

## AMH 2041 FALL Historiography Paper

1. **Description:** Students will write an introductory historiography paper on a subject of their choosing, with approval by the professor. A historiography paper examines the literature on a topic, not the topic itself. Students will collect sources on their topic, and will apply tools of historiographic analysis to those sources. These include, but are not limited to:
  - a. Finding the relationships between the sources
  - b. Identifying the primary ideas and salient features of each work
  - c. Discerning the scholarly worth of sources based on clear criteria, such as cogency, support of thesis, use of sources, etc.
  - d. Identifying the biases, weaknesses, and limitations of sources as well as strengths.
  - e. Discuss how your topic has been studied over time.
2. **Sources:** You will be writing a 7 page paper on the **historiography** of your approved topic.
  - a. **Minimum 14 footnotes**
  - b. **Variety of Journal Articles, Books, Magazine Articles, Archives etc. (the quality of sources will factor into majority of the grade)**
  - c. **Minimum required annotated bibliography (20) you may go above that**
  - d. **Cover page required**

There should be a mix of books and journal articles where possible. Sources ideally should be peer-reviewed scholarly works. Peer review is a process by which scholars from a particular field review a work before it is published to determine if it meets the standards of that field and whether it adds anything new to the field. Generally speaking, any book or journal published by a university press is peer reviewed. Many commercial publishers also publish peer reviewed work as well. Journals will often state that they are peer reviewed - look on the page that has their address, editor's name, and the like. A good source of peer reviewed articles is [JSTOR](#). (Contact the FIU library about off-campus access.) Check Gale databases here at MDCPS Destiny. For commercially published books, if they have lots a footnotes and were published by professors, 99% of the time, they've been peer-reviewed.

3. **Length:** This paper should be 7 pages min not including title page, using standard format (one-inch margins, Times New Roman 12 point preferably, double-spaced).
4. **Format:**
  - a. **Title Page:** You should have a title page that includes your name, course name, date, and title.
  - b. **Body:** Standard format (one-inch margins, Times New Roman 12 point)
  - c. **Style:** Turabian (Chicago)
5. **Citation**
  - a. All papers must have footnotes, endnotes, or parenthetical citations.
  - b. Use a standard citation system: **Turabian** (Chicago).
  - c. All papers must have an **annotated bibliography** citing all sources you researched for your paper. Use the bibliographic style appropriate for your citations.
6. **Grading:** see the rubric below
7. **Due dates:** The paper is to be submitted by Friday, December the 20th, 2013 electronically by midnight.

## **DUE DATES AMH 2041 FALL 2013**

You will have to, in paragraph format, discuss the topic you are interested in researching including what you have found with tentative research online. You want to look and make sure you can find resources and the topic is not too obscure. I will then give you the go ahead to start once I look over your idea. Your parameters are 1492-1877 and have to deal with American History so anything in your textbook pretty much. Areas could be immigration, food, slavery, war, diplomacy, Native Americans, Civil War, Antebellum, Medicine, Environment, and the list goes on. You just need to narrow down your focus. If you like Civil War history examples could be slavery during the war in the border states, Ulysses S. Grant, the Emancipation Proclamation, the "Burning of Atlanta" by General Sherman, Jefferson Davis, Southern campaigns, Abraham Lincoln, Gone with the Wind, medical history on the Civil War battlefield. This list could go on forever. Remember that you need a thesis to introduce how the topic has been studied over time. The annotated bibliography will be explained further but it is basically a paragraph entry on the source describing its usefulness, author, info, etc. It has a bibliographic citation with the paragraph following. Examples and links for info will be shown in class.

