Prof. Riney-Kehrberg **History 468** **9:30-10:50 T, Th**

HISTORY OF RURAL AMERICA

This semester, we will be exploring the history of rural America. We will be approaching this subject from the perspective of social history -- the history of individuals, their families and their communities. We will be reading about and discussing this topic extensively, and your attendance and participation will be critical to the success of the class.

Required Texts:

Bloom, Stephen G. *Postville: A Clash of Cultures in Heartland America*.
Burlend, Rebecca, *A True Picture of Emigration*.
Hagood, Margaret Jarman. *Mothers of the South: Portraiture of the White Tenant Farm Woman*.
Ise, John. *Sod and Stubble: The Story of a Kansas Farm.*
Ulrich, Laurel Thatcher, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812.*
Yetman, Norman R. *When I Was a Slave: Memoirs from the Slave Narrative Collection*.

Other articles as assigned, available on WebCT

Assignments:

Midterm Exam		200
Final Exam		200
Paper Proposal		25
Outline	25	
Thesis and introduction		50
First draft, term paper		100
Final draft, term paper		300
Participation		100
Total Points Possible		1000

Grading scale:
1000-930, A; 929-900, A-; 899-875, B+; 874-830, B; 829-800 B-; 799-775, C+; 774-730, C; 729-700, C-; 699-675, D+; 674-630, D; 629-600, D-; 599 or less, F.

A detailed description of all *writing assignments* follows. The midterm and final *exams* will be substantial take home essay exams. ***Please note:*** You are required to keep an extra copy of all written assignments, as well as copies of all graded assignments that I have returned to you. They must be retained until grades have been posted at the end of the semester, in the event of any questions.

September 2	**"**Sins of Our Mothers." Video and discussion.
September 4	Research in rural history.
READING:	Continue Ulrich.

Week Three

September 9	Discuss Ulrich, *A Midwife's Tale*
September 11	Antebellum southern rural world. **Paper proposals due.**
READING:	Conclude Ulrich by Tuesday; begin Yetman.

Week Four

September 16	Discuss Yetman, *When I Was a Slave.*
September 18	Antebellum northern rural world.
READING:	Conclude Yetman by Thursday; begin Burlend.

Week Five

September 23	Discuss Burlend, *A True Picture of Emigration*. Hand out Midterm Exam.
September 25	The Civil War and the South.
READING:	Conclude Burlend by Tuesday. Begin Ise (Ise will not be on the exam).

Week Six

September 30	**Midterm Exam due**, 9:30. No class.
October 2	Settling the Plains.
READING:	Continue Ise.

Week Seven

October 7	Discuss *Sod and Stubble*.
October 9	Was rural really different? Women.
READING:	Conclude Ise by Tuesday.

Week Eight

October 14	Was rural really different? Children. **Paper outlines due.**
October 16	A Nation in Transition: the late 19th and early 20th centuries.
READING:	Begin reading Hagood.

Week Nine

Finals Week, December 15-18

Take home exam, due date to be announced.

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Writing Assignment

In preparing writing assignments this semester, students should be aware of the definition of plagiarism, and its consequences. Students engaging in plagiarism, or in other forms of academic dishonesty, will be penalized to the extent allowed by the university. In every case, your work should be your own independent work. Please read carefully the statement on plagiarism at the end of the syllabus.

Please Note: I will NOT accept written work electronically. Assignments MUST be handed in on PAPER.

Term Paper: You will be required to write a substantial, typed, double spaced, primary source research paper. Required page lengths are as follows:

Undergraduate: 8-10
Graduate: 25-30

The boundaries of the assignment are that your paper must be about an historical topic related to rural America before **1990**. Although informed by secondary material (writings by historians about a particular topic), your writing must rely most importantly on primary sources -- those generated in the place and time about which you are writing. For example, if you wanted to write about women's roles within American farm families, you would read diaries, letters, and other documents generated by women with those experiences. Another way to put it is this: Primary source materials are the documents that survive from the past. They are letters, diaries, newspapers, the Census, and other similar sources. Such sources are often printed, but many are available on microfilm. Other primary sources are held by government or private archives: for example, the Special Collections Department in Parks Library has a number of collections of farm families' papers. You should make use of two or three secondary sources, and five OR MORE primary sources, at an absolute minimum.

Some Notes on Sources: I do not allow the use of Wikipedia, or other encyclopedias, web-based or otherwise. Additionally, if you plan to use ANY internet sources, you must clear them with me before using them. This means bringing the web address to me during my office hours, and looking at the site with me. Failure to have a web source approved ahead of time will result in the loss of one letter grade per unapproved web source.

Writing Your Proposal: You absolutely must turn in a paper proposal at the beginning of class on September 11. I will not grade any paper handed in without a proposal, period. Your first thoughts about this needn't be set in stone, but you must at least begin with a proposal. Should

should be a complete draft, typed, double-spaced, pages numbered, foot or end noted properly. It should be in 12 point font, with one inch margins on all sides. I also expect to see a complete bibliography, in proper form. Take a careful look at the rules on plagiarism listed below. Please do not enclose your paper in any sort of binder! Put a title page on it, and staple the paper in the top, left hand corner. Neither the title page nor the bibliography are to be included in your total page count.

Plagiarism and Documentation

Plagiarism is using the words or ideas of others without giving credit where credit is due. The rule is that you must give prompt acknowledgment that you have used someone else's ideas by means of a note that refers to the page or pages in question. Paraphrases of someone else's ideas must be cited. You must acknowledge using an author's words either by using quotation marks for a short quotation or, for one longer than five typed lines, in an indented, single-spaced block in your text. Failure to do so is plagiarism.

According to page 13 of Iowa State University's *Student Policies and Practices* handbook, "Unacknowledged use of the information, ideas, or phrasing of other writers is an offense comparable with theft and fraud, and it is so recognized by the copyright and patent laws. Literary offenses of this kind are known as plagiarism. One is responsible for plagiarism when: the exact words of another writer are used without using quotation marks and indicating the source of the words; the words of another are summarized or paraphrased without giving the credit that is due; the ideas from another writer are borrowed without properly documenting their source. Acknowledging the sources of borrowed material is a simple, straightforward procedure that will strengthen the paper and assure the integrity of the writer. . . . Academic dishonesty is considered to be a violation of the behavior expected of a student in an academic setting as well as a student conduct violation. A student found responsible for academic dishonesty or academic misconduct is therefore subject to appropriate academic penalty; to be determined by the instructor of the course, as well as sanctions under the university *Student Disciplinary Regulation*s."

In other words -- know what plagiarism is, and DON'T DO IT. Give credit where credit is due, and cite the sources of ideas, paraphrases, and quotations. Use either footnotes or endnotes, in proper form, on all course papers. Of course, purchasing or "borrowing" a paper is equally a case of academic dishonesty, as is copying one off the Internet. Be warned! Professors surf the net, too!

A NOTE ON THE PROFESSOR'S PET PEEVES, or writing rules you should observe this semester:

History is about the past. It is always written in the past tense.
Use the active voice. I want to know who is doing what to whom, always.
Do not use impact as a verb.