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Courses Request Tracking

New Course Form

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(*denotes required fields)

1. General Information

- a. * Submitted by the College of: ARTS & SCIENCES Today's Date: 10/30/2012
- b. * Department/Division: History
- c. * Contact Person Name: David Hamilton Email: dham01@uky.edu Phone: 7-3104
* Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year 1:
- e. Should this course be a UK Core Course? Yes No
If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number: HIS 701
- c. * Full Title: Research Seminar in American History
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input checked="" type="checkbox"/> Seminar 3	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain:		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
If YES: Maximum number of credit hours: 12
If YES: Will this course allow multiple registrations during the same semester? Yes No
- j. * Course Description for Bulletin:
Graduate research seminar in American history. May be repeated to a maximum of 12 credits.
- k. Prerequisites, if any:
no
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

- 3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

6. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 8-15

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain.

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement for ANY program? Yes No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 3.2.1)

⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery

⁵ In order to change a program, a program change form must also be submitted

Rev 8/09

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History 701
Research Seminar in American History
Friday, 1-3 Room 1745

David Hamilton
1755 Patterson - 257-3104
dehami01@uky.edu (Email messages are the easiest way to contact me.)
Office Hours: TBD and by appointment.

The purpose of the seminar is to train students in the techniques of historical research, writing, interpretation, and criticism. Each member of the seminar will research and write a research paper -- a paper based largely on primary source materials. Each paper will be presented to the seminar for comment and criticism. Each paper will then be revised. In addition, each seminar member will be assigned as the formal critic for one of the papers and each will also prepare a documentation report on one of the papers.

Student Learning Outcomes:

- 1) Develop research skills in working with primary and secondary sources.
- 2) Obtain an ability to identify a research topic that demands serious investigation.
- 3) Acquire experience in writing and revising a research paper with the appropriate style of citations and bibliography for historical research.
- 4) Learn professional standards for critiquing the work of scholarly peers.

Course Policies:

- 1) Attendance is required. Please notify Professor Hamilton if you must miss a scheduled seminar meeting or an individual conference.
- 2) Generally, I prefer email submissions of the major drafts of the paper.
- 3) Classroom decorum and civility – an important part of the seminar is to learn how to criticize the work of your peers. The obligation to be critical carries with it professional responsibilities to criticize in ways that are constructive. This means adhering to basic standards of civility, decorum, and fairness.
- 4) Accommodations due to disability. If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.
- 5) Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up

Kate Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations (7th edition)
Dierdre N. McCloskey, Economical Writing (2nd edition)

Recommended books:

You do not need to purchase these, but I may refer to them during the course of the semester. One or two would be well worth acquiring.

A basic grammar such as The St. Martin's Handbook.

Joseph M. Williams, Style: Toward Clarity and Grace. (0-226-89915-2)

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, The Craft of Research (2nd edition or 3rd edition)

William Zinsser, On Writing Well.

Stephen J. Pyne, Voice & Vision: A Guide to Writing History and Other Serious Nonfiction.

Roy Peter Clark, The Glamour of Grammar: A Guide to the Magic and Mystery of Practical English.

ASSIGNMENTS

Course assignments include:

- Research exercises
- Discussions of readings and the first-drafts
- Draft of introduction
- First-half draft of the research paper
- First-full draft of the research paper
- Final draft of the research paper
- Documentation report
- Critique of research paper

Weighting for various assignments:

Final grades for the course will be determined roughly as follows:

- 1) the draft of the introduction, first-half draft and the first-full draft of the paper = 30 percent;
- 2) the revised (or final) draft = 30 percent;
- 3) class participation, oral reports, and research reports = 20 percent;
- 4) written critique and documentation report = 20 percent.

SOME BASIC REQUIREMENTS:

Length and format: The paper should run from 20 to 30 pages of text (double-spaced with 12-point type and paginated) and must be accompanied by a title page, citations, and a bibliography.

