

**HIST208P: Historical Research and Methods Seminar:
Immigration and British Society, 1850-1983
Spring 2009**

Instructor: Charles Reed

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Office Hours:

Thursday 9:00-10:00 a.m. and 4:00-5:00 p.m.
(and by appointment)

ELMS Course Site: <http://elms.umd.edu>

Class meets:

Section 0101 (Thursday): 11:00 am until 1:00 pm, Taliaferro 2110

Section 0102 (Thursday): 2:00 pm until 4:00 pm, Francis Scott Key 0119

Purpose

This seminar in British history is a skills-based course designed to teach students the fundamentals of researching and writing a historical research paper. We will begin the course with a collection of readings chosen by the instructor and meant to introduce students to the subject of immigration to Great Britain during the nineteenth and twentieth centuries. Beyond the weekly common readings, the content of the course will be largely self-designed, as students will be responsible for seeking out appropriate source materials and writing their research papers under the guidance of the instructor.

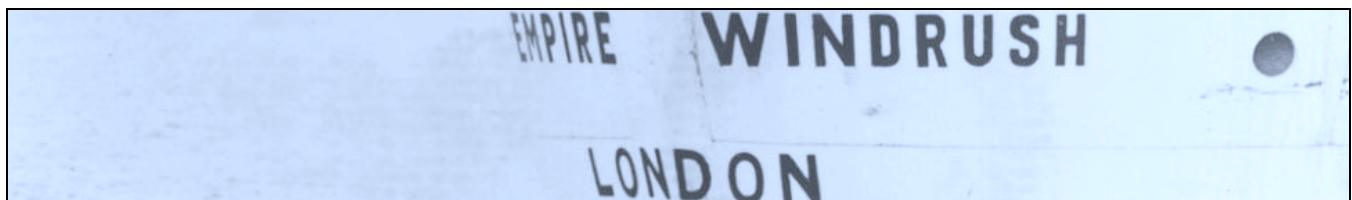
Course Objectives

- ✓ How to read carefully and write clearly
- ✓ How to develop a supportable position on a historical issue and defend it orally and in writing
- ✓ How to distinguish between different kinds of historical sources
- ✓ How to identify and evaluate arguments
- ✓ How to properly use and cite historical sources
- ✓ How interpret historical sources to craft a 10-15 page research paper

Required Texts

Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2007. [ISBN: 9780195176513]

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7th ed. Chicago: University of Chicago Press, 2007. [ISBN: 9780226823379]



Grade Distribution

ASSIGNMENT	VALUE	DUE DATE
Class Participation	15%	n/a
Mini-Essay Question	2.5%	February 5
Non-Textual Source	2.5%	March 12
Research Trails / Skills	10%	
Research Trail I	(2.5%)	February 19
Notetaking Skills Activity	(2.5%)	February 26
Research Trail II	(2.5%)	February 26
Research Trail III	(2.5%)	March 12
Benchmark Assignments	15%	
- Research Proposal	(5%)	March 12
- Annotated Bibliography	(5%)	March 26
- Introductory Paragraph and Outline	(5%)	April 2
Conference	20%	
- Draft	(10%)	April 30 and May 7 (draft due April 16)
- Presentation	(5%)	
- Peer Review	(5%)	
Paper (Final)	35%	May 14
Research Journal (optional)	Up to +2%	May 14

Expectations

- Mobile phones must be switched to silent mode during class time (see me if you have some compelling reason to keep your mobile phone on). Text messaging will not be tolerated under any circumstances.
- Notebook computers should only be used for instructor-approved activities and **must** be closed during class discussions.
- Be prompt to class. If you must be late, please quietly enter the classroom and find a seat.

Participation

The study of history is not simply a passive process of remembering names and dates or of uncovering obscure or unknown facts (though these things are part of it). It is an active process – a contact sport, some say – of debates, disagreements, and argumentation. This course is not lecture-based. Your instructor is present to facilitate **a conversation** about the past and your research. All students will be expected to offer informed and thoughtful participation. Be sure to carefully complete course readings and assignments before class.

You will be expected to report weekly on your research project. Come each week prepared to discuss your progress and troubles.

Late Penalties

Assignments should be submitted in a timely manner. Students will be penalized one-half letter grade (5%) per school day for any assignment submitted late. Please remember that time is of the essence in this course, and completing assignments late could negatively affect the quality of your final project.

Submitting Assignments

Students may submit most assignments in hard copy or via the ELMS digital dropbox (available on our course site at URL: <http://elms.umd.edu>). **All assignments are due by class time unless otherwise indicated. E-MAILED ASSIGNMENTS WILL NOT BE ACCEPTED.** The ELMS dropbox will timestamp your assignment and record the submission in your account (in other words, you will have a receipt). This policy protects you. **THE FINAL PAPER MUST BE SUBMITTED IN HARD COPY (LEFT IN MY DEPARTMENTAL MAILBOX BY 4:00 P.M. BY MAY 14) AND VIA THE ELMS DIGITAL DROPBOX.**

Office Hours and Mandatory Meetings

I am available to advise you on your work, but I am no mind reader. If you have questions or concerns, you must contact me. I will be available to meet with you during my weekly office hours, listed at the top of this syllabus. Consider them “walk-in” hours, when you can come and discuss your work with me. Additionally, if my office hours conflict with your other responsibilities, we can arrange alternative meeting times.

You are also required to schedule two mandatory meetings with me, during weeks six and ten. Sign-up sheets will be distributed in class a week in advance. Be prepared to discuss your progress, and bring a current draft of the next assignment.

Academic Dishonesty

Academic dishonesty will not be tolerated in this course. The instructor will immediately refer any student suspected of academic dishonesty to the university’s Honor Council. We will discuss academic dishonesty several times over the course of the semester, but you alone are responsible for understanding what academic dishonesty means and asking questions if you do not understand. The University of Maryland defines the following acts as academic dishonesty:

- **Cheating:** “Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.”
- **Fabrication:** “Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.”
- **Facilitating Academic Dishonesty:** “Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.”
- **Plagiarism:** “Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.”

“Academic dishonesty is a serious offense which may result in suspension or expulsion from the University.

The normal sanction for academic dishonesty is a grade of ‘XF,’ denoting ‘failure due to academic dishonesty.’ That grade will normally be recorded on the transcripts of students found responsible for acts of academic dishonesty in addition to any other action taken (e.g., suspension or expulsion).”

Please familiarize yourself with the university regulations regarding academic dishonesty, available at the following websites:

<http://www.testudo.umd.edu/soc/dishonesty.html>

<http://www.studenthonorcouncil.umd.edu/code.html>

Religious Observances

“The University of Maryland policy ‘Assignments and Attendance on Dates of Religious Observance’ states that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they be allowed to makeup academic assignments that are missed due to such absences. However, the

student must personally hand the instructor a written notification of the projected absence within two weeks of the start of the semester." Please inform me **in writing** by **February 6** (add/drop) if you are going to miss any assignments due to religious observances so that alternative arrangements can be made.

Academic Support

If you require any special accommodations due to a disability, please present a copy of the documentation provided to you by Disability Support Services by **February 6** (add/drop). I also recommend that you schedule time to meet with me so that I can better understand the accommodations you need. If you do not have documentation from DSS but think you need accommodations, please make an appointment with the Disability Support Services (Shoemaker Building 0126, **URL:** <http://www.counseling.umd.edu/DSS/>). **Contact:** Jo Ann Hutchinson, phone: 301-314-7682, e-mail: jahutch@umd.edu

Inclement Weather

Class will not meet if the university is closed for inclement weather or any other reason. Closure announcements are made on the UMD website (**URL:** <http://www.umd.edu/emergencypreparedness>) and through local media outlets.

You are required to make a good faith effort to submit any assignment due via the ELMS digital dropbox (available on our course site at **URL:** <http://elms.umd.edu>) within **24 hours** of a cancelled class meeting. I will e-mail the class with instructions, but you will be expected to complete readings and assignments for the next class meeting as scheduled.

Schedule

Week 1 (January 29): Beginnings

- ❖ Introductions (Who am I? Who are you? Why are we here?)
 - ❖ Policies and expectations (syllabus)
 - ❖ Mini-lecture on Multicultural Britain

 - ❖ **Learning outcomes**
 - Understanding the terms: primary source, secondary source, historiography, subject vs. keyword searches
 - How to select a topic and craft a research agenda (distribution of topics list)
 - How to use ELMS, the UMD library catalog, and research portal

 - ❖ **Common readings:**
 - Jenny L. Presnell, *The Information-Literate Historian: A Guide to Research for History Students* (New York: Oxford University Press, 2007), 1-43. *This reading assignment was announced on ELMS and via e-mail. If you were not able to read it in advance of our first class, please be sure to read it by the time we meet for our library session during week 3.*
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Week Two (February 5): (Re-)Making Britain: Citizenship, Belonging, and Otherness in the British Isles / Secondary Sources

❖ Learning outcomes

- What historians do
- How to evaluate historical arguments; assessing strengths and weaknesses
- How historians use sources

❖ Common readings:

- Laura Tabili, "A homogenous society? Britain's internal 'others,' 1800-present," in *At Home with the Empire: Metropolitan Culture and the Imperial World*, ed. Catherine Hall and Sonya Rose (New York: Cambridge University Press, 2006), 53-76 [ELMS reserve].
- Winston James, "The Black Experience in Twentieth-Century Britain," in *Black Experience and the Empire*, ed. Philip D. Morgan and Sean Hawkins (New York: Oxford University Press, 2004), 347-386 [ELMS reserve].
- Presnell, *The Information-Literate Historian*, 86-92

❖ Assignments:

- Mini-Essay Question (see Assignments supplement for details) and topics list due
- **Exploring and Choosing a Topic**
 - Read through the list of possible research topics. Think about your personal and intellectual interests (politics? sports? culture?). Which topics intrigue you? What kind of history do you want to write? If you are unfamiliar with the topics, pick a few and do a Google, Google Books, Google Scholar, or Wikipedia search to learn a little more and help you with your selection. Do you have two or three that are of interest to you?
 - Now look again at the list of topics and note what kinds of sources you will have to use for the topics that interest you. (Are they on microfilm? Do they require trips to off-campus libraries?) Go to the library and look at some of the sources to get a sense of what the research would involve.
 - Come to class with your top three choices and sentence or two about why each interests you and a sentence or two about which of the relevant sources for these topics you investigated. Be sure to rank them. I will e-mail you before our next class with which of your topics you have been assigned.

Week Three (February 12): Using the Library's Resources

CLASS WILL MEET IN MCKELDIN LIBRARY.

Section 0101 (Thursday): 11:00 am until 1:00 pm, **McKeldin 6101**

Section 0102 (Thursday): 2:00 pm until 4:00 pm, **McKeldin 2109**

We will spend the first hour meeting with Dr. Eric Lindquist, one of the library's specialists and (luckily for us) an expert in British history. During the second hour, you will begin work on your first research trails assignment. I will be available for consultation.

❖ Learning outcomes

- Knowledge of and practical experience using the libraries' collections and electronic resources

❖ **Common readings:**

- Presnell, *The Information-Literate Historian*, 44-85, 136-158

❖ **Assignment:**

- Come to the library prepared to begin Research Trail I. You will need to have an approved research topic in order to fully participate in the library session.
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Week Four (February 19): The Immigrant Experience and the “Rivers of Blood” / Primary Sources

❖ **Learning outcomes**

- How to interpret primary sources
- How to assess conflicting interpretations of the past

❖ **Common readings:**

- “Migration histories” from *Moving Here: 200 years of migration to England* (**URL:** <http://www.movinghere.org.uk/galleries/histories/default.htm>). Read the “Introduction” and **all** of the materials from one diasporic community (Caribbean, Irish, Jewish, South Asian) of your choice. Pay close attention to the kind of sources available on the site.
- Empire Windrush course packet [**ELMS folder**]. Links to media and text from the *Moving Here* website (<http://www.movinghere.org.uk>), including photos, texts, and audio interviews. **If you cannot access and listen to MP3 audio files on your personal computer, you will need to use an appropriately equipped computer on campus to listen to the audio interviews.** If you wish, you can easily transfer the files from your computer to an iPod or other media device.
- Enoch Powell, text of the “Rivers of Blood” speech [**ELMS reserve**]. You are strongly encouraged to watch the BBC documentary *Rivers of Blood*; video links will be posted on ELMS.
- Presnell, *The Information-Literate Historian*, 92-135.

