

HIS 4971 History Honors Workshop (Fall 2019)
Sheryl Kroen and Kaitlyn Muchnok

Sect. 04D2 Wednesdays, Periods 7-9 (1:55-4:55), Keene Flint 121
Sect. 04DB Thursdays, Periods 6-8 (1:55-4:55), Keene Flint 115

Contact information

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Course Description

The History Honors Workshop is designed to assist honors students with all phases of the senior thesis, including project design, research, writing, and oral presentation. Students complete a series of assignments that build toward a preliminary draft of a thesis chapter. The workshop seeks to provide an environment that balances independent, student-driven work with collaboration and support.

Course Objectives

Students participating in the History Honors Workshop will:

- make steady progress on their individual thesis projects
- hone their research skills
- improve their critical thinking and writing skills
- have the opportunity to present their work, both informally and formally
- benefit from belonging to a community of scholars

Course materials

- Mary Rampolla, *A Pocket Guide to Writing in History* (any edition)
- Strunk and White, *Elements of Style* (any edition)
- PDFs available through Canvas

Assignments (full guidelines available on Canvas)

- Proposal (5%)
- Primary source analysis (5%)
- Secondary source critique (5%)
- Annotated bibliography (10%)
- Prospectus (15%)
- Draft introduction/chapter (20%)
- Oral presentation (10%)
- Participation, in-class activities, reports (30%)

Grading

All assignments will be graded according to the following criteria:

- On-time submission
- Thoroughness and attention to detail
- Level of analysis and engagement with thesis material

- Writing (clarity of expression, organization, grammar, etc.)

Grading Scale

*Please note that a count as a passing minor, Gen Ed, distribution

93.3-100% = A	73.3-76.6% = C
90-93.2% = A-	*70-73.2% = C-
86.7-89.9% = B+	66.7-69.9% = D+
83.3-86.6% = B	63.3-66.6% = D
80-83.2% = B-	60-63.2% = D-
76.7-79.9% = C+	Below 60 = E

grade of C- does not grade for major, Gordon Rule, or basic requirements.

For information on and policies, please see the Undergraduate Catalogue [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx]

UF's grading systems

Weekly schedule

Date	Topic/Activity	
Week 1 Aug 21 & 22	Course Introduction -general introduction to History Honors Program, HIS 4971 workshop, instructors, and each other	Sign up for entry interviews
Week 2 Aug 28 & 29	Individual Meetings	Due: Revised proposal Bring hard copy to interview
Week 3 Sept 4 & 5	Finding and managing sources -identifying primary and secondary sources; research organization; demonstration of bibliographic management apps	Read: Rampolla Ch 1, Ch 2a and Ch 5 and Handbook, "Refining the Thesis Topic" and "Three Thesis Tricks"
Week 4 Sept 11 & 12	Primary sources -analyzing and writing about primary sources; challenges of working with primary sources	Read: Rampolla Ch 2b, Ch 3c-1, and Kishlansky, "How to Read a Document" Due: 1) Report on meetings with advisor and librarian 2) Primary source analysis [due Friday]
Week 5 Sept 18 & 19	Joining the conversation -what is active reading and why is it important? -what is historiography? How do we evaluate and engage secondary sources? -criteria and process for graduating with highest honors	Read: Rampolla Ch 3a, 3b, 3d and review Handbook, "Refining the Thesis Topic" Due: Secondary source critique [due Friday]
Week 6 Sept 25 & 26	TBA	Read Handbook, "Preparing an Annotated Bibliography" and consult Rampolla, Ch 3b-2 and Ch 7

Week 7 Oct 2 & 3	The art of the prospectus -discussion of prospectus, its purpose and design	Read: Handbook, "Maintaining Momentum while Researching" and sample prospectus Due: Annotated bibliography
Week 8 Oct 9 & 10	Sample theses -discussion of model theses -work on prospectus	Read: 1) Handbook, "Critiquing a Sample Thesis" 2) Crenshaw thesis 3) sample thesis of your choice
Week 9 Oct 16 & 17	TBA	Prospectus
Week 10 Oct 23 & 24	The research-writing dialectic -transitioning from research to writing (and back again); the purpose of outlines and strategies for maximizing effectiveness of outlining	Read: Handbook, "Getting Ready to Write" and Rampolla, Ch 4 Due: 1) Report on meeting with advisor 2) Rough chapter outline [bring hard copies to class]
Week 11 Oct 30 & 31	Writing workshop	2-3-page writing sample [bring hard copies to class]
Week 12 Nov 6 & 7	Writing workshop	2-3-page writing sample [bring hard copies to class]
Week 13 Nov 13 & 14	Crafting effective oral presentations -identifying your audience(s); how to effectively present your work to an audience -what to expect for the spring semester	Due: academic talk report
Week 14 Nov 20 & 21	Independent study	Due: Independent study report
Week 15 Nov 27 & 28	Presenting your work to an audience	Due: Presentation
Week 16 Dec 4 & 5	Presenting your work to an audience	Due: Presentation
Dec 12		Due: Draft thesis introduction or chapter

Policies and Expectations

History classes are most rewarding when students interact with the texts, each other, and the instructor on a sustained basis. Readings provide the raw material for class discussion, where much of the learning takes place. Effective class participation is therefore essential. Students can expect a respectful atmosphere in which to express their opinions.

Please keep electronic distractions to a minimum. While you may feel perfectly comfortable multi-tasking in class, it is disturbing to the instructor and to those around you.

Attendance & makeup policy: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Academic Honesty: UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TA in this class.

Accommodations for Students with Disabilities: Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Students in this class are participating in the pilot evaluation of the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals.