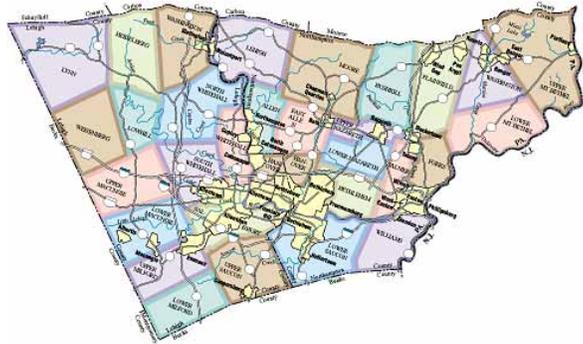


History 393: The Lehigh Valley in the Twentieth Century



Professor: Jane Berger
Meetings: Mondays, 10:20-12:55
Location: PPHAC 103

email: bergerj@moravian.edu
Office hours: T/Th 10:15-12:15
and by appointment
Office: 301 Comenius Hall

Course Description:

This 300-level history class is a writing seminar. Over the course of the semester, you will write an article-length paper on a topic of your choice that has relevance to the history of the Lehigh Valley during the twentieth century. Your final paper will reflect your understanding of the historiographical debates that exist concerning your topic. It will also make an original contribution to the scholarship on your topic that is backed up by the research using primary sources that you will conduct.

In addition to providing you with an opportunity to put together the skills you have honed in your 100- and 200-level history classes (interpreting primary sources and grappling with historiography), this course is designed to give you practice using methodologies commonly used by people who research local history. For example, you will be required to conduct an oral history, work with quantitative data (numbers), search for sources in an archival collection, peruse historical newspapers, and analyze critically the built-environment.

As the result of your involvement in this class, you will have the opportunity to learn about the history of the Lehigh Valley during the twentieth century. Additionally, you will read and think about the significance of considering the local when evaluating national and global history. History textbooks and scholarly monographs frequently make generalizations about the entire nation when chronicling the history of the twentieth century. Over the course of the semester, think about how attending to local history influences the way you understand national and global history?

Students are expected to have completed the readings assigned for each class by the start of the class meeting.

Learning Goals:

By the end of the course, students should have improved their ability to:

- 1.) Write a thesis-driven paper comprised of paragraphs and sections with identifiable and logically-linked arguments that incorporates insights gleaned from both primary and secondary sources.
- 2.) Approach writing as a process that involves on-going reflection and revision.
- 3.) Utilize methodologies frequently used by those who study local and relatively recent history.
- 4.) Analyze secondary sources (articles and books) written by historians for the theoretical arguments their authors make about the causes of historical change.

- 5.) Critically evaluate secondary sources written by historians by identifying perspectives their authors develop well and overlook.
- 6.) Critically analyze a wide variety of primary sources.
- 7.) Give and receive constructive criticism.
- 8.) Orally present your work in a manner that effectively communicates your points and engages your audience.
- 9.) Think and read critically. As you analyze primary and secondary sources, you will have to think carefully about the assumptions the source's authors or creators are making and the points of view they are trying to convince you to believe. The critical thinking and reading skills you develop should help you become more discerning interpreters of the information you encounter in all aspects of your life.

Assignments and Exams:

Proposal: 5%
Oral History write-up: 5%
Historiographical Abstracts: 5%
Outline: 5%
Two Sets of Primary Source Notes: 5% (2.5% each)
Four Paper Chunks: 40% (10% each)
Full Rough Draft: 5%
Final Draft: 10%
Presentation: 10%
Peer Reviews and Participation: 10%

Attendance, Make-Up Exams and Late Papers:

Class attendance is critical to your performance in this class. Attendance will be monitored, and unexcused absences will be frowned upon and imperil students' participation grade. Because this class meets only once a week, students who accrue more than one unexcused absence run the risk of having their final grade lowered a full step (i.e. A to B, B to C, etc.).

Students will be penalized for turning in assignments late. Grades will be lowered by 1/3 of a grade for each day an assignment is late. In other words, an A assignment will become an A- assignment if it is one day late, a B+ assignment if it is two days late, etc. Because we will be doing a lot of peer reviewing in this course, it is important that you be courteous of your classmates and the professor and complete assignments on time.

Academic Honesty:

Plagiarism or any other form of academic misconduct will be dealt with in accordance with Moravian College's Academic Honesty Policy as described in the Student Handbook. The

Handbook describes plagiarism as: “the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author. This principle applies to professional scholars as well as to students....All work that students submit or present as part of course assignments or requirements must be their own original work....When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks...and be accompanied by an appropriate citation.” We will be discussing footnoting and other forms of citation in our class.

Disability Policy:

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Class Schedule:

Jan. 14: Introduction

Website: <http://www.bapl.org/lochist/histhome.htm>

Jan. 21: Dr. Martin Luther King’s birthday observed- No Class

Jan. 28: Choosing a Topic, Asking Good Historical Questions and Citing Your Sources

Reading Assignment: *Nearby History*, chapters 1 and 2

Crisis, Prefaces and chapters 1-3

Due: Proposal (Students must meet with the professor during the week of Jan. 28 to discuss proposals. Come prepared with at least three questions about your project.)

Feb. 4: Working in Archives and Conducting Oral Histories

Guest Speaker: Rick Subber, Moravian ’69, MBA ’95

Reading Assignment: *Nearby History*, chapters 5 and 6

Crisis, chapters 4-7

Handout on conducting oral histories,

Due: Primary source notes (The equivalent of 2-3 single spaced pages of notes with appropriate citations.)

Feb. 11: Using Quantitative Data and Published Sources

Reading Assignment: *Nearby History*, chapters 3 and 4

Crisis, chapters 8-12

Due: Historiographical Abstracts (Summaries of at least five secondary sources on your topic with appropriate citations. Your summaries should indicate how the book or article relates to your project, and each abstract should be about half a page.)

Feb. 18: Interpreting Visual Documents and Artifacts

Reading Assignment: *Nearby History*, chapters 7 and 8

Crisis, chapters 13-17

Due: Oral History paper

Due Feb. 24 by 9 am to Dr. Berger and writing group members: Chunk One

Feb 25: Interpreting the Built Environment and Peer Reviews

Reading Assignment: *Nearby History*, chapters 9 and 10

Crisis, chapters 18-21

Due: Paper Outline

March 4: Spring Break

Due March 10 by 9 am to Dr. Berger and writing group members: Chunk Two

March 11: Connecting Local and National History and Peer Reviews

Reading Assignment: *Nearby History*, chapters 11 and 12 and Appendices

Due: Primary source notes (the equivalent of 2-3 single-spaced pages of notes with appropriate citations) and a paragraph connecting your local topic to national history

Due March 17 by 9 am to Dr. Berger and writing group members: Chunk Three

March 18: Connecting Local and Global History and Peer Reviews

Due: A paragraph connecting your local topic to global history

Due March 24 by 9 am to Dr. Berger and writing group members: Chunk Four

March 25: Constructing a Strong Thesis, Writing Introductions and Conclusions and Peer Reviews

April 1: Individual meetings with the professor: no class meeting

Due: Type and bring to the meeting three questions you have about your paper and a list of five revisions you intend to make to your draft.

Due by April 5 by 5 pm to Dr. Berger and your peer reviewers: Full draft with introduction and conclusion

April 8: Peer Review of Full Draft with Introduction and Conclusion

Due: At least one paragraph describing revisions you made to the body of your paper based on the comments you have received so far from the professor and your writing group members.

April 15: Paper Presentations

April 22: Paper Presentations

The final draft of your paper is due two days after your presentation.