

UNIVERSITY OF COLORADO AT COLORADO SPRINGS
DEPARTMENT OF HISTORY
FALL 2010

CHRISTIAN AND ISLAMIC SPAIN/NORTH AFRICA

Course:	HIS3000: Spain/North Africa	Professor:	Dr. Roger L. Martínez
Course Section:	007	Office:	Columbine Hall 2046
Call#:	28455	Office Hours:	-Mon and Wed, 12:40-1:40 pm -Tue, 4:20-5:20 pm -Additional hours by appt.
Course Room:	COB 116	Telephone:	719-255-4070
Course Time:	Tue 1:40-4:20 pm	Email:	rmartin8@uccs.edu
Course Site:	UCCS BlackBoard		

COURSE DESCRIPTION

In this historical survey of the Spain and North Africa during the Middle Ages (600 c.e. to 1500 c.e.), we will explore the collapse of Visigothic Spain, the Islamic conquest and foundation of al-Andalus, the Spanish Christian Reconquest of the Iberian Peninsula, the splendor of the 2nd Umayyad Caliphate of Cordoba, the Almoravid and Almohad Dynasties, and finally, the creation of a unified, Catholic Spain.

REQUIRED TEXTS AND READINGS

- *A Vanished World: Muslims, Christians, and Jews in Medieval Spain* (Paperback). Author: Chris Lowney. ISBN: 978-0195311914
- *Medieval Iberia: Readings from Christian, Muslim, and Jewish Sources* (The Middle Ages Series) (Paperback). Author: Olivia Remie Constable. ISBN: 978-0812215694
- *A Mediterranean Society: An Abridgment in One Volume* (Paperback). Author: S. D. Goitein. ISBN: 978-0520240599.
- *Reconquest and Crusade in Medieval Spain* (The Middle Ages Series) (Paperback). Author: Joseph F. O'Callaghan. ISBN: 978-0812218893
- *Inquisitorial Inquiries: Brief Lives of Secret Jews and Other Heretics* (Heroes and Villains Series) (Paperback). Author: Richard L. Kagan. ISBN: 978-0801879241
- Other readings as assigned and posted to Blackboard and/or available via the UCCS Library.

COURSE REQUIREMENTS, ASSIGNMENTS, ATTENDANCE, AND GRADING

Your performance in the course will be assessed based on a mix of assignments and in-class participation. All written work should be submitted in class on the deadlines specified in the syllabus. Late assignments will not be accepted. At least one week prior to each assignment deadline, you will receive specific instructions on how to complete the assignment.

Requirements:

- Read All Texts
- Preparation of Weekly Discussion Questions and Reading Selections
- 25-30 pages of written work

Assignments

As I have designed this course with a student-driven approach in mind, you will be able to select a portion of your mix of assignments – 25% of your assignments are mandatory ones that I have selected, whereas you will be able to select the remaining 75% of your assignments.

Required Assignments (25% of your Final Grade)

- Preparation of Weekly Discussion Questions and Reading Selections (15%)
 - For each book that we read (*A Vanished World, Reconquest and Crusade in Medieval Iberia, A Mediterranean Society, and Inquisitorial Inquiries*) you will prepare book discussion questions for each chapter. You will also select 1-3 paragraphs to be shared with the class during our discussions. You should be prepared to read these selections aloud in class.
 - In addition, for the documents reader (*Medieval Iberia*), you will be assigned corresponding selections to be read with the main texts (listed above) for the course. From these assigned sections, you will select one document from *Medieval Iberia* and prepare one question and one observation for that document.
 - See the attached document, *Book Discussion Template*, for specific guidance.
- Final Course Essay (10%)
 - This short 3-4 page assignment will involve preparing a final essay on one theme that unified or tore apart the peoples of Spain and North Africa during the Middle Ages.

