. Supporting paragraph with evidence
      ii. Another supporting paragraph... and so on!
      - Tip: Remember to start each paragraph with a good analytical TSA!
   B. Second subthesis; introduce your argument for this section in a substantial paragraph
      i. Supporting paragraph with evidence
      ii. Another supporting paragraph... and so on!
   C. Third subthesis; introduce your argument for this section in a substantial paragraph
      i. Supporting paragraph with evidence
      ii. Another supporting paragraph... and so on!

   Tip: You do not necessarily need three sections in your body, but three is always a good starting point. You can go down to two sections in rare cases, and you might want as many as four or five sections. Any more than five risks becoming unwieldy.

3. Conclusion (1-2 pages)
   A. Restate the thesis and remind readers how your project advances the scholarship.
   B. (Optional): Suggest avenues for new research, or provide an epilogue that links your specific historical thesis to other time periods, or perhaps even to present-day concerns. Just be careful about referring to any very current events. A good history article should retain its value for decades. If your conclusion refers to a newspaper headline from last week, it might give your paper a dated feel for later readers.

4. Bibliography
<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument: Thesis</td>
<td>clear, creative and original thesis that answers an interesting research question; supported with clear and precise subtheses</td>
<td>clear thesis that answers an interesting research question</td>
<td>lacks a clear thesis or research question</td>
</tr>
<tr>
<td>Argument: Historiography</td>
<td>clearly explains how the paper’s thesis adds to the conversation among key secondary sources (i.e. at least eight highly relevant books or important journal articles)</td>
<td>clearly explains how the paper’s thesis adds to the conversation among some key secondary sources</td>
<td>fails to explain clearly how the thesis adds to the existing scholarship</td>
</tr>
<tr>
<td>Evidence: Research Design</td>
<td>creative selection of primary sources; thorough and dogged examination of available evidence; goes beyond “low-hanging fruit” sources to incorporate surprising and/or harder-to-find sources</td>
<td>appropriate and extensive primary sources to explore the research question</td>
<td>fails to engage extensively with primary sources appropriate to answer the research question</td>
</tr>
<tr>
<td>Evidence: Implementation</td>
<td>evidence strongly supports the thesis and subtheses through numerous examples (about 8-12 details or short quotations per page in the body of the essay); consistently provides brief context for quoted material</td>
<td>evidence supports the thesis, but sometimes lapses; sometimes fails to provide adequate context for quoted material.</td>
<td>numerous body paragraphs lack primary source evidence or adequate context.</td>
</tr>
<tr>
<td>Writing: Paragraph Level</td>
<td>clear paragraph structure with each body paragraph running a half-page or two-thirds page in length; each paragraph starts with a clear topic sentence argument (TSA) connecting that paragraph to the thesis or a subthesis; clear flow between paragraphs, including brief transition phrases</td>
<td>writes with clear TSAs and paragraph structure, but sometimes lapses</td>
<td>paragraphs are often too long or too short, or they often lack clear TSAs</td>
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<td>-------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| Writing: Sentence Level | concise, even elegant prose; lots of proofreading to ensure that the sentences avoid common writing shortcomings such as:  
- run-on sentences  
- sentence fragments  
- wordiness  
- passive voice  
- vague word choices  
- weak verbs like “is” or “are”  
- excessive jargon  
- overly complicated sentence structure | mostly free of common writing problems, with a few lapses | numerous writing problems |
| Citations:              | provides all necessary citations when referring to specific ideas and examples from primary and secondary sources; follows Chicago style for historians consistently | provides all necessary citations and follows Chicago style, with a few lapses | numerous errors with citation usage and format |

**Grading Explanation:**

- **A on final essay:** excellent in all seven areas.
- **A-/B+ on the final essay:** excellent in some areas, satisfactory in other areas.
- **B on the final essay:** satisfactory in all seven areas; or excellent in a few areas but unsatisfactory in one or two areas
- **B- on the final essay:** unsatisfactory in one or more areas
- **C or lower on the essay:** unsatisfactory in four or more areas.

*Note: +/- grades added at discretion of professor.*
CLASS SCHEDULE AND ASSIGNMENTS

All assignments due by the start of class, unless otherwise noted. Page lengths refer to typed, double-spaced pages (about 300 words per page). All assignments that refer to specific sources should include Chicago-style citations in footnote form, unless otherwise noted.

Note: HIST 5940 moves quickly. Almost every week you will work on an important step in the research process. Do your best to complete small steps on time, especially because we will often work with those smaller assignments together in class. I am not expecting “perfection,” especially not with our small assignments. “Decent and on-time” is much better than “perfect and late.”