### **1. TOPIC SUBMISSION IS DUE FRIDAY**

**11/01/13 BY 11:59 P.M.**

### **2. #1 SUBMISSION OF (5) ANNOTATED SOURCES TO TURNITIN.COM**

**11/08/13 BY 11:59 P.M.**

### **3. #2 SUBMISSION OF (5) ANNOTATED SOURCES TO TURNITIN.COM**

**11/15/13 BY 11:59 P.M.**

### **4. #3 SUBMISSION OF (5) ANNOTATED SOURCES TO TURNITIN.COM**

**11/22/13 BY 11:59 P.M.**

### **5. #4 SUBMISSION OF (5) ANNOTATED SOURCES TO TURNITIN.COM**

**12/06/13 BY 11:59 P.M.**

### **6. ROUGH DRAFT FRIDAY 12/13/13 TYPED OR HANDWRITTEN HARD COPY TURNED INTO CLASS**

### **6. ANNOTATED BIBLIOGRAPHY COMBINED IN ALPHABETICAL ORDER AND FINAL PAPER ARE DUE:**

**TURNITIN.COM BY Friday 11:59 P.M. 12/20/13**

**General Historiography Essay Rubric**

<b>Level</b>	<b>Criterion/Requirement</b>
	<b>Sources (35%)</b>
<b>4</b>	Sophistication and in depth research of topic with valid and relevant sources. Above the minimum of appropriate sources, according to guidelines from short bibliography and annotated bibliography assignments; any unusual sources not matching those guidelines approved by instructor; all sources clearly relevant to topic; all sources adequately addressed in paper, excellent topic and research
<b>3</b>	Minimum of appropriate sources, cohesion and good flow of research of sources; any unusual sources not matching those guidelines approved by instructor; one or two sources not clearly relevant to topic; one or two sources not adequately addressed in paper, good topic and research
<b>2</b>	Research is minimal and broad with very little cohesion of sources. Contains a lack of in depth research of sources on approved topic. Minimum of appropriate sources; two or three sources not clearly relevant to topic; two or three sources not adequately addressed in paper, adequate topic and research
<b>1</b>	Less than the minimum of appropriate sources; multiple sources not clearly relevant to topic; multiple sources not adequately addressed in paper, sources do not reflect topic choice or randomly researched, too broad or inadequate topic with no cohesion or flow of research
	<b>Analysis (35%)</b>
<b>4</b>	Insightful analysis that easily blends sources together, illuminates the relationship between them, and identifies the primary ideas and salient features of each work; discernment of scholarly worth of sources based on clear criteria, such as cogency, support of thesis, use of sources, etc.; identification of biases, weaknesses, and limitations of sources as well as strengths; essay demonstrates that student has grasped the basic concept of what historiographic analysis is
<b>3</b>	Analysis blends sources together somewhat awkwardly, shows some relationship between them but in a limited fashion, and identifies the primary ideas and salient features of each work; limited discussion of scholarly worth of sources based on vague criteria; essay demonstrates that student has grasped the basic concept of what historiographic analysis is
<b>2</b>	Good faith effort to compare and contrast sources but with little analytical depth; describes works without clear identification of major themes and salient features; little or no discussion of scholarly worth; essay demonstrates that student has a modest understanding of the basic concept of what historiographic analysis is
<b>1</b>	Failure to provide any historiographic analysis; book report style summaries of sources with little or no comparison, or effort to find common themes, or analysis of scholarly worth; essay demonstrates student has little or no understanding of the basic concept of what historiographic analysis is; Essay written as standard term paper and not as an historiographic paper
	<b>Grammar/Style (20%)</b>
<b>4</b>	Essentially free of grammatical errors; concise introduction with clear thesis; extremely well organized; organization and writing style help support argument; cogent, summative conclusion
<b>3</b>	A few grammatical errors; distinct introduction, though thesis not entirely clear; organization and examples appropriate; conclusion does not summarize the point
<b>2</b>	Several grammatical errors; introduction and organization weak; conclusion weak
<b>1</b>	Pattern of ungrammatical writing; little evidence of coherent organization
	<b>Format/Submission (10%)</b>
<b>4</b>	Paper neatly typed and formatted by standard term-paper guidelines (12 point Times New Roman, double-spaced, 1 inch margins); title page with title, student name, etc.; bibliography and footnotes or endnotes in a standard notation style, such as Turabian or Chicago
<b>3</b>	Paper typed and formatted according to above guidelines with a few errors; no elements missing
<b>2</b>	Multiple formatting problems, title page missing or incomplete, bibliography and footnotes present but multiple formatting errors;

1	Paper not typed, or typed with significant and numerous errors; format guidelines not followed; title page missing or incomplete; bibliography and/or endnotes/footnotes formatted so poorly as to render them useless for research and fact checking
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**Failing criteria:** No citations (footnotes)-- No annotated bibliography-- No paper turned in or under the required number of pages --Any clear example of plagiarism, however short. ( This rubric based in part on "Research Paper Rubric" of John I. Brooks III, Fayetteville State University (<http://faculty.uncfsu.edu/jibrooks/FRMS/rubriersch.htm>))