

Honors in History
HIST692, Spring 2010
Mondays 2-4:50 p.m., Hamilton 523

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Welcome back! You can congratulate yourself for researching and writing two chapters last semester. I hope you had a restful break and are ready to continue your good work. Please keep meeting regularly with your adviser and, of course, feel free to confer with me and your classmates whenever we can be useful.

Two deadlines are extremely important for you to keep in mind:

(1) If you and your adviser expect that your thesis will be recommended for *highest honors*, you must meet with your two-person orals committee and submit two copies of your thesis to Wanda Wallace by *Thursday, April 1, at 3:00 p.m.* The History Department Prize Committee will then decide which theses merit highest honors (no more than 1/3 of the theses).

(2) To graduate with *honors*, you must meet with your two-person orals committee and your adviser must email a note of approval to Wanda Wallace and me by *Friday, April 9, at 3:00 p.m.*

These deadlines are non-negotiable.

If you haven't already, you need to identify a faculty member to serve as your second reader on the orals committee. You should make the necessary contacts and have your second reader on board by mid-February. He or she will need a copy of your thesis at least a week prior to the committee meeting and may want to be involved sooner. Feel free to talk with me (as well as your adviser) about who would be appropriate.

As the semester begins, you should be beginning to:

- revise your first two chapters based on the feedback you have gotten
- research and draft your final chapter (due the week of Feb. 1!)

Class Schedule

January 11— Thinking about the Next Chapter

Assignment:

Bring to class the working titles of the thesis and each chapter.

January 18—No Class—MLK Day

Assignment:

By *Tuesday, January 19, at 5 p.m.*, email to me, your adviser, and your group at least 3 pages of your third chapter.

January 25—Drafting the Next Chapter

Assignments:

- (1) By class time, read your partner's assignment from last week and those of the rest of your group if you have time.
- (2) By class time, email your adviser, your group, and me four more pages of your new chapter.
- (3) Be prepared to discuss the *argument* of your next chapter.

February 1—No Class

Assignment:

Draft of third chapter due to your adviser, me, and your group

Group 3 by 2 p.m., Monday, Feb. 1

Group 1 by 2 p.m., Tuesday, Feb. 2

Group 2 by 2 p.m., Wednesday, Feb. 3

February 8—Small-Group Discussion of Third Chapter

The class will meet in small groups at different times during the class period.

Group 1: 2-2:50

Group 3: 3-3:50

Group 2: 4-4:50

Assignments:

- (1) If you have not already done so, identify a potential second reader (in consultation with your adviser). Arrange to meet with that person to discuss your project and ask her/him to be your second reader. By class time, email me the status of your search.
- (2) Read the drafts of the other members of your group. (If you are pressed for time, spend the most time on your partner's draft.) As you read, consider the following questions:
 - What is the chapter's argument? (Is there one?) How persuasive is it?
 - Does the narrative move steadily forward, or does it go off track?
 - Are there gaps that the author needs to fill?
 - What else do you find particularly effective or interesting?
 - In what other ways could the author improve the chapter?

February 15—Small-Group Discussion of Revisions

The class will meet in small groups at different times during the class period.

Group 3: 2-2:50

Group 2: 3-3:50

Group 1: 4-4:50

Assignment:

Select your weakest chapter, print it out, and diagnose it using the following guidelines as discussed in Booth, et. al (ch. 14):

- (1) Mark the outer frame of the chapter—introduction and conclusion. Then underline one sentence in each that states your main claim.
- (2) Mark the major sections of your chapter. Underline the main-point sentences for each section.
- (3) In the introduction, circle key thematic concepts. If you only find a few in the introduction, move to the conclusion and circle key thematic concepts there. Trace whether these concepts appear in your main-point sentences you underlined in each section.
- (4) Combine the main-point sentences you have underlined into a single paragraph.
- (5) Bring your paragraph and marked-up chapter to class.

February 22—No Class

Assignments (both due Feb. 22):

(1) Email me, your adviser, and the members of your group:

- the title of your thesis
- your overall argument
- the title and argument of each chapter

(2) Give to your adviser and your partner:

- all three revised chapters



(cartoon credit: Danny Shanahan, *New Yorker*)

March 1—Discussion of Revised Thesis

The class will meet all together at 2.

Assignments:

(1) Read your partner's thesis. Write up answers to the following questions and email them to me and your partner *by Monday at 9 a.m.*:

- What is the overall argument of the thesis?
- How does each chapter advance that argument?
- Having read the entire thesis, how persuasive do you find the argument?
- In what ways could the author improve the thesis?

(2) Read your own thesis. Write one page on what your thesis is arguing and why it is important. Email it to me and your adviser *by Monday at 9 a.m.*

(3) *By March 5*, register your thesis title on the Honors Website.

March 8—No Class—Spring Break

But it would be wise to spend some of this time reading over Booth, et. al, ch. 14 and beginning to draft your introduction and conclusion.

March 15—No Class

Assignment:

Draft of your introduction and conclusion due to your adviser, me, and your partner

Group 1 by 2 p.m., Monday, March 15

Group 2 by 2 p.m., Tuesday, March 16

Group 3 by 2 p.m., Wednesday, March 17

Read chapter 16 of *The Craft of Research* if you need inspiration.

March 22—The Home Stretch—Large Group Meeting

Think of this meeting as preparation for the discussion with your orals committee.

Assignment:

Write up comments on your partner's introduction and conclusion and email them to your partner and me or bring them to class.

March 29—No Class

I will be available in my office (Hamilton 466) for individual meetings.

Thursday, April 1, 3:00 p.m.: Orals committee nomination for highest honors due

For your thesis to be eligible for highest honors, you must meet with your adviser and second reader before this deadline. You must give a complete draft to each of them one week prior to that meeting. If your committee nominates you for highest honors, you must deliver two copies of your entire thesis to Wanda Wallace by this deadline.

April 5—No Class

Friday, April 9, 3:00 p.m.: Orals committee report for honors due

For your thesis to be eligible for honors, you must meet with your adviser and second reader before this deadline. You must give a complete draft to each of them one week prior to that meeting.

April 12—No Class

April 19—Class Reunion

Bring a poem, song, piece of prose, photograph, joke, cartoon, or thought to commemorate the experience we have shared since August.

We will also discuss the Honors Symposium.

April 26—No Class

Monday, April 26, 10:00 a.m.

Submit to Wanda Wallace two final copies (proofread) on 100% cotton, 20-lb bonded paper, with signatures of your adviser and second reader on the title page.

Thursday, April 29, 2:00 p.m. – 5:00 p.m.

Honors Symposium for faculty, graduate students, prospective honors thesis writers, and friends.

Tuesday, May 4, noon: Lunch at the Carolina Club

The History Department will host a luncheon for you and your adviser to celebrate your accomplishment.