

Fall 2007: His 709-02 Jones  
M 6:30-9:20 MHRA 1208

## Introductory Research Seminar: Europe in the 20<sup>th</sup> Century

[www.uncg.edu/~jwjones/researchseminar](http://www.uncg.edu/~jwjones/researchseminar)

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Office Hours: M 4:00-5; W 10:00-11; Th. 10:30-11:30 and by appointment	

### Course Description

At the beginning of the 20<sup>th</sup> Century Europe ruled the world, but divisions among the European powers led to two major wars in the first half of the century that greatly diminished the continent's power. By the beginning of the 21<sup>st</sup> Century, Europe was more unified than ever, but it was not nearly the global power it had once been. This class, an introductory seminar intended primarily for first-year M. A. students in European history, will examine aspects of that transformation based on student research projects.

This seminar will train students to select a topic, conduct research on that topic, present results both orally and in writing, and constructively criticize the work of their peers. Students will write a research paper **based on primary sources** in a step-by-step process: choosing a topic; learning the historiography; identifying primary sources; compiling a bibliography; drawing up an early draft of the paper; evaluating each other's work through a peer-review system; and revising the final draft. Paper topics will vary widely, but students in the class will all be dealing with the same challenges of researching and writing a major piece of original scholarship, so the effort will be as collaborative as possible.

### Course Learning Outcomes:

A research project on this scale is very challenging, and my goal as instructor is to help you develop critical thinking and research skills that will serve you well at this University and beyond. By the end of the semester students will be able to:

- Interpret and analyze primary source material and draw original conclusions relevant to an existing body of historical literature
- Critically evaluate various types of sources while formulating an historical argument supported with evidence
- Conduct independent research and present the findings of their research orally as well as in written form
- Constructively criticize the work of their peers while also utilizing feedback from others to revise their own projects

### Course Readings:

- *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers* by Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams
- *Dark Continent: Europe's Twentieth Century* by Mark Mazower
- Online Material Identified Below

### Course Activities:

- Participation 25%
- Final Research Paper 75%

**Course Participation:** the 25% participation grade consists of a number of activities identified below and to be clarified in class, most importantly the peer review process for the final drafts

**Final Research Paper:** the final product of the course will be a well-developed, polished research paper that presents an original thesis and argument supported by primary sources and situated within a broad historiographical context based on relevant secondary source material.

**The Final Research Paper should be 20-25 pages in length, double spaced with 12-point font.** The first draft is due Monday, November 5—students should strive to get as much as possible of their paper done by that date, even if the writing is *very* rough and parts of the paper are still in outline form. **Final Papers are due Wednesday, December 12 by 5:00 PM.**

### SELECTING A PAPER TOPIC:

- 1) You should choose a topic dealing with 20<sup>th</sup> Century Europe that *you* think is important and which *you* find interesting
- 2) You should select a topic for which primary and secondary sources exist and for which those sources are accessible
- 3) Your topic should constitute an original contribution to a significant field of historical scholarship and must be crafted in such a way that you can complete it within a semester
- 4) You should view your paper as a scholarly article and think about the kind of journal, granting foundation, or academic meeting would be receptive to a paper on such a topic

### Course Schedule

Monday, August 20. Introduction to the Course & a Library Session on Finding Primary Sources for Research Topics in 20<sup>th</sup> Century Europe (7:30-9:00)

- **Activity 1: Intellectual Biography.** Write a brief intellectual biography (2-3 pages) about yourself, including where you grew up, your education, the classes (history or others) and ideas that have really excited you, your professional goals, etc. End with how and why you wound up in this course and with at least a preliminary idea of what topic (or topics if you haven't narrowed it down to one yet) you may want to explore in this class. Email it to the instructor and post it in the Digital Dropbox on BlackBoard by noon Thursday, August 23.
- **Reading for August 27:** Turabian, Booth, et. al. *A Manual for Writers*, 3-23; “Sleep We Have Lost: Pre-Industrial Slumber in the British Isles” by Roger Ekirch; “The Disruptive Comforts of Drag: (Trans)Gender Performances among Prisoners of War in Russia, 1914-1920” by Alon Rachamimov; Mazower, *Dark Continent*, preface-103; read at least four other student’s Intellectual Biographies (as assigned; feel free to read them all)

Monday, August 27. Pre-Industrial Sleep, Intellectual Journeys, and POWs in Drag

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**Activity 2: Topic Description.** Each student should write up a brief description of their topic (2-3 pages) with the following information:

- a) (Tentative) title of the proposed study
- b) A brief description of the topic including its significance and also a justification for the proposed beginning and ending dates of your study
- c) Briefly list or describe primary sources that will be relevant for your study—e.g. newspapers, memoirs, archival material, oral histories, online sources, etc.—and how you will access those materials (i.e. through Interlibrary Loan)
- d) Identify 2-3 important and influential secondary works on your topic and suggest how your study (as you imagine it at this point) will add to the historiography of your topic

Email it to the instructor and post it in the Digital Dropbox on BlackBoard by noon Thursday, September 6.

<b>Two Months to Due Date for First Draft!</b>
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- Reading for September 10: Turabian, Booth, et. al. *A Manual for Writers*, 24-47; “‘A New World for Women’? Abortion Law Reform in Britain during the 1930s” by Stephen Brooke; “Was the Third Reich Movie Made? Interdisciplinarity and the Reframing of ‘Ideology’” by Scott Spector; Mazower, *Dark Continent*, 104-285; read at least four other student’s Topic Descriptions (as assigned; feel free to read them all)

Monday, September 10. Abortion, Nazi Films, and Choosing a Topic

- Reading for September 17: Turabian, Booth, et. al. *A Manual for Writers*, 48-61; “‘Every Family Has Its Freak’: Perceptions of Collaboration in Occupied Soviet Russia, 1943-1948” by Jeffrey Jones; Mazower, *Dark Continent*, 286-403

Monday, September 17. Writing an Article for Publication

Monday, September 24: Individual or Group Meetings with the Instructor during Class Time

- **Activity 3: Annotated Bibliography.** Compile a list of at least 4-5 key secondary works (books or journal articles) on your topic (or related to your topic) and *briefly* summarize the authors’ findings and describe their sources; add a list of the most important primary sources you intend use in your paper and briefly describe them as well as any preliminary information from those sources that you can add at this point. Email it to the instructor and post it in the Digital Dropbox on BlackBoard by noon Thursday, September 27.

- Reading for October 1: Turabian, Booth, et. al. *A Manual for Writers*, 62-81; 122-126; read at least four other student’s Annotated Bibliographies (as assigned; feel free to read them all); come prepared to give a 5-minute report on your topic, its historiographical context, your primary sources and any preliminary findings or insights you may have

Monday, October 1. Oral Progress Reports

- **Activity 4: Early Write-up.** In what is intended to be an early draft of the first 3-4 pages of your paper, identify the following in a formal written form:

- a) the main historical problem or issue that you are addressing and the claim you expect (hope) to make, i.e. your (preliminary) thesis statement

- b) the evidence you are using to research and solve your historical problem
- c) a brief summary of the most important scholarly literature on your topic with a clear indication of what your research will contribute to that body of literature

Email it to the instructor *and* post it in the Digital Dropbox on BlackBoard by noon Thursday, October 4.

- Reading for October 8: read at least four other student's Early Write-Ups (as assigned; feel free to read them all); come prepared to constructively critique those students' work
- Monday, October 8. Discussion of Early Write-ups

<b>One Month to Due Date for First Draft!</b>
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- **Activity 5: Annotated Outline.** Students should add to their Early Write-ups by including a point-by-point outlined description of what will follow those first 3-4 pages, i.e. what sections and subsections will the paper include, and which sources will the student develop in which section? What will be the organizational structure of the paper? Email it to the instructor by noon Thursday, October 18.

Monday, October 15. FALL BREAK

Monday, October 22. Individual or Group Meetings with the Instructor during Class Time

Monday, October 29. Individual or Group Meetings with the Instructor during Class Time

Monday, November 5. **FIRST DRAFTS DUE!** No Class: Print out and turn in the first draft—as much as you have plus the remainder in outlined form if necessary—to the instructor and post it in the Digital Dropbox on BlackBoard by noon

- **Activity 6: Peer Review.** Read at least four other students' first drafts (as assigned; feel free to read them all) and write up a constructive critique of each of them; identify at least one strength of the essay but concentrate on the aspects of the essay that could be stronger

- Reading for November 12: Turabian, Booth, et. al. *A Manual for Writers*, 98-121

Monday, November 12. Discussion of First Drafts

Monday, November 19. No Class

Monday, November 26. Individual or Group Meetings with the Instructor during Class Time

Monday, December 3. Individual or Group Meetings with the Instructor during Class Time

Monday, December 10. No Class

**FINAL PAPERS due Wednesday, December 12 by 5:00 PM**