

# HI 460 The Fifties: Senior Research Seminar in History – Fall 2013

Dr. Tona Hangen

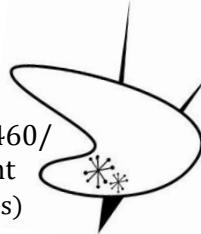
MW 12:30 – 1:45

**Classroom:** Sullivan 318

**Website:** <http://wsu.tonahangen.com/hi460/>

**LASC:** Fulfills your CAPSTONE requirement

**Credit hours:** 3 (see course website for details)



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(see "Prof Info" on website for details)

**Prerequisites:** Successful completion of HI 411, also of EN 102 or EN 250

## Course Overview

This class will lead students through the process of formulating an effective research question, developing a research strategy, understanding and interpreting primary sources, situating oneself within existing historical scholarship, and creating a polished research paper. Students will develop an electronic portfolio of their work in the History major and present themselves professionally as they prepare for their chosen post-graduate pursuits.

My version of HI 460 will include use of digital resources for historical research in the mid-20<sup>th</sup> century, including online archives and databases, online texts, film, media and popular culture. Possible research topics will emerge from our focused study of the decade of the United States in the 1950s and the sources, themes, and historical scholarship of that era.

## Required Reading

William Kelleher Storey, *Writing History: A Guide for Students* 4e (Oxford UP, 2012) ISBN 0199830045

David Halberstam, *The Fifties* (Ballantine Books, 1994 ed.) ISBN 0449909336 paperback

Thomas Doherty, *Cold War, Cool Medium: Television, McCarthyism and American Culture* (Columbia UP, 2005) ISBN 023112953X paperback

**Recommended :** Mary Lynn Rampolla, *A Pocket Guide to Writing in History* 7e (Bedford, 2012) ISBN 0312610416  
*(you should own this from when you took HI 411, but if not – please obtain a copy!)*

## Films We Will Screen Together:

*Rebel Without A Cause* (1956)

*Harvest of Shame* (1960)

*Invasion of the Body Snatchers* (1956)

*On the Waterfront* (1954)

Additional readings will be distributed by PDF on Blackboard or linked online from the course website; see the course website for a full list of primary and secondary sources

## On Library Reserve

*Eyes on the Prize* (DVD)

Joanne Meyerowitz, *Not Like Us*

One copy of Halberstam, *The Fifties*

## **Course Requirements and Grading**

This is the inaugural semester of the History capstone class. Welcome, pioneers! A capstone course is designed to help you synthesize and integrate learning in the major and your college education; demonstrate mastery of historical thinking and the student learning outcomes of the history major; and facilitate your transition from WSU to your chosen post-graduate plans. It is meant to be the culminating learning experience of your history degree. We've designed it to be a senior-level research seminar focused on a deep, narrow topic in which you produce

- ✓ a semester-long inquiry resulting in a substantive original research paper adhering to the scholarly conventions of the discipline of history, and
- ✓ a polished portfolio of your work in the History major as an example of professional self-presentation.

<i>Course Requirements</i>	<i>Points</i>	<i>Approx %</i>
Attendance and Participation	30	20%
Research Skills	25	16.5%
Research Paper	55	36.5%
Professional Development & Self-Reflection	40	27%
Total Points Possible	150	100%

**Class participation and discussion (20%)** will be critical to your learning in this course. Research and writing are usually solitary, even idiosyncratic, endeavors in the humanities. Probably most of your experience with research papers has been a hidden (and perhaps, shockingly close-to-deadline) process with a public product turned in (and too often then simply forgotten about) at the end of a semester. **This term will be different:** we will be very focused on making the iterative PROCESS of research and writing transparent and on reflecting on it collectively. Your research inquiry will benefit from deep engagement with our common texts and with the give-and-take of seminar discussion throughout the semester.

