

UCSB Hist 133P, Spring 2004  
**READINGS ON THE HOLOCAUST**  
HSSB 2202, Wed. & Fri 10-11:25  
www.history.ucsb.edu/faculty/marcuse/hist133p

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Office hours: Wed. 1-2, Thu 11-noon

## HIST 133P: PROSEMINAR ON GERMAN HISTORY

### COURSE DESCRIPTION

The History Department has the following definition in the UCSB general catalog:

*"The Proseminar. The particular skills of the historian are the ability to define issues, to gather information pertinent to a solution, and to digest and report that information in a clear and well-conceived argument. These skills, which are summed up by the word 'research,' are especially cultivated in undergraduate proseminars, in which the entire term is devoted to preparing a paper on a specialized topic of research. Majors are required to take at least one such course during their career here."*

Thus a proseminar offers students the opportunity to actually do what historians do: conduct original research and present their results orally and in writing. This course is designed to help you select a topic of interest within the broader theme of the course, and to formulate interesting questions about that topic. We then turn to research methods: how to find secondary and primary materials, and how to analyze, interpret and organize our findings. Finally, the seminar provides a forum for the oral and written presentation of the results.

As far as possible these projects should draw on original source material (e.g. diaries, letters, speeches, contemporary diplomatic and newspaper reports, memoirs, autobiographies, etc.). Knowledge of German is not required.

### REQUIREMENTS

- **Attendance** is essential. Regular exchange with your scholarly peers and mentors is an important part of the research process. You should always come to class meetings with your own agenda in mind: the ideas, questions, and problems you wish to discuss.  
Send an e-mail or leave a message on my office phone in advance of the class meeting should an emergency situation arise.
- **Several short written assignments**  
You will need to purchase at least one package of 4"x6" index cards.
- An 8-10 minute **oral presentation** of the results of your research, based on a **thesis paper**.
- A **research paper**: ca. 20 text pages (double spaced, 1½x1x1" margins, 12 pt. proportional space font), plus a bibliography or primary sources, secondary books and articles.  
A complete draft is due on Friday, **May 21**; a final version on **Monday, June 7**.

**Grading:** roughly half of your final grade will be based on the final paper. Roughly 25% each are based on classroom participation and timely submission of the various assignments.

### REQUIRED BOOK

Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Boston: Bedford, **2004**), \$14.20. D13.R295 2004  
This handy booklet gives advice about how one can research, organize and write a history paper. It includes examples of how to cite primary and secondary sources. Older editions of this book are available, but they are different enough that it is worth purchasing this fourth edition only.

**Plagiarism**—presenting someone else's work as your own, or deliberately failing to credit or attribute the work of others on whom you draw (including materials found on the web)—is a serious academic offense, punishable by dismissal from the university. It hurts the one who commits it most of all, by cheating them out of an education. I will report offenses to the appropriate university authorities for disciplinary action.

## SCHEDULE

1. Mar. 31	Introduction: finding topics	For Friday: Read <i>Pocket Guide</i> , chapters 1 & 4 (3rd ed. 1 & 3). Make a list of at least 3 research topics that would interest you. Give a one paragraph elaboration of each, <i>including questions</i> you would investigate. You will present some of these topics in class.
Apr. 2	Thesis questions; Finding books	
2. Apr. 7	Preparing a prospectus	Make a list of keywords or keyword combinations. Search each of PEGASUS, MELVYL, EXTENDED ACADEMIC, and AMAZON: 1) for the key or title words in your list; 2) for the subject tracers of books you found in 1; and 3) for the authors of the most promising works retrieved in 1 and 2. Finally, group the relevant call numbers and do an "unsystematic search" in the stacks.
Apr. 9	in-depth searching (class in HSSB 4020)	
3. Apr. 14	Index card systems	For the research topic that interests you most, prepare a 2 page prospectus including a <b>title</b> , a statement of <b>main questions and hypotheses</b> , and a <b>bibliography</b> of at least 10 primary sources, books and articles. Use proper citation formats ( <i>Guide</i> 68-82). Bring one of your books to class!  For one of the most relevant books or articles you have found, make a set of index cards. These should include 1) one primary bibliography card, 2) at least three secondary bibliography cards, and 3) at least 7 keyword cards. Bring the book (or article) you used to class.
Apr. 16	Excerpting from books, outlines	
4. Apr. 21	Index cards and note taking	Discussion of note taking and index cards, proper citation format. Practice constructing sample outlines Rampolla, chapters 2, 7
Apr. 23	Working with primary sources	
5. Apr. 28	Outlines revisited	
Apr. 30	individual meetings	
6. May 5	Annotated bibliographies	5 pages (including introduction) due Come to class prepared to discuss difficulties you encountered and problems you are having. (Success stories are also welcome!)
May 7	Thesis statements revisited	
7. May 12		10 more pages due
May 14	Quoting and footnoting	
8. May 19	Peer reviewing	Complete draft of paper due; exchange for peer reviewing
May 21	writing a thesis paper	
9. May 26	Oral presentations	Draft thesis papers due.  (for those using powerpoint; meet in HSSB 4020)
May 28	Oral presentations	
X. June 2	Oral presentations	
June 7	Monday, 11am:	ABSOLUTE FINAL DEADLINE: PAPERS DUE in professor's office