Citations: the paper (and this includes the first-half draft, the first draft, and the final draft) must be carefully documented with footnotes or endnotes that conform to the guidelines established in A Manual for Writers. (See especially chapters 15-17. There is a brief primer on pages 143-45.) A Manual for Writers is a condensation of The Chicago Manual for Style and more specific rules and explanations for citations may be found at: www.chicagomanualofstyle.org.

Do not use MLA-style references or parenthetical references.

Jan. 19: Introductory meeting.

Jan. 26: Discuss examples of historical research and writing. Read the articles listed below. Those not available via the library's link to electronic journals I will make available in room 1714.

1. James Morton Turner, "'The Specter of Environmentalism': Wilderness, Environmental Politics, and the Evolution of the New Right," Journal of American History 96 (June 2009), 123-48.
2. Jeanette Keith, "The Politics of Southern Draft Resistance, 1917-1918: Class, Race, and Conscription in the Rural South," Journal of American History 87 (March 2001), 1335-61.
3. Christopher Phelps, "The Strike Imagined: The Atlantic and Interpretive Voyages of Robert Koehler's Painting *The Strike*," Journal of American History 98 (Dec. 2011), 670-97.
4. Christopher P. Loss, "'The Most Wonderful Thing Has Happened to Me in the Army,': Psychology, Citizenship, and American Higher Education in World War II," Journal of American History 92 (Dec. 2005), 864-91.
5. Lisa McGirr, "The Passion of Sacco and Vanzetti: A Global History," Journal of American History 93 (March 2007), 1085-1115.

Feb. 3: 1) Continue discussion of historical research and writing;
2) Present reports on assigned manuscript collections, oral histories, and other research materials.

Feb. 10: Report on Research Topics: Seminar members will distribute a brief statement (one- to two-pages, double-spaced) describing their research projects. This should be accompanied by a working bibliography of important secondary and primary sources, and, if possible, a brief outline of the projected paper.

These statements should be made available to Prof. Hamilton (via email) no later than February 9.

Read: A Manual for Writers, pp. 3-23, 48-61.

Feb. 17: Sources how to find them, how to interpret them. We will discuss a series of documents, which will be distributed in advance of the seminar meeting.

Read: A Manual for Writers, pp. 24-47.

Feb. 24: Writing the introduction. We will discuss a series of examples of introductions, which will be distributed in advance of the meeting.

Read: A Manual for Writers, pp. 62-121, 283-371; Economical Writing, all.

Mar. 1: No class. Meet individually with Professor Hamilton to discuss reading in secondary sources and research in primary sources.

Once you have a topic, what's next?

Quite a bit. Producing a substantial paper involves many steps and it is important to work on many these steps simultaneously. They include:

1. Prepare a Working Bibliography. Learn how to use search tools such as Lexis-Nexis, Worldcat, Google Scholar and bibliographical tools such as America: History and Life. Draw on the bibliographies and sources of published studies. The bibliography should include what has been written about the subject and the archival, manuscript, or other primary collections to be researched. Keep in mind that a working bibliography will grow or shrink as you determine what must be explored and as you find new leads or new sources.
2. Read Secondary Sources. These provide evidence and leads in the hunt for primary sources, but more importantly they help achieve a better understanding of your subject and its setting, the specific dimensions of your intended paper, the materials other writers have used, and just how your project can add to, change, or confirm existing historical knowledge. Your paper should not be derived primarily from secondary sources, but you must know the pertinent secondary literature - and know it well.
3. Move from the General Topic to more specific Questions and Problems. A crucial step in the research process is moving from a broader topic to establishing clear questions and significant problems. This demands extensive reading in the secondary literature. Recognize, too, that fruitful research is usually purposeful (but also sometimes serendipitous). It depends upon the ability of the researcher to formulate and ask the right questions or to construct and test the right hypotheses.
4. Gather Evidence in Primary Materials. Identify, read, and study crucial sources -- government documents, newspapers and magazines, manuscript materials, published reports or investigations. Make notes of all evidence that helps to answer your questions or that substantiates, disproves, or qualifies your assumptions and arguments. Recognize that the goal is an argument or explanation that fits the available evidence. If what you find indicates that our outline and questions need changing, change them. Do not warp or select evidence to fit a preconception or a rigidly held scenario.
5. Assess your evidence. Is it reliable? credible? What do you know about who produced it and under what circumstances it was produced? If you face conflicting pieces of evidence, which ones should you accept? Keep an open mind, and reflect continuously on what has been established, what is probable, and what is still in doubt.
6. Organize Your Material. When you have completed most of your research, think your way through the subject, define it again as sharply as possible, make a detailed outline, and arrange your notes in proper sequence. A good paper should have a unifying theme and structural coherence, should be subdivided either by topics within periods or by sequences within topics, and should have a proper balance of narrative and analysis. It should seek, in other words, both to explain why

