

## Term Information

Effective Term Autumn 2021  
*Previous Value* Spring 2013

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Online teaching approval

**What is the rationale for the proposed change(s)?**

Teaching a graduate seminar online will enable the History Department to reach a wider, more diverse audience of graduate students. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. We often have graduate students doing research abroad who could take the online class more easily than the traditional in-person class, aiding them to graduate on time.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

n/a

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	8550
Course Title	Seminar in Military History
Transcript Abbreviation	Mil Hist Seminar
Course Description	Graduate Research Seminar in Military History. Topics will vary.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	Yes
Allow Multiple Enrollments in Term	Yes
Max Credit Hours/Units Allowed	15
Max Completions Allowed	5
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No

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Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Grad standing.
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none"><li>• Graduate research and writing in Military History</li></ul>
<a href="#">Previous Value</a>	
Content Topic List	<ul style="list-style-type: none"><li>• Topics will vary and will focus on research in Military History</li></ul>
Sought Concurrence	No

## Attachments

- History 8550.docx: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Heikes, Jacklyn Celeste)*
- History 8550 syllabus in 2018.doc: In person syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*
- DL History 8550 for Au 2021 revisedx.docx: Revised DL syllabus  
*(Syllabus. Owner: Heikes, Jacklyn Celeste)*

## Comments

- Please see 3-29-21 feedback email *(by Oldroyd, Shelby Quinn on 03/30/2021 01:49 PM)*

**COURSE CHANGE REQUEST**  
8550 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
03/30/2021

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Heikes, Jacklyn Celeste	03/09/2021 03:22 PM	Submitted for Approval
Approved	Elmore, Bartow J	03/09/2021 03:48 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/10/2021 04:58 PM	College Approval
Revision Requested	Oldroyd, Shelby Quinn	03/30/2021 01:49 PM	ASCCAO Approval
Submitted	Heikes, Jacklyn Celeste	03/30/2021 02:00 PM	Submitted for Approval
Approved	Elmore, Bartow J	03/30/2021 02:07 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/30/2021 02:17 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	03/30/2021 02:17 PM	ASCCAO Approval

**History 8550: Research/Writing Seminar in Military History  
Autumn Semester 2021**

**Course Overview:**

Instructor: Geoffrey Parker

Seminar time: Mondays 5:30-8:25

Seminar location: **Online synchronous**

Office Hours: by appointment

Email: [parker.277@osu.edu](mailto:parker.277@osu.edu)

Home phone: 614-538-0920

**Prerequisites:**

Completion of a 7000 course (preferably but not necessarily in military history) is required, unless exempted by the course instructor.

Those who enroll are strongly encouraged to discuss their research topic with the course instructor before the end of spring semester, 2021, so that they can carry out some research over the summer.

**Course Description:**

This research/writing seminar provides an opportunity to undertake an original research project that could serve as a thesis chapter or, perhaps, be revised for publication in a refereed journal, on any topic or period in the field of military history, broadly defined.

**Course learning outcomes**

Our course will begin by discussing how to

- 1) conceptualize a viable research topic;
- 2) identify appropriate sources; and
- 3) develop the practical skills, methodological approaches, and interpretive frameworks required to deploy these materials to optimal effect.

The remainder of the course will allow time for research, writing, and rewriting. Seminararians will also receive regular constructive feedback from both the course instructor and each other.

**How this online course works:**

**Mode of delivery:** Because this course is a **synchronous** on-line course, it will run very much like an in-person one. We will gather once a week at the scheduled time for a zoom-seminar, which with <15 participants including the instructor should allow everyone to participate in discussing the week's assignments. Expectations for course completion are the same as for in-person seminars: regular attendance, participation, and completion of assignments on time. If you are unable to participate at the scheduled time, and let me know, the discussion will be recorded and uploaded.

**Pace of online activities:** This course is 100% online in synchronous meetings on Mondays from 5:30 to 8:25, with two five-minute breaks. I expect you to keep pace with the deadlines for the assignments indicated below, but you may schedule your efforts freely within that time frame.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Course materials and technologies**

There are no required textbooks, but besides writing a 30-50 page paper each seminarian will read and critique the drafts of two others in the group.

**Technology support**

## History 8550 Autumn Semester 2021

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- Self-Service and Chat support: [ocio.osu.edu/help](http://ocio.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- TDD: 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))

### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).

### Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](http://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

### Grading and faculty response

#### How your grade is calculated

A double-spaced prospectus/research proposal of 6-10 pages: 10% of the total grade

Three 10-page papers: each worth 10% of the total grade

Active participation in all seminar discussions and providing constructive critiques of your fellow seminarians' work: 20% of the total grade

A "sales pitch" in which each seminarian will have 10 minutes to "sell" their project to the rest of group: 10% of the total grade.

The final paper, incorporating the various components of your chapter/article in a polished form: 30% of the total grade.

#### Grading Scale (in %):

## History 8550 Autumn Semester 2021

A = 92.5\* – 100.0

A- = 89.5 – 92.4

B+ = 87.5 – 89.4

B = 82.5 – 87.4

B- = 79.5 – 82.4

C+ = 77.5 – 79.4

C = 72.5 – 77.4

C- = 69.5 – 72.4

D+ = 67.5 – 69.7

D = 59.5 – 67.7

E = 59.4 and below

\*In the event that the student is 0.5% away from the next available letter grade, the student's score will be rounded up. No rounding will occur below this point.

### **Enrollment:**

In accordance with department policy, all students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

### **Instructor Feedback and Response Time:**

- **Grading and feedback:** For assignments, you can generally expect feedback within 2 days. For final papers, you will hear back within 7 days.
- **Email: This is my preferred way to communicate outside of class.** I will reply to emails within 24 hours on days when classes are in session at the university.

(Remember that you can call 614-688-HELP at any time if you have a technical problem.)

### **Academic Integrity Policy:**

- **Written assignments:** Your written assignments should be your own original work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Plagiarism** is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. See the OSU Center for the Study and Teaching of Writing for information on plagiarism and writing handouts:  
<https://cstw.osu.edu/writing-resources/paper-content-and-organization/plagiarism>
- **It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.**

### **Copyright for instructional materials**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the

course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Statement on Title IX**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](http://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](http://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

### **Commitment to a diverse and inclusive learning environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **Land Acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

### **PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **Course Assignments:**

### **I. Prospectus (due 9 September)**

A double-spaced prospectus/research proposal of between 6 and 10 pages (10% of the total grade) that contains all of the following:

- a. Introduction (2-3 pages): identify concisely your topic; explain your proposed argument and why it matters; describe the key terms you will use, the major concepts you will discuss, and the “big picture questions” you will ask.
- b. Historiography (4-5) pages: explain what other scholars have said about the topic; where they agree and where they disagree; what your paper will contribute to that discussion; with which intellectual debates does it engage?
- c. Strategy (2-3 pages): what primary sources do you plan to analyze? What methodologies do you intend to employ? How do you plan to structure your chapter/article? Describe any problems you foresee – finding sources, narrowing your topic.
- d. A working bibliography (which does not count towards your page limit) that lists your intended primary and secondary sources.

This will provide the basis for the “Introduction” of your seminar paper. It must be completed and e-circulated **before 5 p.m. on Thursday 9 September** and we will discuss it in the seminar on **Monday 13 September**.

### **II. Three 10-page papers (each worth 10% of the total grade).**

Each paper should constitute roughly one-third of your projected article/chapter. When you turn in each paper, please include revised versions of previous installments to contextualize the new contribution.

Each paper must be completed and e-circulated to all seminarians **before 5 PM** on the Thursday before the relevant Monday class: that is on Thursdays **23 September, 7 October, and 4 November**.

### **III. Active participation in all seminar discussions and providing constructive critiques of your fellow seminarians’ work (20% of the total grade.)**

Everyone is expected to read the work submitted by everyone else and to offer helpful advice. In addition, **two** other seminarian will provide a formal “peer review” of each of the three 10-page papers (for guidelines on peer-reviewing, see page 8 below.)

The peer reviewers will begin each workshop with a 5-10 minute presentation (equivalent to 2-4 typed pages) that:

- i) Explains the subject matter of the paper and identifies the author’s central argument.
- ii) Assesses strengths in the quality of research and analysis, the persuasiveness of the argument, the significance of the contribution, the logic of the organization, and the clarity and fluency of the prose.



iii) Offers constructive advice on improving the quality of research and analysis, the persuasiveness of the argument, the significance of the contribution, the logic of the organization, and the clarity and fluency of the prose.

**IV. A “sales pitch” on 25 October** in which each seminarian will have 10 minutes to “sell” their project to the rest of group (10% of the total grade.)

**V. The final paper, due by 5 PM on Wednesday 9 December 2020** as a WORD document, will incorporate the various components of your chapter/article in a polished form. (30% of the total grade.)

**Style:**

All written assignments should be circulated in 12-point Times New Roman and double-spaced in WORD. The margins should be 1-inch all around. Given the length, it may be appropriate to break up the final paper into sections (Introduction, Part I, Part II, etc.).

Your footnotes should follow the current Chicago Manual of Style (using Arabic rather than Roman numerals.) The numerals in the footnotes should be flush with the left-hand margin, not indented. The footnotes should be in 10-pt Times New Roman font, and they should be single-spaced, with no extra space between footnotes.

Please conclude with a bibliography organized into the following separate sections:

- a) your manuscript primary sources (where relevant)
- b) your printed primary sources in a single alphabetical order
- c) your secondary sources also in a single alphabetical order.

The bibliography, like the footnotes, should follow Chicago style.

**Some “how to write” books worth looking at:**

Belcher, Wendy Laura, *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* (London: Sage, 2009)

Bolker, Joan, *Write Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis* (New York: Macmillan, 1998)

Rhodes, Richard, *How to write: advice and reflection* (New York: HarperCollins, 2009) – pay special attention to the “Knickerbocker Rule.”

Rudestam, Kjell E., and Rae R. Newton, *Surviving your dissertation: A Comprehensive Guide to Content and Process*, 4<sup>th</sup> edn (London: Sage, 2014)

**Schedule (assignments in bold):**

August 30: Fieldcraft 1: how to choose a topic; how to locate and read the relevant sources

September 2: **Labor Day: no class**

**September 10: Proposals due by 5 PM**

September 13: Discussion of proposals

**GUIDELINES FOR PEER REVIEWERS:** Are there any aspects that you find unclear? Are there terms you wish the author had defined but didn't? Arguments that do not cohere? (See also page 8 below.)

September 20: Fieldcraft 2: how to survive your first 24 hours in the archives and how to write up what you find there.

**September 24: Paper #1 due by 5 PM**

September 27: Workshop on Paper #1

GUIDELINES FOR PEER REVIEWERS (see also page 8):

- Provide line edits for the first page (“line edits” means detailed work like correcting punctuation or grammar), but not for the whole section, since that would take too long. Line editing someone else’s prose is boring but one of the best methods for improving your own writing. (To provide your “partner” with an edited copy either (a) add the line edits to a printed hard copy, and bring Xerox copies to the seminar; or (b) return the e-copy with the “track changes” function in Microsoft Word.
- Focus on the bigger picture: paragraph or section-level comments, plus any recurring strengths or weaknesses (such as good or bad topic sentences, or excessive use of the passive voice). Is the section clear? Is there literature that the author might have considered but didn’t? Does the section flow well? Is it easy to understand why paragraph breaks happen where they do?

October 4: Research/writing week

**October 8: Paper #2 due by 5 PM**

October 11: Workshop on Paper #2

GUIDELINES FOR PEER REVIEWERS (see also page 8):

- Line-edit the first page of the new section
- Focus on the bigger picture. Does the author provide evidence for all claims that need evidence? Are the citations specific enough that another scholar could locate the source? Does the section flow well? Is it easy to understand why paragraph breaks happen where they do?

October 18: Research/writing week

**October 25: Sales Pitch**

November 1: Research/writing week

**November 5: Paper #3 due by 5 PM**

November 8: Workshop on Paper #3

GUIDELINES FOR PEER REVIEWERS: You now have a complete first draft!

- As before, line-edit the first page of the new section.
- Focus on the bigger picture. Do the historiographical and primary-source sections connect well with each other? Does the paper flow well? Do any weaknesses or strengths jump out at you?
- Can you suggest any overarching theme that the author has perhaps missed?

November 15: Research/writing week

**November 18: Conclusions due by 5 PM**

November 22: Review of conclusions

November 29: Research/writing week

December 6: Final meeting

**December 10: Final Papers due by 5 PM via e-copy in WORD.**

### **Guidelines for Peer Review**

Peer reviews serve three purposes: to continue our professional socialization; to help our peers; to help ourselves. We learn how to research and write not only by researching and writing, but also by reviewing and editing the work of others. Indeed, because it's so difficult to get perspective on our own work, we can often see the strengths and weaknesses of others' work better than our own.

Peer reviewers have two responsibilities: to uphold the standards of the profession, and to help their peers. If we don't do the first, we make bad work someone else's problem; if we don't do the second, why should our peers help us?

Giving feedback about strengths can be just as helpful as feedback about weaknesses. It can be just as difficult to distinguish what's good as what's bad in our own work, so it helps to hear from someone else what we've done well in addition to what we've done poorly.

The commonest pitfall of peer reviewing is being too nice. Don't! Being nice when niceness is not deserved is not being nice: it's unhelpful and condescending. Nevertheless, remember that each author has worked hard on whatever you criticize. Tone matters: be honest, but never be cruel. Even the fairest criticisms are not helpful if they make our targets so defensive that they can't hear what we're saying.

**History 8550: Research/Writing Seminar in Military History  
Autumn Semester 2018**

**Course number: 24649**

Fall 2018

Seminar time: Mondays 5:30-8:25

Seminar location: Dulles 168

Office Hours: W 2-3:30 in Dulles 173 and by appointment

Instructor: Geoffrey Parker

Email: [parker.277@osu.edu](mailto:parker.277@osu.edu)

Phone: 614-292-6721

**Course Description:** This research/writing seminar provides an opportunity to undertake an original research project that could serve as a thesis chapter or, perhaps, be revised for publication in a refereed journal, related to the field of military history, broadly defined.

Our course will begin by discussing how to

- 1) conceptualize a viable research topic;
- 2) identify appropriate sources; and
- 3) develop the practical skills, methodological approaches, and interpretive frameworks required to deploy these materials to optimal effect.

The remainder of the course will allow time for research, writing, and rewriting. Seminararians will also receive regular constructive feedback from both the course instructor and each other.

**Enrollment:**

In accordance with department policy, all students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Students with documented disabilities who have registered with the **Office of Student Life Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: [slds@osu.edu](mailto:slds@osu.edu); Web: [slds.osu.edu](http://slds.osu.edu).

**Course Protocols:**

The success of this course depends upon your active participation. All reading and writing assignments must be completed by the appointed date and time. Incomplete assignments and lack of participation will not only adversely affect your own grade but also impair the overall learning experience for everyone else in the seminar.

**Course Assignments:**

**I. Prospectus (due 12 September)**

A double-spaced prospectus/research proposal of between 6 and 10 pages (10% of the total grade) that contains all of the following:

- a. Introduction (2-3 pages): identify concisely your topic; explain your proposed argument and why it matters; describe the key terms you will use, the major concepts you will discuss, and the “big picture questions” you will ask.

- b. Historiography (4-5) pages: explain what other scholars have said about the topic; where they agree and where they disagree; what your paper will contribute to that discussion; with which intellectual debates does it engage?
- c. Strategy (2-3 pages): what primary sources do you plan to analyze? What methodologies do you intend to employ? How do you plan to structure your chapter/article? Describe any problems you foresee – finding sources, narrowing your topic.
- d. A working bibliography (which does not count towards your page limit) that lists your intended primary and secondary sources.

This will provide the basis for the “Introduction” of your seminar paper. It must be completed and e-circulated **before 5 p.m. on Wednesday 12 September** and we will discuss it in the seminar on **Monday 17 September**.

## **II. Three 10-page papers (each worth 10% of the total grade).**

Each paper should constitute roughly one-third of your projected article/chapter. When you turn in each paper, please include revised versions of previous installments to contextualize the new contribution.

Each paper must be completed and e-circulated to all seminarians **before 5 PM** on the Wednesday before the relevant Monday class: that is on **26 September, 17 October, and 14 November**.

## **III. Active participation in all seminar discussions and providing constructive critiques of your fellow seminarians’ work (20% of the total grade.)**

Everyone is expected to read the work submitted by everyone else and to offer helpful advice. In addition, one other seminarian will provide a formal “peer review” of each of the three 10-page papers (for guidelines on peer-reviewing, see page 5 below.)

The peer reviewer will begin each workshop with a 5-10 minute presentation (equivalent to 2-4 typed pages) that:

- i) Explains the subject matter of the paper and identifies the author’s central argument.
- ii) Assesses strengths in the quality of research and analysis, the persuasiveness of the argument, the significance of the contribution, the logic of the organization, and the clarity and fluency of the prose.
- iii) Offers constructive advice on improving the quality of research and analysis, the persuasiveness of the argument, the significance of the contribution, the logic of the organization, and the clarity and fluency of the prose.

**IV. A “sales pitch” on 5 November** in which each seminarian will have 10 minutes to “sell” their project to the rest of group (10% of the total grade.)

**V. The final paper, due by 5 PM on Friday 7 December 2016** in hard copy and as a WORD document, will incorporate the various components of your chapter/article in a polished form. (30% of the total grade.)

**Style:**

All written assignments should be circulated in 12-point Times New Roman and double-spaced in WORD. The margins should be 1-inch all around. Given the length, it may be appropriate to break up the final paper into sections (Introduction, Part I, Part II, etc.).

Your footnotes should follow the current Chicago Manual of Style (using Arabic rather than Roman numerals.) The numerals in the footnotes should be flush with the left-hand margin, not indented. The footnotes should be in 10-pt Times New Roman font, and they should be single-spaced, with no extra space between footnotes.

Please conclude with a bibliography that lists the following in separate sections:

- a) your manuscript primary sources (where relevant)
- b) your printed primary sources in a single alphabetical order
- c) your secondary sources also in a single alphabetical order.

The bibliography, like the footnotes, should follow Chicago style.

**Plagiarism:**

All work presented in this course must be your own. Plagiarism or any other form of academic misconduct will be dealt with in accordance with the guidelines laid down by the University's Committee on Academic Misconduct and will seriously affect your grade.

**Absences:**

If you cannot attend the seminar, please inform me beforehand. If an emergency arises and you are unable to reach me before we meet, contact me as soon as possible to explain your absence.

**Some "how to write" books worth looking at:**

Belcher, Wendy Laura, *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success* (London: Sage, 2009)

Bolker, Joan, *Write Your Dissertation in Fifteen Minutes a Day: A Guide to Starting, Revising, and Finishing Your Doctoral Thesis* (New York: Macmillan, 1998)

Rhodes, Richard, *How to write: advice and reflection* (New York: HarperCollins, 2009)

Rudestam, Kjell E., and Rae R. Newton, *Surviving your dissertation: A Comprehensive Guide to Content and Process*, 4<sup>th</sup> edn (London: Sage, 2014)

**Schedule (assignments in bold):**

August 27: Fieldcraft 1: how to choose a topic; how to locate and read the relevant sources

September 3: Labor Day – no class

September 10: Fieldcraft 2: how to survive your first 24 hours in the archives and how to write up what you find there.

**September 12: Proposals due by 5 PM**

September 17: Discussion of proposals

GUIDELINES FOR PEER REVIEWERS: Are there any aspects that you find unclear? Are there terms you wish they had defined but didn't? Arguments that do not cohere? (See also page 5 below.)

September 24: Research/writing week

**September 26: Paper #1 due by 5 PM**

October 1: Workshop on Paper #1

GUIDELINES FOR PEER REVIEWERS (see also page 5):

- Provide line edits for the first page (line edits means detailed work like correcting punctuation or grammar), but not for the whole section, since that would take too long. Line editing someone else is boring but one of the best methods for improving your own writing. (You can either (a) add the line edits to a printed hard copy, and bring Xerox copies to the seminar, or (b) you can do them on an e-copy using the “track changes” function in Microsoft Word and then print it out showing the changes.
- Focus on the bigger picture—paragraph or section-level comments, plus any recurring strengths or weaknesses (such as good or bad topic sentences, or excessive use of the passive voice). Is the section clear? Is there literature that the author might have considered but didn't? Does the section flow well? Is it easy to understand why paragraph breaks happen where they do?

October 8: Research/writing week

October 15: No class

**October 17: Paper #2 due by 5 PM**

October 22: Workshop on Paper #2

GUIDELINES FOR PEER REVIEWERS (see also page 5):

- Line-edit the first page of the new section
- Focus on the bigger picture. Does the author provide evidence for all claims that need evidence? Are the citations specific enough that another scholar could locate the source?

Does the section flow well? Is it easy to understand why paragraph breaks happen where they do?

October 29: Research/writing week

**November 5: Sales Pitch**

November 12: No class

**November 14: Paper #3 due by 5 PM**

November 19: Workshop on Paper #3

GUIDELINES FOR PEER REVIEWERS: You now have a complete first draft!

- As before, line-edit the first page of the new section.
- Focus on the bigger picture. Do the historiographical and primary-source sections connect well with each other? Does the paper flow well? Do any weaknesses or strengths jump out at you?

November 26: Thanksgiving Break

December 3: Final meeting

December 7: **Final Papers due by 5 PM: hard copy at 173 Dulles and e-copy in WORD.**

### **Guidelines for Peer Review**

Peer reviews serve three purposes: to continue our professional socialization; to help our peers; to help ourselves. We learn how to research and write not only by researching and writing, but also by reviewing and editing the work of others. Indeed, because it's so difficult to get perspective on our own work, we can often see the strengths and weaknesses of others' work better than our own.

Peer reviewers have two responsibilities: to uphold the standards of the profession, and to help their peers. If we don't do the first, we make bad work someone else's problem; if we don't do the second, why should our peers help us?

Giving feedback about strengths can be just as helpful as feedback about weaknesses. It can be just as difficult to distinguish what's good as what's bad in our own work, so it helps to hear from someone else what we've done well in addition to what we've done poorly.

The commonest pitfall of peer reviewing is being too nice. Don't! Being nice when niceness is not deserved is not being nice: it's unhelpful and condescending. Nevertheless, remember that each author has worked hard on whatever you criticize. Tone matters: be honest, but never be cruel. Even the fairest criticisms are not helpful if they make our targets so defensive that they can't hear what we're saying.



## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: History 8550**

**Instructor: Geoffery Parker**

**Summary: Research/Writing Seminar in Military History**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>• Carmen</li> <li>• Office 365</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>• Synchronous Zoom lectures</li> <li>• Carmen discussion board postings.</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All are available free of charge through various OSU site licenses.
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 <sup>rd</sup> party tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning “Master Course” template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

### Reviewer Information

- Date reviewed: 3/4/21
- Reviewed by: Ian Anderson

**Notes: Grading scale is missing.**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.