❖ **Assignment:** Research Trail I due

Week Five (February 26): Which People’s War? / Notetaking and Plagiarism

❖ **Learning outcomes**

- How to take notes and avoid plagiarism (summarizing vs. paraphrasing vs. quoting)
- How to cite and use sources in your research paper

❖ **Common readings:**

- Sonya Rose, “‘The End is Bound to Come’: Race, Empire, and Nation,” in *Which People’s War? National Identity and Citizenship in Britain, 1939-1945* (New York: Oxford University Press, 2003), 239-284 [**ELMS reserve**].

❖ **Assignment:** Notetaking Skills Activity and Research Trail II due

Week Six (March 5): No class.

- ❖ **Assignment:** Meet with your instructor. You should bring a complete rough draft of your paper proposal. You may also bring Research Trail III for review. Both assignments are due on March 12.

(A sign-up sheet will be distributed on February 26. If you miss class on that day, you are responsible for scheduling a time to meet with me.)

Week Seven (March 12): Non-Textual Sources and You

- ❖ **Learning outcomes**
 - How non-textual materials (films, interviews, music, art, photography) can be used as historical sources
 - ❖ **Common readings:**
 - Presnell, *The Information-Literate Historian*, 177-189, also scan pgs. 189-201 for material relevant to your project
 - ❖ **Assignment:**
 - Bring a non-textual source (one relevant to the course and, preferably, to your research project) with you to share and discuss with the class. Refer to the course bibliography for ideas. **You must e-mail me by 5:00 p.m. on Tuesday, March 10, describing your source (it must be approved by me in advance of class) and letting me know if sharing it requires any media devices.**
 - Research Trail III and research proposal due
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Week Eight (March 16-20): Spring Break

Assignment: None.

Week Nine (March 26): Writing

- ❖ **Learning outcomes**
 - How to write an effective history paper
 - Theses and topic sentences
 - Language and grammar
 - Structure
 - Common errors
 - What constitutes a good history paper
- ❖ **Common readings:**

- Patrick Rael, "Structuring Your Paper" and "Writing Your Paper," *Reading, Writing, and Researching for History: A Guide for College Students* (URL: <http://www.bowdoin.edu/writing-guides>)
- Course Writing Guide [ELMS Documents].
- Writing samples from JANUS [ELMS Documents].

❖ **Assignment:** Annotated bibliography due

Week Ten (April 2): No class.

- ❖ **Assignment:** Meet with your instructor. Bring with you to the meeting a draft of your introductory paragraph and an outline for your whole paper, indicating for each section of the paper which primary sources you will use. You are required to submit a draft of your introductory paragraph/outline **using the ELMS digital dropbox by 5:00 p.m. on Thursday, April 2.**

(A sign-up sheet will be distributed on March 26. If you miss class that day, you are responsible for scheduling a time to meet with me.)

Week Eleven (April 9): Revising and Review

- ❖ **Learning outcomes**
- How to effectively revise a paper
 - How to do a peer review
 - How to use campus writing resources
- ❖ **Assignment:** Work on your paper
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Week Twelve (April 16): Preparing for the conference

- ❖ **Learning outcomes**
- How to present a research paper
 - How to effectively use Power Point or other media
 - How to respond to a research paper as a peer reviewer
 - How to be an engaged audience member
- ❖ **Common readings:**
- Presnell, *The Information-Literate Historian*, 206-216
- ❖ **Assignment:**
- Submit two (2) copies of your current paper draft: one to your peer reviewer and one to the instructor. While it is understood that good historical writing requires writing and revising, you

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- are expected to make the draft you submit as complete and polished as possible. The closer it is to what you imagine as your final paper, the more helpful the feedback you receive will be.
- Please come prepared with any questions you have about the presentations you will be giving during weeks thirteen and fourteen.

Week Thirteen (April 23): Review drafts returned from instructor.

Week Fourteen (April 30): Conference, Part I

Week Fifteen (May 7): Conference, Part II

FINAL PAPER DRAFTS DUE IN MY MAILBOX BY 4:00 P.M. on THURSDAY, MAY 14. YOU MUST ALSO SUBMIT AN ELECTRONIC COPY OF YOUR PAPER VIA THE ELMS DIGITAL DROPBOX.