

UCSB Hist 204, Fall 2010

**GRADUATE WRITING WORKSHOP**

HSSB 4041, Mondays 9-11:50

www.history.ucsb.edu/faculty/marcuse/classes/204

Prof. Marcuse

HSSB 4222, [893-2635]

marcuse@history.ucsb.edu

Office hours: Mon. 1-2, Wed.1:15-2:15

**GRADUATE RESEARCH/WRITING WORKSHOP**  
**SYLLABUS**

**COURSE DESCRIPTION**

The History faculty created this course in Spring 2008 to provide a venue in which students from all historical fields can work together on the writing of seminar papers and dissertation chapters. Students in History 204 still meet outside of class with their own mentors; in class, we read and comment on drafts of each other's work. When taken in conjunction with a History 201 in which suitable preparation for writing a research paper has been done, students may petition to have the two courses (201+204) count for research seminar credit.

The goal of the course is to write an article-length paper or chapter based on original research. A core component of the course will be regular submissions of written installments. Students will read and critique each other's work in pairs or groups of three, with the entire seminar reading both one student's draft and a pertinent published article each week. Parallel to that work there will be four major topical units focusing on the mechanics of the research and writing processes:

1. Research techniques: finding and recording information (use of databases and archives; note-taking methods, software and electronic aids)
2. Strategies for organizing notes
3. Structuring an article (outlines, thesis statements)
4. Writing (organization, grammar, style, argument; also advanced word processing)

**REQUIREMENTS**

1. Each week one student will select a published article or book chapter for all to read, and submit a piece of their own writing on the same topic.
2. In a roughly 2-week cycle, all students will exchange draft installments of ca. 5 pages for peer review and editing.
3. The **formal written requirement** for the course is a ca. 25-30 page draft of an article or dissertation chapter, with or including an annotated bibliography or literature review.

**READINGS**

1. There are no required books for this course. Instead, I have compiled a reader with selections from various sources that address different aspects of the researching and writing process (see reverse).
2. If I were to recommend a single book that addresses historical researching and writing, it would be one of:
  - William Storey, *Writing History: A Guide for Students* (Oxford UP, 3rd ed. 2009), 128 pages. It is clearly organized, comprehensive and offers sound advice with flexibility suitable for more advanced students.
  - Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Bedford/St. Martin's, 6th ed. 2010), 152 half-size pages. Clear, sound and comprehensive, with advice suitable for beginning and advanced undergraduate students. Excellent on quoting and documenting sources, with lots of examples.
  - Richard Marius and Melvin Page, *A Short Guide to Writing about History* (Longman, 7th ed., 2010). Similar to the other two, well suited for advanced undergrads & graduate students.

## WEEKLY SCHEDULE AND READINGS

I Sept. 27	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Students describe topics</li> </ul>
II Oct. 4	<b>Surveying the Literature: Writing a Literature Review</b> <ul style="list-style-type: none"> <li>• J.L. Galvan, "Synthesizing Literature Prior to Writing a Review," in: idem, <i>Writing Literature Reviews</i> (Pyrzczak, 1999), chap. 6: 49-57. UCSB Ref: H61.8.G3 1999</li> <li>• Robert Blackey, "Words to the Whys: Crafting Critical Book Reviews," in: <i>The History Teacher</i>, 27:2(Feb. 1994), 159-166.</li> </ul>
III Oct. 11	<b>Finding source material: Using online databases, dealing with archives</b> <ul style="list-style-type: none"> <li>○ Presentation by professor</li> </ul>
IV Oct. 18	<b>Recording data: note-taking software, index card systems, photography</b> <ul style="list-style-type: none"> <li>• Marius and Page, <i>A Short Guide to Writing about History</i> (Longman, 7th ed. 2010) Chapter 4: Notes and Drafts, 94-118</li> <li>• Zotero, Endnote, Ndxcards, MS Onenote, Scribe, ... workshop presentation by professor, sharing of experiences</li> <li>• Presentation by _____</li> </ul>
V Oct. 25	<b>Mechanics of Writing I: Structure and Thesis Statements</b> <ul style="list-style-type: none"> <li>• William Kelleher Storey, <i>Writing History: A Guide for Students</i> (Oxford UP, 3rd. ed. 2009), 69-95</li> <li>• Mary Lynn Rampolla, <i>Pocket Guide to Writing in History</i> (Bedford, 6th ed. 2010), 43-59: Sections 4c-g: Thesis, Argument, Organization, Revision</li> <li>• Marius and Page, <i>Short Guide to Writing about History</i> (Longman, 2010), 119-131 Chapter 5/1: Voice [and Style] (Narration, Description, Exposition, Persuasion)</li> <li>• Presentation by _____</li> </ul>
VI Nov. 1	<b>Mechanics of Writing II: Drafts</b> <ul style="list-style-type: none"> <li>• J.L. Galvan, "Guidelines for Writing a First Draft" and "Guidelines for Developing a Coherent Essay, in: idem, <i>Writing Literature Reviews</i>, chaps. 7-8: 59-67, 69-75.</li> <li>• Presentation by _____</li> </ul>
VII Nov. 8	<b>Style</b> <ul style="list-style-type: none"> <li>• <i>Short Guide to Writing about History</i> (Longman, 2010), 135-149 Chapter 5/2: Style: Simple and Direct Writing</li> <li>• Joseph Williams, <i>Style: Toward Clarity and Grace</i> (Univ. of Chicago, 9th ed. 2006), 81-133: chapters: Coherence I &amp; II, Concision</li> <li>• Presentation by _____</li> </ul>
VII Nov. 15	<b>No class; individual meetings</b>
IX Nov. 22	<b>Intensive Peer Evaluations / Submitting Final Drafts to Journals</b> <ul style="list-style-type: none"> <li>• Beth Luey, <i>Handbook for Academic Authors</i> (Cambridge, 3rd ed. 1995), 8-25 Chapter 2: Journal Articles</li> </ul>
X Nov. 29	<b>Oral Presentations in Conference Panels</b> <ul style="list-style-type: none"> <li>• Jacques Barzun and Henry Graff, <i>The Modern Researcher</i> (Thomson, 6th ed. 2004), 298-301: Speaking What You Have Learned</li> <li>• Sam Wineburg, "Must It Be This Way? Ten Rules for Keeping Your Audience Awake During Conferences," in: <i>Educational Researcher</i> (May 2004), 13-14</li> </ul>
Dec. 6	<b>Final versions due: Monday, December 6, 2pm</b>