Week 1: Jan 24th—Developing a Research Topic and Research Question
No assignments for tonight’s class.

Before Week 2’s Class Meeting:
1. Meet with me or schedule a phone appointment to develop a plan for next week’s two-page historiographic assignment. If you feel lost, let’s have this conversation by Friday the 25th.

2. No later than 6pm on Tuesday the 29th, email me your most significant prior writing on your research topic. This could be a 5000-level historiographic essay or a smaller research paper.

Week 2: Jan 31st: Framing your project around existing scholarship

Assignment: Historiographic Preview. Write two pages explaining how your project relates to existing scholarship and how your paper’s primary sources and/or research methods offer the promise of saying something new or different.

Outline:
   a. intro: Briefly summarize the key questions and debates for scholars who study your topic or who study the general field related to your topic. Sample: “Historians have looked at topic X [your topic] in three main ways, A, B, and C.”
   b. first paragraph: Explain the first group of historians. Mention historians and key works by name in the text. Save full publication info for your footnotes.
   c. second paragraph: Repeat for the next group of historians.
   d. third paragraph, if needed (i.e. if you see a third category of historians)
   e. conclusion: Write one or two paragraphs on how your question, approach, and primary sources hold the promise of advancing the field. Also provide details on the kinds of primary sources you plan to use, and include your research question. Put your research question in bold so it’s easy to find.

Tip: You should NOT have a thesis at this point. Genuine research requires a process of inquiry and discovery. If you already know your answer at this early stage, it’s not really research. Think of a question that promises to take you (and other scholars) to new places and understandings.

Tip: Research questions should frame your inquiry in one precise sentence that ends in a question mark. This might seem obvious, but students often draft their “question” as a declarative statement.

Assignment: Primary Source Sharing: Select one of your primary sources and make three copies. If the source is long, just bring 1 or 2 pages of it. If the source is not in English, provide a rough translation. On a separate sheet of paper, provide a Chicago-style footnote citation for this source and write one or two sentences explaining why you find this primary source interesting or significant.
Checklist—Bring to Class:
- two paper copies of your Historiographic Preview assignment.
- three paper copies of a primary source, plus one copy of your citation/explanation for that source
- your organizing tools: 3x5 cards, research folders, and/or laptop

**Week 3: February 7th: Categorizing Sources**

**Assignment: Annotated Bibliography.** Start with the current version of your research question. Then create one section for secondary sources and one section for primary sources.

Secondary sources: In this section, list about 10-12 key books and 5-10 important articles. With articles, try to find at least two or three historiographic review essays related to your topic. For each secondary source entry on your list, provide a bibliography-format citation and write one or two sentences explaining how that work will prove useful for your project.

Primary sources: Please check with me beforehand to discuss how many sources you should include here. Provide bibliography-format citations and write one or two sentences explaining how these sources will prove useful for your project.

Tip: You can include some secondary sources that you have not yet read, but make sure to obtain copies as soon as possible. Also avoid including too many secondary sources that are new to you. The bulk of your energy in HIST 5940 needs to focus on finding and analyzing primary sources.

**Assignment: Primary Source Sharing.** Repeat the process from last week with a new source.

**Common Readings:** I will also post on Canvas a few short readings that you should skim for class tonight. You do not need to write on them, but we will discuss them in class.

**Checklist—Bring to Class:**
- two paper copies of your Annotated Bibliography
- three paper copies of a primary source, plus one copy of your citation/explanation for that source
- your organizing tools: 3x5 cards, research folders, and/or laptop

**Week 4: February 14th: Falling in Love with Your Project**

**Big Assignment: Research Proposal (Prospectus).** Write a five-to-six page essay that expands on your Historiographic Preview. You do not yet need a thesis that answers your research question. Instead, focus on making the case for why your research program has potential to advance the field. That is, how will your research question, your research methods, and your primary sources work together to advance our historical understanding beyond existing scholarship? Provide footnote citations for all primary and secondary source references.

**Outline for the Research Proposal:**
Intro: Summarize the case for why your research program has promise to do something that no other scholar has yet done. The intro should be a crisp half-page.
Part 1. Existing Scholarship (3-4 pages). Explain the different groups of scholars who study your topic or field. Normally, you will have two or three groups of scholars to discuss, so create separate paragraphs for the different groups. Discuss each group’s strong and weak points and blind spots.
Part 2. Your Research Project (1-2 pages). Explain how your project will improve upon the weak points or blind spots of the existing scholarship. Show how the limits of the existing scholars creates an opportunity for you to improve the field.

Tip for Part 2: Be as specific as you can in describing how your primary sources and your approaches for analyzing them have promise to improve on weaknesses in existing scholarship.

Tip for Part 2: Remember that you do not yet need a thesis. Just a plan!

Assignment: Primary Source Sharing. Repeat with a new source.

Checklist—Bring to Class:
- two paper copies of your Research Proposal ( Prospectus)
- three paper copies of a primary source, plus one copy of your citation/explanation for that source
- your organizing tools: 3x5 cards, research folders, and/or laptop

NOTE: By this week, you should have in your possession most of your primary sources.

Week 5: February 21st: Falling out Love with your Project (and then back in love again)

Assignment: Primary Source Meta-Analysis. Write two paragraphs. The first should explain the main weaknesses or limits of your primary source base. What will you NOT be able to learn from your sources? The second should explain how you will overcome or minimize these weaknesses. Explain why your sources are still useful or crucial despite their limits.

Assignment: Primary Source Sharing. Repeat with a new source.

Common Readings: I will also post on Canvas a few short readings that you should skim for class tonight. You do not need to write on them, but we will discuss them in class.

Checklist—Bring to Class:
- two paper copies of your Primary Source Meta-Analysis.
- three paper copies of a primary source, plus one copy of your citation/explanation for that source
- your organizing tools: 3x5 cards, research folders, and/or laptop

NOTE: By this week, you should have read and coded about 20% of your primary sources.

Week 6: February 28th: Dealing with Multiple Interpretations

Assignment: Primary Source Sharing with a Twist. Repeat, but with a new focus: choose a primary source that you think historians can interpret in multiple, perhaps even conflicting, ways. On your citation/explanation page for this assignment, write a few sentences that summarize what you see as the multiple interpretations one could give this source.

Checklist—Bring to Class:
- three paper copies of a primary source, plus one copy of your citation/explanation for that source
- your organizing tools: 3x5 cards, research folders, and/or laptop

NOTE: By this week, you should have read and coded about 33% of your primary sources.
**Week 7: March 7th: Research!**

No formal class meeting; we can arrange one-on-one meetings in my office

*NOTE:* By this week, you should have read and coded about 50% of your primary sources.

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**Week 8: March 14th: Looking for Patterns // Starting to Prove Your Argument**

**Assignment: Very Early Outline.** Make a simple list of the basic topics or categories that you have been seeing when you read and code your primary sources.

**Assignment: Test Paragraph.** Write one long-ish paragraph that will appear in the body of the essay. Aim for about 200 words. The paragraph should contain at least seven details or short quotations, and it should draw on at least three different primary sources. (If your paper makes extensive use of just a few long-format primary sources, you can use just one of those sources, but pull examples from very different parts of that source.) Regardless, make sure to start your paragraph with an analytical TSA that introduces the main point of the paragraph.

**Assignment: Primary Source Sharing with Another Twist.** Repeat, but share a primary source that seems to fit into more than one of the basic topics that you described in your Very Early Outline.

**Checklist—Bring to Class:**
- two paper copies of your Very Early Outline
- two paper copies of your Test Paragraph
- three paper copies of a primary source, plus one copy of your citation/explanation for that source
- your organizing tools: 3x5 cards, research folders, and/or laptop

*NOTE:* By this week, you should have read and coded about two-thirds of your primary sources.

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**Week 9: March 21st: Reconciling Conflicting Points of View**

**Assignment: Test Paragraphs with Conflicting Evidence.** Write two pages (2 or 3 paragraphs) that present and reconcile conflicting evidence. First present and analyze evidence that invites one interpretation (e.g. “President Nixon was a crook.”). Then present and analyze evidence that invites a conflicting interpretation (e.g. “President Nixon has been unfairly vilified.”). Along the way, provide your own analysis that resolves this interpretive conflict. Start each paragraph with a good analytical TSA.

**Assignment: Primary Source Sharing.** Repeat with a new source. No special twist this week.

**Checklist—Bring to Class:**
- two paper copies of your Test Paragraphs with Conflicting Evidence
- three paper copies of a primary source, plus one copy of your citation/explanation for that source
- your organizing tools: 3x5 cards, research folders, and/or laptop

*NOTE:* By this week, you should have read and coded about 80% of your primary sources.
**Week 10: March 28th: Outlining**

**Assignment: Paper Outline.** Your outline should be about 3 pages (still doubled-spaced). Start by listing the current version of your research question, and then write a very tentative thesis (about 4 sentences). Then divide the body of your paper into sections, and write a tentative subthesis for each section. Within each section, list the topics you will cover in that section. Wherever possible, write a topic sentence argument (TSA) instead of a mere topic. When writing your thesis, subtheses, and TSAs, write in complete sentences.