Breakdown: (15 points class attendance) + (15 points participation) = 30 points

**Research Skills (16.5%)** are essential to this course. Everyone will be coming in with different experiences and levels of comfort with research. Therefore, you'll self-assess your skills at the start of the semester with a pretest and repeat the assessment at the end of the term to measure improvement, and you'll document your growth in this area through your research journal.

Breakdown: (7 journal entries @ 15 points total) + (pre/post test with improvement shown @ 10) = 25 points

**The Research Paper (36.5%)** is the main product and work of this semester for you. We'll stage that process in a highly structured way with lots of intermediate work including proposal, drafts and revision. This may be different from the way you've worked on large research projects in the past, but that structure is designed to maximize your chances of success with the research and writing process – which is, let's face it, very challenging intellectual work which needs a lot of time and support. It cannot be rushed and it cannot be postponed until the last few weeks of the term.

Breakdown: (Skeleton Draft @ 10) + (Final Draft @ 15) + (Revised Draft @ 25) +  
(coming to conferences, being receptive to feedback/teachability 10 points) = 55 points

**And just what is a Skeleton Draft?** The “skeleton draft” due on October 23 is the “bones” of your future essay, with some parts of it developed a little more completely than others. Like a fully articulated skeleton, all parts need to be present, however, to get full credit (10 points):

- Working title
- Solid, well-crafted introduction OR conclusion
- Historiography section
- Outline with at least one section fleshed out
- At least some footnotes, so I can see that you are comfortable with this
- Bibliography, correctly formatted, with as many sources as you have so far

**Professional Development (27%)** is an integral part of any capstone course, no matter what your post-graduate plans. History is a degree that leads to a dazzlingly wide range of fields and careers, and we want you to leave Worcester State with the ability to articulate your strengths and interests and having crafted a toolkit of artifacts (portfolio, writing samples, CV, and personal statement) that can be adapted for your own needs as you prepare for graduation and beyond.

Breakdown: (CV 10 points) + (Portfolio 30 points) = 40 points

**The Portfolio**, which must be fully assembled by December 13, will be scored for the presence or absence and overall quality of these required elements:

Shell built on time by Oct 9	3
At least one example of prior work to this course included	3
Your revised, polished HI 460 research paper	3
Another writing example from this course, either your research journal itself, or a polished journal post	3
Curriculum vitae (CV)	3
Personal Learning Statement/ Portfolio Intro	5
CSC Proposal & Paper Abstract	5
Up to 5 points for distinction, professionalism & excellence	30

## Fine Print #1: Student Learning Outcomes (full details at <http://wsu.tonahangen.com/hi460/outcomes>)

See also LEAP VALUE rubrics for Inquiry and Analysis; Critical Thinking; and Information Literacy

LASC Capstone Outcome	How we will fulfill it in this course
1. Communicate effectively orally and in writing	Students will demonstrate effective written communication through an intensive semester-long research project design and the successful completion of a substantive original research paper. Students will also effectively communicate their professional goals and skills by creating an academic portfolio and writing a CV/resume. Students will use effective oral communication because the course is a small seminar heavily reliant upon class discussion, presentation, and peer review.
3. Apply skills in critical thinking	The course is organized around a semester-long original research project. Students will apply critical thinking skills in the selection, location, organization, and presentation of historical sources; in originating a persuasive, evidence-based thesis, and in crafting a high-quality paper that demonstrates strong historical thinking.
8. Understand how scholars in various disciplines approach problems and construct knowledge	Students will identify, distinguish among, and use different schools of historiographical thought. Students will model how historians create knowledge and will develop that model on the scale of a semester-long research project. Students will also correctly use the writing, citation, and other disciplinary conventions of scholarly writing in the field of history. Since historians work primarily through the analysis of sources and the creation of historical texts, these elements of the course will provide students opportunities to practice the "habits of mind" of successful historians.
10. Make connections across courses and disciplines	In this capstone course, students will synthesize knowledge and skills from across their coursework. Students are invited to develop meaningful connections among the courses taken not only for the major, but from throughout their previous three years. This is accomplished primarily through the portfolio, but also in class discussion and in the selection process of a relevant research topic that the student finds intellectually challenging - which is likely to develop not as an entirely new project, but as one connected to interests piqued by previous coursework and scholarly interest.

## Fine Print #2: Course Policies

- ✓ My in-class technology policy: we will be busy in every class session, and we don't need any technological distractions. Silence your cell phones before you enter the classroom. If you choose to bring a laptop, iPad or tablet to class, please refrain from surfing and social media use, and stay on task.
- ✓ I will review with you the proper citation method for papers in this course (Chicago Style is preferred in history). Please familiarize yourself with the university's policy on Academic Honesty in the Student Handbook; plagiarized writing will result in an automatic zero on the assignment and a likely fail in the course. I take such violations very seriously.
- ✓ If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please consult with me immediately at the outset of the course so we can design a solution that will help you be successful in the class.

## Syllabus and Due Dates (subject to change; check website for updates!)

#	Date	Topic	Reading	What's Due
<b>Unit 1: A Crash Course on the Fifties</b>				
1	Wed 9/4	Course Intro; The X Factor	None	
2	Mon 9/9	Technology Day	Room TBA (or bring laptops)	Research Pre-Test
3	Wed 9/11	The Way We Were	Textbook of your choice	J1: Textbook critical analysis
4	Mon 9/16	Halberstam's People	Halberstam, assigned chapters	
5	Wed 9/18	Docs of the Cold War	PDF packet	J2: free topic
6	Mon 9/23	Korean War	Truman Library links; review Halberstam 4 & 7 if needed	
7	Wed 9/25	Race and Civil Rights	Halberstam 29, 36, 44	J3: Document analysis
8	Mon 9/30	Suburbs and the Baby Boom	Crabgrass; Not June Cleaver	
9	Wed 10/2	Film: <i>Rebel Without a Cause</i>	Storey Ch 1	J4: Topic
<b>Unit 2: Research Strategy</b>				
10	Mon 10/7	Library Day 1	Storey Ch 2-3	
11	Wed 10/9	Library or Technology Day	Storey Ch 4	Portfolio Shell
<i>Mon 10/14 No school</i>				
12	Wed 10/16	The Nostalgia Trap	Coontz, "What We Miss" + May, "Homeward Bound"	J5: Tentative Sources
13	Mon 10/21	Two '50s Childhoods	Storey Ch 5 Bryson + Moody	
14	Wed 10/23	Film: <i>Harvest of Shame</i>		Skeleton Draft
<b>Unit 3: Narrative Techniques for Historians</b>				
15	Mon 10/28	TBA	Storey Ch 6	CV
T/Th 11/29+31 Writing Conferences				
16	Wed 10/30	TBA	Storey Ch 7-8	J6: free topic
17	Mon 11/4	The Beats & 50s Counterculture	"Howl"	
18	Wed 11/6	Film: <i>Invasion of Body Snatchers</i>		Final Draft
<i>Mon 11/11 Veteran's Day</i>				
<b>Unit 3: Scholarly Argument, Storytelling, and Polish</b>				
19	Wed 11/13	Cold War, Cool Medium	Doherty, 1-160	
20	Mon 11/18	McCarthy v. Murrow	Doherty, 161-260	Revised CV
T/Th 11/19+21 Revision Conferences				
21	Wed 11/20	A Conspiracy So Immense...	McCarthy's FBI file	J7: Doherty review
22	Mon 11/25	HUAC & The Hollywood Ten	Waldorf Statement + Eckstein "Hollywood Ten"; Storey Ch 9	
<i>11/27 - 12/1 Thanksgiving Break</i>				
23	Mon 12/2	Film: <i>On the Waterfront</i>		Revised Draft
24	Wed 12/4	TBA		
25	Mon 12/9	Course Wrap-Up; Farewell to the '50s	Eisenhower, "Farewell Address" 1961	CSC Proposal; Research Post-Test
	Fri 12/13	Final Exam Slot		Portfolio, All Parts