Course description and objectives

This seminar seeks to provide an environment of exposure, support, and criticism for writing projects. Each student is expected to complete a substantial writing project that is based on work in original primary sources, and to present that work to the class for criticism and revision.

Our common topic concerns the American South and the American nation: our purview will not be confined to one region, and students in though we will look for ways to exact comparisons across regions. Students will enter the class at different stages of work; some will begin work in the sources toward a new project, others will use the class to complete a M.A. paper, others will prepare dissertation prospectuses, still others will be presenting dissertation chapters. But the common goal will be to provide a challenging atmosphere that encourages progress.

It is expected that those students who have not yet completed a significant piece of research and writing will learn how to work with identify and refine a topic, locate and use primary sources, and frame an argument and interpretation. Students with more experience in thinking, writing, and working with sources should see the class as opportunity for engagement and intellectual community.

Each student is expected to identify a project early in the semester, and then to prepare a schedule for its completion by the end of the semester. At the beginning of the semester, students will submit a proposal outlining the topic and purpose of the research project. The proposal will also specify the research questions that the project will attempt to answer, describe in as much detail as possible the research strategy that will be employed, and present the beginnings of a bibliography.
Another important part of the class is gain experience in constructively criticizing your peer’s work—as well as in receiving criticism. I will assign students to serve as critics on a rotational basis, and I will expect that useful criticism will emerge as a result. I will also ask all students to think constructive strategies for revision that try to incorporate criticisms.

There will be only a few common readings. Students will also be expected to attend the Milbauer Seminar, which will meet three times in the semester and will require some advance preparation. For more information about the latter, see plaza.ufl.edu/linkwa/milbauer.htm

**Required readings:** These will be assigned by students, according to their presentations and posted on the website. Each student will be asked to provide suggestions of readings in advance of class; these should be an article or book chapter. I will make these available in electronic form.

**Evaluation:**

Course grades calculated on the following basis: discussion, 25 percent; peer review, 15 percent; paper preparation, 20 percent; final paper 40 percent.

**NB: As a matter policy, I do not give out incompletes.**

**Minimal expectations:**

1. Attend all classes.
2. Complete the assigned weekly readings before each class.
3. Criticize your peers’ work constructively.
4. Participate regularly in class discussions.
5. Complete all papers by the deadline. Late papers will be penalized by a full grade for every 24 hours.

**Writing assignments:**

1. At various stages in the semester: a project proposal of 500 words, a working bibliography, an outline, and a class presentation draft of approximately 8 pages.
2. I expect the completion of the equivalent of a short article-length paper (somewhere between 15-20 pages) by the end of the semester. The writing project should go through at least one draft, and perhaps more.

Course schedule:

**NB: this schedule is subject to revision by the instructor. Changes will be posted on the course website and students notified immediately.**

WEEK 1 January 9: Class introduction

WEEK 2 January 16: Paper topic presentations

Students should come prepared to provide a 10-minute presentation of your projects. Include the following: 1) the 3-5 most important works influencing the project; 2) the central questions governing the study; and 3) the sources and their availability.


WEEK 3 January 23: Attend Milbauer seminar, with Dr. Peter Carmichael Friday, January 26th

Progress reports, conferences with instructor


WEEK 4 January 30: Preliminary bibliographies (send by email to me no later than Monday @ 5)

Student presentation (please provide a reading copy of a conference style paper, no longer than 8 pages, outlining your work. Please circulate no later than Monday @ 5): Heather (critic, Bill Mercer)
Jim Flook (critic, Angie)  
Taylor Patterson (critic, Jim Broomall)

Read:  McGuire “‘It Was like All of Us Had Been Raped’”; Neely, *The Fate of Liberty*, ch. 3; Whites, Gender Matters, "Home Guards and Home Traitors: Loyalty and Prostitution in Civil War St. Louis."

WEEK 5  February 6:  Student presentations  
Angie Zombek (critic, Brian)  
Bill Mercer (critic, Ben Miller)  
Dalvin Devine (critic, Jess)


WEEK 6  February 13:  Student presentations  
Andrew Amron (critic, heather)  
Ken Kasperski (critic, Ben)

Reading:  Sitkoff, “African American Militancy in the World War II South”; Kramer, *Race, Empire, the United States, & the Philippines*, ch. 3.

WEEK 7  February 20:  Attend Milbauer seminar, with Dr. Laura Edwards Friday, February 24th  
Progress reports, conferences with instructor

WEEK 8  February 27:  Student presentations  
Brian (critic, Taylor)  
Jim (critic, Andrew)  
Ben (critic, Ken)
Jess (critic, Dalvin)

Reading: Hahn, A Nation Under Our Feet, ch. 1; Mahon and Weisman, “Florida’s Seminole and Miccosukee Peoples”; Faust, “Christian Soldiers: The Meaning of Revivalism in the Confederate Army.”

WEEK 9 March 6 Attend Milbauer seminar, with Dr. Kevin Kruse, Friday, March 9th

WEEK 10 March 13: Spring Break

WEEK 11 March 20: 1st drafts

Heather, Jim, Taylor

*Here and below: Please circulate to class by Friday of week before. Critic will be responsible for leading discussion.*

**Final drafts due April 10**

WEEK 12 March 27: 1st drafts

Angie, Bill, Dalvin

**Final drafts due April 17**

WEEK 13 April 3: 1st drafts

Andrew, Ken

**Final drafts due April 24**

WEEK 14 April 10: 1st drafts

Brian, Jim, Ben, Jess

**Final drafts due May 1st**
WEEK 15 April 17: Revisions

*Meet in conferences with instructor*

WEEK 16 April 24 Final drafts due

*Meet in conferences with instructor*