A La Carte Assignments (Your Selections Must Equal 75%):

- Book Reviews (4-5 pages) for *A Vanished World, Reconquest and Crusade in Medieval Iberia, A Mediterranean Society, and Inquisitorial Inquiries*. (75%) The “standard” of the history seminar that requires you to identify and analyze a book’s argument, organization, sources, and method of argumentation. Each book review will account for 18.75% of your final course grade. For instructions on how to complete this assignment, see the *Book Review Assignment Instructions* at the end of the syllabus.
- Class-Constructed Wiki Website on Central Themes (50%). Each student contributing to the Wiki will offer: formal observations and notes, questions and proposed answers to those questions, reading selections and observations about those readings, and identify several corresponding scholarly and popular sources on that can be found on the web. The Wiki will be arranged along the line of central themes and we will populate the Wiki each week with our readings. The key themes might include politics and governance, economics, social and family relations, religious beliefs and practices, and cultural attitudes. You should expect to prepare about 12 pages of mixed materials (images, text, hyperlinks) for the Wiki over the course of the semester.
- Research Project/Papers (15-20 pages) and Formal Presentation (75%). You will select a topic within three weeks, work on your paper for the rest of the semester, and then give a 15-20 minute formal presentation at the end of class. Research papers will involve a five-stage process: research topic and question identification (5%), prospectus and preliminary bibliography (10%), preliminary research

findings report and paper outline (2-3 pages) (10%), formal presentation (10%), and final paper (40%). See *The Research Paper Process* document at the end of the syllabus.

- Reacting to the Past: Spanish Inquisition Trial (25%). Just like it sounds. We would re-enact a Spanish Inquisition trial where there will be one prosecution team and one defense team for a specific case discussed in *Inquisitorial Inquiries*. For this assignment each person will prepare a 4 page-legal brief and participate in the trial. The trial will require each team to prepare and deliver a 30-minute argument of the case. Each person will present a 10-minute section of their prosecution or defense “argument”. Additionally, there will be prosecution and defense “rebuttal” presentations of no more than 10 minutes total per team. Students that do not participate in the trial will serve as jurors and decide the outcome of the case. Like the all other assignments, you will receive extremely detailed guidelines for this assignment two to three weeks before the trial.

Attendance

If you must be absent, you may receive an excused absence if you provide a valid doctor’s note or another verification from a school official (for extracurricular activities). Also, when possible, please notify me via email if you know you will be absent from class. Notes from parents are not valid excused absences. If you have four or more unexcused absences (the equivalent of missing two weeks of class) then you will receive an automatic failure for the course. Class attendance is not optional.

My Teaching Philosophy, Grades, Returning of Your Assignments, and Class Grade Distributions

My teaching philosophy focuses on three elements: personal best efforts, improvement, and engagement. Although I must evaluate your work in relationship to your peers, I am most interested in your personal effort to do your best. I absolutely take into consideration your improvement over time and the level of effort you dedicate to your work. If I see that you are working hard in the course, I will reward you for that effort. If I see that your work stagnates or that you repeatedly do not attempt to respond to my comments on your papers, your grades will suffer.

Your assignments will be assigned either a number or letter grade. For grade calculation purposes, I will use the following letter-number equivalents: A+ (above 97), A (93-96), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), and F (below 60).

Most assignments will be graded and returned to you within two weeks of the date that you turned in the assignment.

Although I do not use a bell-curve when assigning grades, through teaching experience I have learned that most students earn low B’s and high C’s on their first and second assignments. However, I typically see most students’ grades on future assignments rapidly improve by a letter grade after this point.

Lastly, I do not believe I need to assign a certain number of Cs, Ds, or Fs to make the course appear “rigorous”. If your work is solid and consistently good, you will most likely earn a B or B+ in my course. If your work is excellent, that is your writing is clear, insightful, and free of grammatical/writing errors, you will earn an A- or A. I seldom award a 100 or an A+ because I do not believe that perfection exists. Similarly, I seldom award Fs. I also find Ds to be uncommon.

At the end of the semester as I review final grades, I will typically raise a student’s grade by a partial letter grade (for example, from a B+ to an A-) if they’ve demonstrated they did their personal best, improved over time, and were engaged in class discussions and their work.

