We must always question the categories within which we frame our subjects of study; this is particularly true of political borders. This senior/graduate research seminar will guide students through the process of writing an original research paper on any topic from any part of the world that incorporates the histories of more than one country or cultural group. Possible themes include globalization, migration, international relations, comparative history, environmental topics, and popular culture. We will read successful transborder histories together and the professor will help students narrow down their topics and devise research strategies. We will break down the research and writing processes into manageable chunks, sharing feedback and discussion as we push and learn from each other intellectually.

Learning outcomes

Upon successful completion of this course, students will be able to:

1) Pose a compelling research question and identify an appropriate methodology to answer it
2) Identify and critically interpret relevant primary sources, including sources in languages other than English
3) Understand and build upon existing academic knowledge, and distinguish their work from it
4) Write with improved precision, logic, and persuasiveness
5) Critically evaluate key concepts in transnational history including power, national identity, culture, globalization, and capitalism

Readings

Strunk, William. The Elements of Style. (used copies available widely for 1 cent, kindle version available for 99 cents, or free version at http://www.bartleby.com/141/)

Additional articles and chapters are available on Blackboard, and/or as a packet at The Duck Store for those who prefer to have them in print. The contents on Blackboard and in the printed packet are the same.
Students are expected to bring the day’s readings (whether published work or classmates’ drafts) to class as a printout or on a tablet/e-reader. Laptops are not permitted in class.

**Work and evaluation**

**Attendance (10% of the grade)**
It is mandatory that students attend class each day. See below for university-approved excused absences. Also, I start on time and end on time. Those who arrive late receive only half credit for that day’s attendance.

**Class Participation and Discussion (10% of grade)**
This is a seminar. As such participation is critical to the learning process and success of the course. Students will therefore be expected to read all materials – whether assigned by the professor or written by a classmate – and offer comments and critiques. It is expected that comments will be both offered and received in a constructive spirit.

**Research journal (5% of grade)**
Writing is a difficult process for everyone, and one goal of this class is to help make it easier for you. To this end, students are expected to keep a research journal of personal reflections on anything and everything related to their research paper. What are the new thoughts that popped into your head today? What did a particular reading stimulate for you? What is bogging you down? What are your fears about your paper today? What did reading so-and-so’s paper make you think? How did you feel after reading Professor Weise’s feedback? What did a lecture in a different class make you think about in terms of your paper?

Research journal entries *will* be graded on their engagement with your research project and on your success at using this as a space to move your thoughts forward. They *will not* be graded on grammar, style, structure, spelling, or mechanics. You do not need to have a thesis, give an answer, or reach a conclusion. Your research journal entries should focus specifically on your own research and writing process; concerns about your classmates or the course should be addressed to Professor Weise in her office hours, not in the journal.

For the first half of the quarter (through Wednesday, April 22), you should journal on at least two different days per week (once Wednesday-Saturday and once Sunday-Tuesday). For the rest of the quarter, you should journal at least once per week (Wednesday-Tuesday). Entries should be at least a paragraph (about 100 words) but you can feel free to use this space as extensively as you like. You may skip two (2) research journal posts during the quarter without any penalty to your grade. Journals will begin on a private setting that only allows the student and professor to see them. A few weeks into the term, students may collective decide to change the setting such that students in the class can see each other’s posts.

**Critical analyses, feedback, comments, and short assignments (20% of grade)**
During the discussions of published and student writing, the class will meet as a whole and each student will critique all papers by answering a series of interpretive and critical questions posed by the instructor in a BlackBoard “quiz.”
During weeks 6-9, the class will be divided into two groups that each meet for half the class period each to critique and discuss your fellow students’ work. You will be required to read the papers from your fellow students and comment on them via Bb “quizzes.” Additionally, students will be required to offer detailed line edits to the other papers in their group via google drive.

Paper critique “quizzes” are due on Bb 60 minutes before class starts. They will not be accepted late (the exception is university-approved excuses—see below).

Additionally, as indicated in the course schedule, there are several small assignments that contribute to the overall research process. These include bringing primary sources to class, trying your hand at citing unusual sources, an online quiz on *Elements of Style*, and an exercise on appropriate paraphrasing.

**Preparation Assignment (10% of the grade)**
For this date, students will prepare a document that includes the following:

- Research question(s)
- Thesis paragraph
- Outline of the entire paper
- 500-700 words of writing (from any part of the paper)
- Annotated bibliography of at least five primary and five secondary sources using Chicago style. Begin each entry with a full bibliographic citation, and follow each citation with a short paragraph evaluating the book or article, its strengths and weaknesses, and how you plan to use it in your paper. Students whose major/program is not History will be permitted to use the predominant citation style of their major/program.

The Preparation Assignment will be due by 5 pm on the Friday before your paper is to be discussed.

**Draft (15% of grade)**
The draft will be evaluated based upon its success at demonstrating the course’s five learning outcomes, as well as its careful incorporation of feedback provided by the professor and classmates on the Preparation Assignment. See grading rubric on Bb for further details.