These critiques should be prepared in time so that copies may be made available to the instructor and the author about two days before the seminar discussion of the draft. They should explain both the strong and the weak points of the paper. Consider the following items when evaluating the paper (and the discussion of the paper should focus on these items as well).

Scope and Content. Is the subject well defined and adequately covered? Does the author achieve the paper's stated purpose? Does the evidence suggest that the author should have been asking other and more fruitful questions? What, if anything, does the paper contribute to historical knowledge and understanding?

Structure and Coherence. Does the paper have a unifying theme or thesis? If so, what is it? Does it have a suitable introduction and conclusion? If not, how could they be improved? Is the paper logically coherent and easy to follow? Does it contain material irrelevant to its central theme or sections not focused on the central theme? Does it maintain a proper pace and a proper balance between summary and elaboration? Does it achieve a satisfying balance between the reconstruction of events and explanation of them?

Writing and Style. Is the writing clear, concise, readable, and free from jargon and boilerplate? Is the language precise and well chosen? Does the body of the paper move easily from one point to another? Does it hold interest? Is the writing free from grammatical errors, punctuation errors, awkward expressions, and ambiguous meanings? Does the author use the active voice as much as possible? How could the writing be improved?

Sources and Use of Evidence. Has the author found and consulted the available source materials? Has the author ignored crucial secondary sources? Has evidence that might contradict the central thesis been overlooked or discounted? Do the conclusions rest on unreliable or dubious evidence? Has insufficient understanding of the sources led the author to accept some that are unreliable? Do generalizations and conclusions follow logically from the evidence presented?

Citations: Do the footnotes follow forms prescribed in A Manual for Writers? Are there citations for specific pieces of information? Are the citations accurate? Do they actually refer to sources that support the statements in the text? Does the author quote correctly and refrain from taking statements out of context and thus changing the meaning intended?

Generalization and Interpretation. Is the paper largely descriptive or does the author make an effort to interpret the findings and show their significance? Does the author place the subject in chronological perspective and relate it to some larger story? Is the interpretation sustained by the evidence, and is the author's argument persuasive? Is the paper marred by biases that distort the argument?

Overall Evaluation. On balance, is the paper good, bad, or mediocre? Might it become the basis of an article for a scholarly journal? Why? What are its strong points? Its deficiencies?

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Detailed Navigation

- Workflow Items
- eCATS (Curricular Proposal)
- OSPA eAF Form
- Financial Disclosure

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- Browser Compatibility

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<input checked="" type="radio"/> HIS 701	Display Form	Course	New	ARTS & SCIENCES	4/21/

Details of Course/Program ID(HIS 701)

WORKITEMID	Workflow Status	Date	Time
0000100482643	Department Received	2012-04-27	09:40 AM
000010042647	Department Approved	2012-04-27	09:51 AM
000010050159	Received by College	2012-04-27	09:51 AM
000010050161	Approved by College	2012-09-25	1:24 PM
000010920405	Received by GC	2012-09-25	14:24 PM
000010920407	Approved by GC	2012-10-29	11:17 AM
000011156022	Received by Senate Council	2012-10-29	11:17 AM

<input checked="" type="radio"/> HIS 710	Display Form	Course	Drop	ARTS & SCIENCES	4/21/
<input checked="" type="radio"/> HIS 711	Display Form	Course	Drop	ARTS & SCIENCES	4/21/
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