Course Description
This course is a sophomore seminar designed for students interested in majoring in history, although the subject matter may be of interest to others. In this course, you will hone the research, analytical and interpretive skills required in writing history. Our area of discourse will be the War of 1812. We will examine not only the facets of this war for independence, but the different and changing ways historians have interpreted them. With a focus on the diversity of class, race, ethnicity and gender, we will concern ourselves with the motivations and actions of Americans, Canadians, Indians, French and Britons. The final product of this course will be a paper analyzing how and why the interpretations of a single facet of the experiences surrounding the War of 1812 (1809-1815) has changed over time.

Course Objectives
- To become familiar with the tools of the historian’s craft
- To able to locate, analyze and use primary and secondary sources
- To be able to articulate the difference between history and the past
- To able to define historiography
- To be able to develop a thesis, locate secondary scholarly sources, determine the authors’ arguments, and craft those arguments into a useful and informative historiography supporting your own thesis
- To be able to appreciate the varied uses of history in current society

Requirements
Class Attendance
Students are required to arrive on time and be ready to begin class meetings at 10:10. All students must sign an attendance roster and pick up a class agenda before or at the beginning of class. The attendance roster will be made available at the beginning and end of class. Students arriving late will be considered tardy and have to sign the roster at the end of class.

- 2 tardy arrivals will count as an absence.

Participation
Class time will be divided between lecture, discussion, and examination. Come to class having read the assigned reading. Please come to class prepared to discuss the assigned readings.

The use of computers, cell phones or other electronic devices during class meetings is prohibited unless necessitated by a physical or learning disability or the course material is being viewed on one of these devices. If required, a request must be made through the Office of Services for Students with Special Needs. Any device thus successfully requested must be operated with the Wi-Fi turned OFF.

Concerning late arrivals and early departures
If there are mitigating circumstances that will necessitate your late arrival or early departure, please inform me as far in advance as possible, i.e. as soon as you know. Other classes, sports practices, play rehearsals, etc. are not mitigating circumstances.

Concerning absences
If you miss class work or an exam
All class work (class notes and exams) is the student’s responsibility.

Please note that you are responsible for class notes and work collected in your absence, even if the absence, late arrival or early departure is excused. An excused absence does not change a due date. If you cannot be in class you are still responsible for getting your work to me on time, unless you have asked for and been granted an extension. (See Makeup Exams and Deadline Extensions)

Exams missed, as the result of an excused absence must be made up before the next exam. In the event that the exam is not made up, the grade becomes a zero. Exams missed due to an unexcused absence cannot be made up and will be recorded as “zero.”

Automatically Excused Absences (Freebies)
You may miss two class meetings without explanation. These are automatically excused absences (Freebies).

WARNING: Students who come to class unprepared (not having done the readings or prepared the discussion questions) will be dismissed. That dismissal will count as an absence: first the two freebies and later as unexcused absences. All students dismissed from class for this reason must meet with the professor to review the work missed before this absence may be redeemed.

Beyond that, the freebies are for you to use as you choose, I offer them as a means to cover unavoidable absences due to illness. The wellness center will not provide a physician’s note for a routine illness, such as a cold or the flu.

Excused Absences
If there are mitigating circumstances that will necessitate your absence (surgery, a doctor’s visit, severe illness or a death in the family are examples), please inform me (email is best) as soon as you know and provide proof (doctor appointment card, funeral
card, obituary, etc.) of those circumstances upon your return. In the event of your becoming seriously ill, a physician’s note or notification from the Student Life Office will garner you an excused absence.

Please understand that your informing me of the reason for your absence does not automatically excuse your absence. I will make my determination based on the evidence.

Absences as a result of participation in extracurricular activities (sports, drama, political activism) are not excused. Students participating in said activities must meet with the professor and work out alternative assignments for class meetings missed beyond the freebies.

Redeeming absences
Extra Credit Assignments
LIMIT 2 PER COURSE

Lectures, films, plays, gallery showings, performances, and sporting events take place on and off campus during the course of a semester.

- Attend one of these activities and
- Write a one-page summary of the event and its relationship to our exploration of colonial British America including your reaction to the event.

You may earn up to 0.25 point, which I will
- put towards a late assignment,
- use to redeem an unexcused absence, or
- in the event of there being neither a late assignment nor an unexcused absence, I will increase your final grade a maximum of 5 hundredths of a point (0.05) for each satisfactory assignment.

While you may earn extra credit to redeem no more than two absences, you remain responsible for all discussions or assignments, which take place during your absence.

Unexcused Absences
For each class you miss beyond freebies or excused absences, I will deduct 0.05 of a point (using a 4.0 scale) from your final grade.

ASSIGNMENTS & PERCENTAGE VALUE OF FINAL GRADE

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<td>1st Quarter Exam</td>
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<td>Primary Source Analysis</td>
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<td>Primary Source Presentation</td>
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<td>Book Review</td>
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<td>Final Historiography Project</td>
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<tr>
<td>a. Topic and Preliminary Bibliography</td>
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<td>b. Research Summaries and Journal</td>
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Précis

A précis is a concise summary. Each summary should contain the argument of the author, the historical discussion the author addresses and one question the text answers. Your readings are more than one page. It will be up to you to condense a week’s readings into a one page summary. Use previous readings to explain the context of your own. Ask yourself: “What do these readings have in common? How do they complement one another?”

Précis are required for each article posted on Sakai.

Précis Format

1. Précis must be one page in length. Précis longer than 1 page will NOT be accepted. I will not offer you the opportunity to rewrite or resubmit a précis.
2. Your text must be typed, double spaced in 12 point Times.
3. Name, date, course number, and course title must appear in upper right hand corner.
4. Title of the précis will read: A précis of (TITLE OF ARTICLE OR CHAPTER IN QUOTATIONS) in (BOOK TITLE IN ITALICS)
5. Précis must be printed out and handed in at the beginning of class.

The Rules

1. Assignments not conforming to the abovementioned format will not be accepted.
2. Late assignments will not be accepted.
3. Electronic submissions will be accepted only when the student cannot be present. Dr. Schrems must approve the circumstances at least one week prior to the class in question.
4. Assignments not handed in during class without the instructor’s permission will not be accepted.

Student-led discussion

Each member of the seminar will lead a class discussion drawn from Taylor’s The Civil War of 1812: American Citizens, British Subjects, Irish Rebels, & Indian Allies. Students should prepare questions or discussion points for their assigned meeting.

Primary Source Analysis: The Parrish Papers

Primary sources are more than books. You will examine the Parrish Papers held in the University’s Special Collection. Your project will place the source, its author; its recipient and the text of the letters in context of contemporary events. These events will be reflected in text and material culture. Your group will construct a webpage. It will be composed of a minimum of five parts.

1. Write a brief biography of the historical person(s) the letters concern.
2. Place the letter in its historical, geographic and political context.
3. Briefly speculate on what you could learn from such a source taking care to explain the methods you would use to garner that information.
4. Explain what you did learn from the object, using the object’s historical context and your understanding of research methods in history to explain how the information was obtained.
5. Choose and discuss another aspect of the material culture in the time and place inhabited by these historical actors.

**Book Review**
You will address the book you choose in terms of its expressed purpose as well as its historiography. Following a brief summary of the text and an explanation of its format, determine the author’s purpose in writing the book. Now offer a constructive critique of the author’s effort: What does the author intend the text to communicate to its audience? How does the text fit the thematic or chronological historiography in which she situates her text?

**Historiographic Essay** (8-10 pages)
“Historiography is writing about rather than of history. Historiography is a meta-level analysis of descriptions of the past. The analysis usually focuses on the narrative, interpretations, worldview, use of evidence, or method of presentation of other historians.” (From Wikipedia, the free on-line encyclopedia)

The topic of your historiographic essay must be relevant to both the course and the time period. In seeking to understand how scholars do history we must study the history of doing history. Your final paper will not be a narrative history of an event or aspect of the War of 1812 era. Your mission is to explain the history of the study of that aspect of the period.

A successful attempt at historiography will briefly describe the aspect that is being studied, i.e. the Hartford Convention. The majority of the paper will deal with how and why historians have changed their interpretations of the event and the meaning of its significance over time.

The completion of this process involves 6 steps. Each step not only leads you closer to the end of the project, but introduces a historian’s tool. Each step must be completed on time. Do not leave assignments to the last minute. Each step is part of the process and requires thoughtful preparation, discussion and revision.