Drafts for undergraduates should be 3,000-4,000 words long, not including footnotes and bibliography. For graduate students, they should be 4,000-5,000 words long, not including footnotes and bibliography. Per schedule to be posted on Bb, on the student’s assigned day the class will discuss his/her paper. Student will make a 3-minute presentation that frames their paper and points to areas on which they would particularly appreciate feedback.

If a student does not turn in their paper on time, classmates will not be required to read it and the discussion cannot be rescheduled unless the delay meets the university criteria for an excused absence and evidence is presented in writing.
Though these papers are not a final product they are expected to be of a high intellectual and grammatical quality.

**Final research paper (25% of grade)**
Final papers should be 3,500-4,000 words for undergraduates (not including footnotes and bibliography) and 4,500-5,000 words for graduate students (not including footnotes and bibliography). The grade will not only reflect an evaluation of the quality of the paper (demonstrating the course’s five learning outcomes) but an evaluation of how well the student has incorporated comments from the class and professor through the process of writing the paper, and how much the student has improved the paper. A more detailed grading rubric reflecting these standards is posted on Bb.

**Poster (5% of grade)**
To present research findings to a broader audience, students are required to create a poster that presents, at minimum, the major research questions, the paper’s main argument, and a visual sampling of its primary sources. Advice about creating attractive posters for academic purposes can be found on Bb. You should use the corrugated three-fold poster board found at the Duck Store for $7-9 depending on color (it’s sold on the lower floor at the back on the left).

Posters are due in class on the day your full draft is discussed, and will be the mechanism to discuss your draft with the half of the class that is not assigned to read your entire draft. Our class’ posters will serve as a model for History professors to determine if they will integrate this requirement more widely into 407/507 seminars. We will also discuss additional potential public sharing opportunities for this quarter as a class.

**Class policies**

**Distraction-free class environment**
Research shows that all of us (including your professor) have ever shorter attention spans thanks to our smart-phones, iPads, and laptops. Research also shows that *students who take notes by hand perform better than those who take notes on their laptops* (see studies posted on Bb). Therefore, our classroom will be a device-free oasis from distraction, during which we focus on the material at hand, the professor and our classmates. E-readers and tablets are permitted for students who have downloaded class reading material on them, but all other electronic devices must be off during class. We will discuss note-taking strategies to ensure that students are able to benefit from this policy even if it is a change of pace for them.

**University-approved excuses for late and missed work**
Because so much of this seminar involves student collaboration and peer feedback, late work is not accepted and will become a zero. Students who have experienced illness or injury, or the death, injury, or serious illness of an immediate family member are encouraged to provide written documentation for these legitimate excuses, at which time the professor will set a firm alternate deadline with no penalties. Students who miss class due to one of the above circumstances are encouraged to provide written documentation of those excuses to the professor. All other reasons for missing class, however legitimate, are considered the responsibility of the student and will affect their attendance grade; there is no need to email the professor to explain such absences.
Cheating, plagiarism, and other academic misconduct

All work submitted in this course must be your own and produced exclusively for this course. Building on work from a previous course may be permissible but will constitute plagiarism if not discussed with the professor in advance; additional requirements may be added in this case. The use of sources (ideas, quotations, and paraphrases) must be properly cited (see Blackboard for course citation policies), and anything not inside quotation marks must be substantively paraphrased. Additional advice for avoiding plagiarism is available at <http://library.uoregon.edu/guides/plagiarism/students/index.html>.

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express written permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act.

Accessibility

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

Schedule

4/1 Introduction to the class
   Defining a research question
   Library session

4/8 Working with primary sources
   Due: Read Elements of Style and complete online quiz
   Due: Read Rampolla, Chapters 1-4 (you can skip 3f)
   Bring: two printed-out primary sources for your project, including one not in English

4/15 Culture across borders
   Working with secondary sources
   Read: Rampolla, chapter 5
   Due: Read and fill out online responses to the following articles:
       Fein, “New Empire into Old”
       Trumbull, “Body of Work”
       Keegan, “Cartoons and Culture”

4/22 Politics across borders
Citations bootcamp
Read: Rampolla, chapter 7
Due: Read and fill out online responses to the following articles:
  Fink, “How the Dead Helped to Organize the Living”
  Moreno, “Coca-Cola, U.S. Diplomacy, and the Cold War”
  Elish, “Disappearing Histories”
Bring: A printout of your attempts to write citations for three of your more unusual primary sources

4/29 People across borders
Paraphrasing, quotation, and avoiding plagiarism
Read: Rampolla, Chapter 6
Due: Read and fill out online responses to the following articles:
  Ceniza Choy, “Exported to Care”
  Chin, “Turkish Women, West German Feminists”
  Olsson, “Your Dekalb Farmers Market”

5/6 Peer feedback on Preparation Assignments
Due: Read papers assigned to your group and respond via google docs and online quiz

5/13 Peer feedback on Preparation Assignments
Due: Read papers assigned to your group and respond via google docs and online quiz

5/20 Peer feedback on paper draft
Due: Read papers assigned to your group and respond via google docs and online quiz

5/27 Peer feedback on paper draft
Due: Read papers assigned to your group and respond via google docs and online quiz

6/3 Wrap-up and posters

Final papers due on Bb by 4:45 pm on Wednesday, June 10. You may also wish to upload them to google drive so that interested classmates can see how they turned out.