**Common Readings:** Short readings on Canvas to skim and discuss. No writing required.

*NOTE: By this week, you should have read and coded all of your primary sources.*

**Checklist—Bring to Class:**
- two paper copies of your Outline
- your organizing tools: 3x5 cards, research folders, and/or laptop

**SPRING BREAK—NO CLASS ON APRIL 4th—WORK ON YOUR DRAFT**

**Week 11: April 11th: Writing Your Draft**

**Big Assignment: The Primary-Source Draft.** Write 20 to 25 pages (including footnotes) of your paper using just primary sources. Leave out the introduction and the historiography section. Just begin by stating your research question and your tentative thesis. Then move into your body sections. Please edit your draft for clarity and grammar. You can include questions or pleas for advice in the footnotes. Print one copy and also upload to Canvas. See the suggested outline for Final Papers earlier in the syllabus for details on how to structure the body of your essay.

**Common Readings:** Short readings on Canvas to skim and discuss. No writing required.

**Checklist—Bring to Class:**
- one paper copy of your Primary-Source Draft (also upload to Canvas)
- your organizing tools: 3x5 cards, research folders, and/or laptop

**Week 12: April 18th: Filling in Gaps by Drawing on Secondary Sources**

**Assignment: Secondary Sources to the Rescue!** Write two different one-page sections that will appear in the body of your paper. These sections should draw on one or more secondary sources, and they should represent sections of the paper where you need to draw on other scholars to explain important context that your primary sources do not cover.

*Example courtesy of Professor Carole Srole: If you were writing about Nazi propaganda aimed at children, you would need an introductory page on Nazi’s and their propaganda in general. The part on the Nazi’s might sound like a textbook description, while the paragraph on propaganda would follow from secondary literature. You probably have already read this material as some of your secondary sources for your graduate seminar. So, you should know the material, but now you have to sum it up, appropriately. Also in your paper, you probably will need some paragraphs that explain how historians have looked at a theme that you discussed. For example, if you analyzed the Nazi propaganda about bodies and strength written for children, you would look at secondary source material about Nazi’s and bodies in general and then write a paragraph about it to supplement your work.*
Checklist—Bring to Class:
- two paper copies of your Secondary Sources to the Rescue assignment
- your organizing tools: 3x5 cards, research folders, and/or laptop

Week 13: April 25th: Writing Introductions

Assignment: Introduction. Draft the introduction to your paper. See the suggested outline for Final Papers earlier in the syllabus for details on how to structure an intro.

Checklist—Bring to Class:
- two paper copies of your Introduction
- your organizing tools: 3x5 cards, research folders, and/or laptop

Week 14: May 2nd:

Big Assignment: Revised and Expanded Draft: Write 25 to 30 pages (including footnotes) that represent your whole paper. Include your introduction, historiography discussion, and conclusion. Also upload to Canvas. See the suggested outline for Final Papers earlier in the syllabus for details on how to structure your draft.

Also include an explanation of your revisions: Type a list explaining the changes you made to your draft since the first one. Your list should include the following, along with relevant page #s in the new draft.
- new primary sources (if any)
- new analysis of older primary sources
- new secondary sources
- new paragraph ordering
- any other significant changes.

Checklist—Bring to Class:
- one paper copy of your Revised and Expanded Draft (also upload to Canvas)
- one paper copy of your Explanation of Revisions

Week 15: May 9th: Continued Work on your Revised and Expanded Draft
No new assignments. Bring to class a paper copy of your Revised and Expanded Draft.

Finals Week: May 16th (Thursday)

Big Assignment: Final Paper. Upload your final paper to Canvas by 5pm. Also upload an explanation of revisions. Repeat the process from Week 14 but just list what you have changed since then.

Assignment: Reflection. Write a brief (1 or 2 pages) personal reflection on your research and writing process. What parts of this paper make you most proud? What did you do to arrive at that success? If you could go back to the start of the semester, what would you do differently and why? Think of this reflection as a document that you can use the next time you embark on a big, complex project, whether it’s a history paper or something else. Upload to Canvas by 5pm.

Big Event: Potluck party in our classroom on May 16th to celebrate! 5:15 to 7:00pm.

Fame and Glory (optional but encouraged): Email your paper to Professor Birte Pfleger (bpfege@calstatela.edu) to submit it for consideration in the next issue of Perspectives.