ELECTRONIC DEVICES IN THE CLASSROOM

You are permitted to use a laptop to take notes in class, but you should *disable your wireless Internet access*. In addition, during class you should keep your mobile phone in your bag and muted or off. ***I reserve the right to ask you to leave the classroom if you cannot follow these requirements as well as you will be assigned an unexcused absence for the day.***

STUDENTS WITH DISABILITIES

If you have a disability for which you are requesting an accommodation, you are encouraged to contact Disability Services within the first week of classes. Disability Services is located in Main Hall #105. The DS phone # is 255-3354. Additional information can be found at <http://www.uccs.edu/~dservice/index.htm>.

ACADEMIC INTEGRITY

You are expected to abide by the university's *Student Code of Conduct* and policies pertaining to academic integrity. All cases of academic dishonesty, cheating, and plagiarism will be handled per the university's policies. You should complete all of your assignments independently, unless you are given specific instructions to the contrary. For the specifics of *Student Code of Conduct*, please read <http://www.uccs.edu/~dos/studentconduct/studentcode.htm>. More information on academic dishonesty can be found at <http://www.uccs.edu/~dos/studentconduct/academicdishonesty.html>.

CLASS SCHEDULE

I. August 24

Course Introduction

- Discussion of a *Student-Driven Approach to the Course*
- Brief Overview of Spanish and North African History
- Film: Islamic Spain

II. August 31

Overview of Spain and North Africa and *A Vanished World*

Class Activities

- 1st Half of Class (1:40-2:55)
 - Discussion: Review and Selection of Assignments (15 minutes)
 - Lecture/Q&A: The Early Medieval World (30 minutes)
 - Lecture/Q&A: A Brief Overview of Islam (30 minutes)
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Discussion of Readings: *A Vanished World* - The Preface, Introduction, and Chapters 1-5. (pp. 1-78).
 - Discussion of Readings: "Two Accounts of the Muslim Conquest" from *Medieval Iberia*, pp. 28-32. On these two readings, just think about why they seem different. Additionally, I'd like you to select one other document from *Medieval Iberia* ("The Visigothic Kingdom" and "The Muslim Arrival and Christian Reaction") from pages 1 through 42. It can be any document. Likewise, I'd like you to propose one question and one observation about this individual document so that we can discuss it as well.

Assignments Due In Class or Posted to Blackboard

- *Book Discussion Notes* for *A Vanished World* pp. 1-78 & one document from *Medieval Iberia* (pp. 1-42)

**III. September 7
Labor Day Holiday**

- **Labor Day Holiday**

**IV. September 14
An Overview of Spanish North African History as Depicted in *A Vanished World***

Class Activities

- 1st Half of Class (1:40-2:55)
 - Discussion of Readings: *A Vanished World* - Chapters 6-13. (pp. 79-176).
 - Discussion of Readings: Select one other document from *Medieval Iberia* (“Umayyad al-Andalus and the Northern Kingdoms”) from pages 43-72. It can be any document. Likewise, I'd like you to propose one question and one observation about this individual document so that we can discuss it as well.
 -
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Review and Discussion of Wiki Research for Chapters 6-13 (A Student-Led Activity)

Assignments Due In Class or Posted to Blackboard

- *Book Discussion Notes* for *A Vanished World* pp. 79-176
- *Wiki postings* for *A Vanished World*

**V. September 21
An Overview of Spanish North African History as Depicted in *A Vanished World***

Class Activities

- 1st Half of Class (1:40-2:55)
 - Discussion of Readings: *A Vanished World* - Chapters 14-20 and Epilogue. (pp. 177-268).
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Review and Discussion of Wiki Research for Chapters 14-20 and Epilogue (A Student-Led Activity)

Assignments Due In Class or Posted to Blackboard

- *Book Discussion Notes* for *A Vanished World* pp. 177-268
- *Wiki postings* for *A Vanished World*
- *Comprehensive Book Review* for *A Vanished World*
- *Research paper topic and question identification assignment*

VI. September 28

Reconquest and Crusade in Medieval Spain

Class Activities

- 1st Half of Class (1:40-2:55)
 - Discussion of Readings: *Reconquest and Crusade...* - Preface and Chapters 1-4. (pp. xi-98).
 - Discussion of Readings: Select one other document from *Medieval Iberia* (“Christian Expansion, Integration, and Urbanization”) from pages 109-172. It can be any document. Likewise, I'd like you to propose one question and one observation about this individual document so that we can discuss it as well.
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Review and Discussion of Wiki Research for the Preface and Chapters 1-4 (A Student-Led Activity)

Assignments Due In Class or Posted to Blackboard

- *Book Discussion Notes* for *Reconquest and Crusade...* pp. xi-98.
- *Wiki postings for Reconquest and Crusade*

VII. October 5

Reconquest and Crusade in Medieval Spain

Class Activities

- 1st Half of Class (1:40-2:55)
 - Discussion of Readings: *Reconquest and Crusade...* - Chapters 5-9. (pp. 99-216).
 - Discussion of Readings: Select one other document from *Medieval Iberia* (“Society Under Christian Rule”) from pages 237-314. It can be any document. Likewise, I'd like you to propose one question and one observation about this individual document so that we can discuss it as well.
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Review and Discussion of Wiki Research for the Preface and Chapters 5-9 (A Student-Led Activity)

Assignments Due In Class or Posted to Blackboard

- *Book Discussion Notes* for *Reconquest and Crusade...* pp. 99-216.
- *Wiki postings for Reconquest and Crusade*
- *Comprehensive Book Review for Reconquest and Crusade*

VIII. October 12

Reconquest and Crusade As Seen in Film

Class Activities

- 1st Half of Class (1:40-2:55)
 - Film Viewing
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Discussion of the Film and Its Accuracy

Assignments Due In Class or Posted to Blackboard

- *Research paper prospectus and preliminary bibliography assignment*

IX. October 19

A Mediterranean Society

Class Activities

- 1st Half of Class (1:40-2:55)
 - Discussion of Readings: *A Mediterranean Society* – Introduction and Chapters 1-5. (pp. 9-161).
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Review and Discussion of Wiki Research for the Introduction and Chapters 1-5 (A Student-Led Activity)

Assignments Due In Class or Posted to Blackboard

- *Book Discussion Notes for A Mediterranean Society* pp. 9-161.
- *Wiki postings for A Mediterranean Society*

X. October 26

A Mediterranean Society

Class Activities

- 1st Half of Class (1:40-2:55)
 - Discussion of Readings: *A Mediterranean Society* –Chapters 6-11. (pp. 162-332).
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Review and Discussion of Wiki Research for Chapters 6-11 (A Student-Led Activity)

Assignments Due In Class or Posted to Blackboard

- *Book Discussion Notes for A Mediterranean Society* pp. 162-332.
- *Wiki postings for A Mediterranean Society*

XI. November 2

A Mediterranean Society

Class Activities

- 1st Half of Class (1:40-2:55)
 - Discussion of Readings: *A Mediterranean Society* –Chapters 12-15. (pp. 333-468).
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Review and Discussion of Wiki Research for Chapters 12-15 (A Student-Led Activity)

Assignments Due In Class or Posted to Blackboard

- *Book Discussion Notes for A Mediterranean Society* pp. 333-468.
- *Wiki postings for A Mediterranean Society*
- *Comprehensive Book Review for A Mediterranean Society*
- *Research paper preliminary research findings report and paper outline assignment*

XII. November 9

The North African Almoravid and Almohad Dynasties

Class Activities

- 1st Half of Class (1:40-2:55)
 - Discussion of Readings: A selection of journal articles posted to Blackboard
 - Discussion of Readings: Select one other document from *Medieval Iberia* (“Al-Andalus Under the Almoravids and Almohads”) from pages 173-236. It can be any document. Likewise, I'd like you to propose one question and one observation about this individual document so that we can discuss it as well.

- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Review and Discussion of Wiki Research for the selection of journal articles (A Student-Led Activity)

Assignments Due In Class or Posted to Blackboard

- *Book Discussion Notes* for the selection of journal articles
- *Wiki postings* for the selection of journal articles

XIII. November 16

The Formation of Isabel and Ferdinand's Unified, Catholic Spain

Class Activities

- 1st Half of Class (1:40-2:55)
 - Discussion of Readings: A selection of journal articles posted to Blackboard
 - Discussion of Readings: Select one other document from *Medieval Iberia* (“The Christian Kingdoms and Muslim Granada”) from pages 315-382. It can be any document. Likewise, I'd like you to propose one question and one observation about this individual document so that we can discuss it as well.
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Review and Discussion of Wiki Research for the selection of journal articles (A Student-Led Activity)

Assignments Due In Class or Posted to Blackboard

- *Book Discussion Notes for the selection of journal articles*
- *Wiki postings for the selection of journal articles*

XIV. November 23

The Spanish Inquisition, *Inquisitorial Inquiries*, and THANKSGIVING BREAK

Class Activities

- 1st Half of Class (1:40-2:55)
 - Lecture: Professor Martinez's Manuscript Collection of Spanish Inquisition Files
 - Discussion of Readings: *Inquisitorial Inquiries*, Chapters 1
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Discussion of Readings: *Inquisitorial Inquiries*, Chapters 2 - 4

Assignments Due In Class or Posted to Blackboard

- *Book Discussion Notes for Inquisitorial Inquiries, Chapters 1 – 4*
- *Wiki postings for Inquisitorial Inquiries*
- *Spanish Inquisition Trial Instructions Distributed to Participating Students.*

XV. November 30

PBS' DVD: *Secret Files of the Inquisition and Inquisitorial Inquiries*

Class Activities

- 1st Half of Class (1:40-2:55)
 - PBS DVD: *Secret Files of the Inquisition*
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Discussion of Readings: *Inquisitorial Inquiries*, Chapters 5 and 6
 - Students participating in the Spanish Inquisition Trial will not participate in discussion and instead meet as separate prosecution and defense teams to plan their strategies.

Assignments Due In Class or Posted to Blackboard

- *Book Discussion Notes for Inquisitorial Inquiries, Chapters 5 and 6*
- ***There are no Wiki postings due for Inquisitorial Inquiries for this week.***

XVI. December 7

Reacting to the Past: Spanish Inquisition Trial and Research Paper Presentations

Class Activities

- 1st Half of Class (1:40-2:55)
 - Reacting to the Past: Spanish Inquisition Trial
- Break (2:55-3:10)
- 2nd Half of Class (3:10-4:20)
 - Research Paper Presentations

Assignments Due In Class or Posted to Blackboard

- *Spanish Inquisition Trial – Legal Briefs*
- *Research Paper Presentations and Final Research Papers*
- *Comprehensive Book Review for Inquisitorial Inquiries*
- *Final Course Essay Instructions Distributed to Participating Students.*

XVII. December 13

Final Exams Week

- *Final Course Essay Due on the Date of the Final Exam.*

Book Discussion Template: Weekly Reading Discussion Questions and Selections

Book: Lowney's *A Vanished World*

- Introduction:
 - Question: For example: How did Spaniards appropriate St. James the Apostle for their purposes during the Spanish Reconquest? What value did the religious figure offer to the Spanish endeavor—legitimacy, pride, religious fervor, a unifying symbol?
 - Reading selection: for example, page 8, “Medieval Muslims, Christians and Jews were challenged not only by encountering one another, but by rediscovered works of classical philosophy outlining invigorating yet frightening new ways of thinking...”
- Chapter 1:
 - Question:
 - Reading Selection:
- Continued

Document Reader: *Medieval Iberia*

- Document Selected: Canon III of the Sixth Council of Toledo (638), pp. 21-22
 - Question: *For example:* Why would Christian leaders and clergy propose these restrictions on Jews in Iberia? What was their rationale and their intent?
 - Observation: *For example:* It seems that the need to promulgate this law implies that Jews were seen to have negative effects on the Christian community. Beyond their physical presence, perhaps Christian clergy were worried about the influence of Jews on kings and other governing parties given their intellectual, bureaucratic, and economic prowess.

SPAIN AND NORTH AFRICA

Comprehensive Book Review Assignment Instructions

(If you choose this assignment, each of the four book reviews will account for 18.75% of your final course grade.)

Overview

For this class, you can write a traditional scholarly book review (4-5 pages in length) for each of the texts that we read. For these texts, you will explore how historians evaluate each other's work—by writing a traditional book review that evaluates the author's argument, themes, organization, sources, analytical methods, and writing style. Book reviews simultaneously summarize and intensely pick apart “what works” and “what doesn't” in the book.

Assignment Due Dates

- September 21 – *A Vanished World*
- October 5 – *Reconquest and Crusade in Medieval Spain*
- November 2 – *A Mediterranean Society*
- December 7 – *Inquisitorial Inquiries*

Specific Instructions on How to Prepare Your Book Reviews

Your review should consist of two parts:

- Part 1. First, your review should briefly summarize the book. (What is the book about? Who wrote it, when, why, and/or what does it tell us?) Limit this portion of your review to no more than 1-2 pages. Be sure that your book review is not a summary of the text.
- Part 2. The second part of review (about 3-4 pages) should be arranged into several sections, or should discuss the following aspects of the book. You are not required to spend equal parts of time on each section, but you should discuss each item as well as cite select terms and sentences from the book.
 - *Author's Arguments and Themes* – This section answers the questions such as: What is author's argument or thesis? What is the central point he/she is trying to prove? What, if any, supporting arguments are proposed? What types of issues (themes) is he/she discussing (political, economic, cultural, religious, environmental, etc)? For example, does the book pertain to economic development or political values or religious views or some other major issue? What can be learned about the people and culture, the values and beliefs, and/or historical changes or outcomes that occurred at this time period. Does the author make unsubstantiated claims? Does the author convince you of their positions, why or why not?
 - *Author's Book Organization* – At a summary level, how is the book organized (time period, topics, themes, etc)? Is there a proper introduction and conclusion and do they set-up and concluded the text successfully? Does the author use methodical topic sentences for each paragraph or some other organization?
 - *Author's Analytical Methods and Sources* – What methods or tools does the author use to prove his/her positions? What types of examples are used? How does the author periodize his topic, that is, what are the temporal and/or geographic boundaries that frame the topic? Does the author use primary

sources (actual letters, administrative records, or any documentation from the period studied) or secondary sources (other scholarly works about the topic)? How does the author use this evidence? Is the evidence relevant, applicable, or misused?

- *Author's Writing Style and Biases* – Does the author write in a clear manner, or is he/she confusing, disorganized, or difficult to follow? Where can we find the author and his/her personal views in this text? Do the author's opinions interfere with their argument or detract from the argument?

Preparing and Formatting of Your Book Reviews

- Your paper should be 4-5 pages in length (double-spaced). In order to do well on this assignment, you must write very efficiently, which means you will need to edit and revise it so that you can compress as much information into the page limit.
- Use 12 point font, 1 inch margins, double line spacing, and page numbering.
- Use a topic sentence to start each paragraph so that your reader knows what you intend to argue in it.
- Use must use and/or quote specific examples from the text to support your thoughts. You only need to cite the page number for quoted or paraphrased material. For example: *On his first voyage in 1492, Christopher Columbus discovered the island of Hispanola (p. 76).*

Once Last Piece of Advice: What "A" grade-level work "looks like".

"A" work has:

- No grammatical errors, writing errors, awkward phrases, run-on sentences, or fragments.
- No spelling mistakes or uses of the wrong word.
- No slang or overly "conversational" text.
- Definitely uses topic sentences to start each paragraph.
- Definitely uses examples and cites where those examples appear in the text.
- