

Prof. Sheryl Kroen  
stkroen@ufl.edu  
Class time: Thursday, 3-6PM

219 Keene-Flint Hall  
273-3384  
Off. Hrs: Mo. 12-1:30; Th.:1-2:30

## **Second Year Seminar EUH 5934**

The second year seminar is required for all PhD students in the second year, and strongly recommended for MA students in the second year. Its goal is to help students to write the second year research paper required of all second year students. Our focus will be on: defining your source base (both primary and secondary), establishing your argument within a historiographic conversation, working on your voice, using all the techniques historians have at their disposal (footnotes, rhetorical devices, etc.) Designed around the specific interests and needs of the students enrolled in the seminar, all reading, writing, and oral assignments will aid in this enterprise.

### **Grading:**

Regular Participation in class discussion, oral presentations	25%
Short writing assignments	25%
5-page paper on one document, Jan. 22	
Bibliography, Jan 29	
Annotated Bibliography, Feb. 5	
Outline of Paper, Thesis Statement, Feb. 12	
Draft of paper, Mar. 19	50%

Students ***will not be graded*** on the final version of their second-year paper. This paper will be evaluated only by the Graduate Committee, using the assessment guidelines explained at the end of this syllabus.

**Policy related to extensions and deadlines:** All students will submit their second-year seminar paper on the Wednesday, April 1st. The graduate committee will review the papers and submit their reports by the beginning of finals week, spring semester.

**Extensions:** Extensions will only be permitted in the case of documented family or medical emergencies and are not automatic. Requests for extensions must be submitted to the Graduate Coordinator *before* the deadline for submitting the papers.

**Statement related to accommodations for students with disabilities:** Students requesting classroom accommodation must first register with the Office of Disability Resources. The UF Office of Disability Resources will provide documentation to the student who must then provide this documentation to the Professor when requesting accommodation.

**Academic Honesty:** Copying materials and ideas from someone else (regardless of whether the someone else is a professional historian, a faculty member, or a fellow student) without attribution is plagiarism. This is true even if you do not copy a direct quote. Please review the University's honesty policy at [www.dso.ufl.edu/judicial/](http://www.dso.ufl.edu/judicial/).

## **Week-by-week Schedule:**

### **Part I: Introductions, getting the project underway:**

**Jan 8:** Introductions.

You will introduce yourselves and your research interests. This is where we get to know each other and begin the process of teaching each other about our fields so that we can help each other write all semester.

**Jan 15:** The Footnote, or How to situate your voice vis à vis the documents and the relevant secondary literature.

**Read:** 1) Natalie Zemon Davis, "Women on Top," and footnotes (especially the footnotes)

2) Emma Rothschild, Inner Lives of Empire, introduction, Chapter 1 and the footnotes for both (especially the footnotes)

3) An article, book chapter, or book of your choice, in your field.

**Discussion:** Together analyze the approaches of Natalie Zemon Davis and Emma Rothschild; each of you will present the reading you did in your field (deepening your own and everyone else's knowledge of that field).

**Jan. 22: Write a 5-page analysis of 1 document, situated within your own questions and the relevant literature in your field**

**In class: presentations and discussion of your papers.**

**Part II: Putting your projects together, talking about the process by bringing in faculty and advanced graduate students to discuss work in process.**

**Throughout this whole period of 3 weeks, you are invited to bring in a draft, or a piece of a draft as soon as you are ready to do so.**

Jan. 29: Reading and Discussion of work in progress  
**Working Bibliography due**

Feb. 5: Reading and Discussion of work in progress  
**Brief Annotated Bibliography due**

Feb. 12: Reading and Discussion of work in progress  
**Outline of paper and thesis statement due**

**A part of today's seminar will be reserved for all students in the seminar to present an update on your project: where are you? How are you approaching your paper?**

**Part III: Independent work: For the next three weeks you will work on your own. You will all meet individually with me (week one) and your advisors, and anyone else who can help you, and you will work on the draft due at the end of this period, on March 19.**

Feb. 19: No class, individual meetings with Dr. Kroen and advisors

Feb. 26: No class, work on drafts, individual meetings with advisors

**Spring break**

March 12: No class work on drafts

**Part IV: From draft to final paper**

March 19: **DRAFTS DUE**

In class: First set of presentations (1/2 the class)

March 26: Second set of presentations (1/2 the class)

**Final Paper due, Wednesday, April 1**

April 2: Conferences with professors

April 9 Conferences with professors

April 16 Class dinner!

## Assessment principles for second-year research paper:

In evaluating the second-year paper, the Graduate Committee should look for evidence of competence and potential, rather than perfection. Papers will not be assessed as to substance (which, obviously, are properly within the purview of the section and the advisor), but rather for their demonstration of scholarly skills.

To assure uniformity of assessment, we adopt the following guidelines. Each of the three main aspects set out below will be weighed equally, and papers will be graded satisfactory or unsatisfactory on each aspect, using the criteria listed below.

### A. Assessment criteria for primary-source research:

Appropriate selection of primary sources (this may include an assessment of the student's use of materials in a language other than English)

Contextualization of primary sources Analysis of primary sources Use of primary sources to support argument

*To receive a satisfactory assessment for this criterion, the student must receive a satisfactory assessment on at least three of these four categories.*

### B. Assessment criteria for use of scholarly literature:

Appropriate breadth of secondary sources (it is expected that the paper will rely on a combination of books and articles, and, to the extent possible, will engage a problem that involves both recent and older works)

Appropriate relationship between secondary sources and topic Analysis of secondary sources Use of secondary sources to frame research question

*To receive a satisfactory assessment for this criterion, the student must receive a satisfactory assessment on at least three of these four categories.*

### C. Assessment criteria for writing:

Statement of thesis or question and relationship between thesis (or question) and discussion

Structure and organization Clarity of writing Adequacy of citation form

*To receive a satisfactory assessment for this criterion, the student must receive a satisfactory assessment on at least three of these four categories.*