**Research Reports & Binder**
This is a tool which helps you stay organized and on track as you work through your project. You should record all your searches (including date, the database, the search terms and the results), any notes you take on primary and secondary sources (including bibliographic citations, both in and outside of class), and other relevant notes and information. Also include your outlines, drafts, revisions and final paper. Neatly
organize your journal in a three-ringed binder. (You may want to splurge on a three-hole punch as to make the “neatly” part easier.) You will submit your research journal AND a 1-page report on your research at 3 points during the semester. See the Assignment Schedule for due dates. You will use the 1-page single-spaced summary to report on the progress you make towards the successful completion of your historiographic essay. After stating your essay’s working thesis, your report will cover four areas:

1. Your research plans,
2. Your methods (how you plan to accomplish this),
3. Your results (what you did accomplish),
4. Your plans moving forward

**Research Report Format**

1. Your text must be typed, double spaced in 12 point Times.
2. Name, date, course number, and course title must appear in upper right hand corner.
3. Title of the research report will read: Research Report: (TITLE OF YOUR HISTORIOGRAPHIC ESSAY)
4. Report must be printed out and handed in at the beginning of class.

**The Rules (again)**

1. Assignments not conforming to the abovementioned format will not be accepted.
2. Late assignments will not be accepted.
3. Electronic submissions, will be accepted only when the student cannot be present. The circumstances must be approved by Dr. Schrems at least one week prior to the class in question.
4. Assignments not handed in during class without the instructor’s permission will not be accepted.

**A Historiographic rather than a Research Topic/Thesis**

A topic is more defined than a subject. The topic of a research paper can usually be expressed in the form of a sentence: “How did white Union officers’ assumptions about race affect the way they treated black soldiers under their command?” However, a historiographic essay topic must take a step back and ask: How have historians’ interpretations of white Union officers’ assumptions about race and their affect on their treatment of black soldiers under their command changed over time?

**Working Bibliography**

A working bibliography is a bibliographic notation of all the sources you plan to use in this essay. It may change overtime as you consider and or discard earlier choices. These 10 sources must be either articles from academic journals, chapters from collections or monographs, or monographs in their entirety. As you will be examining the changes in historical exploration overtime, each source must offer its own analysis.

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Annotated Bibliography
An annotated bibliography is a substantive consideration of the sources you will address in your full draft. The annotation for each source must include:

- a one-to-two-sentence-description of the author’s thesis (or research question),
- the author’s profession (historian, sociologist, journalist, etc.) and credentials (academic degree or position),
- a brief catalogue of the sources the author uses to support their thesis,
- a brief explanation of how this source will support or expand your historiographic topic/thesis.

Writing Outline
The writing outline is where you will begin to organize your research into a historiography. You will outline the main points of your argument and supporting evidence. It MUST contain parenthetical citations (i.e., Taylor, *War of 1812*, 57) of the authors’ theses as well as any additional supporting evidence. This outline will assist you as you begin your first draft. You may revise your outline as your ideas and paper organization evolve during the semester. Please include a final outline with your full and/or final draft.

Full Draft
A full draft is a complete draft.
You must hand in a complete draft of your paper the first time the assignment appears on the syllabus. Your draft must be in the correct format with full citations (footnotes or endnotes in *The Chicago Manual of Style* format and include a full bibliography. *The Pocket Guide to Writing in History* and *The Chicago Manual of Style* (available in ODY) offer a refresher on creating bibliographies. The Chicago Manual of Style is also available online. I have included a link to *The Chicago Manual of Style* here [http://www.chicagomanualofstyle.org/16/contents.html](http://www.chicagomanualofstyle.org/16/contents.html) and in the resources folder in Sakai.

Be sure to proofread as well as spellcheck your draft. Bring two copies of the full draft on the day that it’s due. You will read another student’s paper and provide a helpful critique and typed suggestions for revisions in class.

Individual Meeting with Dr. Schrems to discuss Your Progress +
During weeks 12 and 16, I will meet with each student individually to discuss their outlines, annotated bibliographies (during week 12) and final drafts (week 16). I also strongly urge you to arrange a meeting with me to address questions that have occurred to you in the process of researching and writing your full draft. Research problems are best addressed early on.

Plagiarism and Cheating
Without citing the original source, presenting someone else’s work as your own is intellectual theft. That includes the work of other students as well as published authors in books, journals, and on the web. Avoid the shame of academic dishonesty by crediting other scholars’ contributions to your work.
If I think you have plagiarized work, I will send your work to the Academic Honor Council. Penalties can be severe.

**HISTORY DEPARTMENT COMMON STATEMENT ON ACADEMIC HONESTY**

*Policies and sources on academic honesty*

All scholarly endeavor builds on the work of others in the context of the community of learners of which both faculty and students are a part. The integrity of this community can be maintained only by the full, honest, and appropriate acknowledgement of the sources of our data and ideas. The History Department will not tolerate academic dishonesty, including plagiarism on papers, cheating on quizzes and exams, and turning in work you have already submitted in another class. The Department will uphold SLU’s policy on this.


“Claims of ignorance and academic or personal pressure are unacceptable as excuses for academic dishonesty. Students must learn what constitutes one’s own work and how the work of others must be acknowledged. Any student found guilty of academic dishonesty by the Academic Honor Council may have a letter placed in his or her permanent file.”

We expect all of our students to familiarize themselves with the following:

• Your course syllabus and your professor’s stated expectations on class assignments.
• The full SLU policy on academic honesty (the basis of the Academic Honor statement that you signed at the beginning of your first year), described in the [SLU Student Handbook](http://www.stlawu.edu/studentlife/sites/stlawu.edu.studentlife/files/SLU Handbook.pdf), For more information on plagiarism, see the following:

If, after reviewing these guidelines, you are still uncertain about anything or have questions, be sure to ask them before you turn in written assignments.

*Policies on academic dishonesty*

If your professor encounters a suspicious paper or exam, “s/he has the obligation to call the offending student(s) to account” (*SLU Student Handbook*, 58). Plagiarism cases brought before the Academic Honor Council have resulted in sanctions ranging from failure on the assignment, to failure of the course, to expulsion from the University.

**A final caveat:** Do not underestimate your professors’ ability to detect plagiarism, or our willingness to have suspicious papers and exams investigated. If you can find it online so can we. Please don’t risk it.
Grading
I will grade everything on a 4.0 scale.

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Late Papers
As a rule, I do not accept late papers. However, because the Historiographic Essay is a project consisting of 6 parts, please be advised that late components will be reviewed and receive a grade no higher than 1.0.

Texts

*Benn, The War of 1812 (2002)

Assignment Schedule
Week 1
Thursday
Introduction/primary sources, secondary sources, & historiography

Week 2
Tuesday
What is History?
What is War?
What is the value of history in relation to war?

Thursday
The War of 1812: The Breakdown

Week 3
Tuesday
1st QUARTER EXAM

Thursday
Arnold, chapter 1 & Fredriksen

Week 4
Tuesday
Arnold, chapter 2 & Shewmaker

Thursday 9/19
Arnold, chapter 3 & Rasmussen
Meet in ODY lobby
Introduction to ODY/Initial Research

**Week 5 (mid semester break)**
Tuesday
Arnold, chapter 4 & Black
Submit research report #1 covering topic selection, preliminary bibliography of 10 sources

Thursday
No class meeting

**Week 6**
Tuesday
Arnold, chapters 5, 6, 7
Schedule student-led discussions
Submit selection for book review

Thursday
Taylor, chapter 1
Meet in ODY lobby
Formal Introduction to The Parrish Papers

**Week 7**
Tuesday
Taylor, chapter 2
Teams choose and submit subjects for primary document analysis

Thursday
Taylor, chapter 3

**Week 8**
Tuesday
Taylor, chapter 4
Building a mock historiography

Thursday
Taylor, chapter 5

**Week 9**
Tuesday
Taylor, chapter 6
HUNTING TRIP-Expanding the search! Meet in ODY Lobby!
Schedule individual meetings for week 12 and week 16

Thursday
Taylor, chapter 7
“Film, History & National Memory”
**Primary document analysis group project due!**
Submit 2nd research report!

**Week 10 Spring Break**
Tuesday
No class meeting

Thursday
No class meeting

**Week 11**
Tuesday
Taylor, chapter 8
*War of 1812* (US) discussion

Thursday
**Primary document presentations in seminar!**

**Week 12**
Schedule a meeting with me during office hours this week. (T, W, Th 4-5)
**Monday**
Writing Outlines and Annotated Bibliographies due! *** (Group A)

Tuesday
Taylor, chapter 9
*War of 1812* (CAN) discussion

**Wednesday**
Writing Outlines and Annotated Bibliographies due! *** (Group B)

Thursday
Taylor, chapter 10

**Week 13**
Tuesday
Taylor, chapter 11
Full Drafts due! Exchange drafts electronically and cc me!

Thursday
Taylor, chapter 12
Peer-reviewed drafts & suggestions due in class
Schedule historiography research presentations

Week 14
Tuesday
Taylor, chapter 13

Thursday
Taylor, chapter 14

Week 15
Tuesday
Research presentations in seminar!

Thursday
Research presentations in seminar!

Week 16
Tuesday
Taylor, chapter 15 & 16

Thursday
NO CLASS MEETING: individual meetings with professor

FINAL PAPERS, RESEARCH BINDERS & 3RD AND FINAL RESEARCH REPORT DUE IN MY OFFICE: Wednesday, May 11th!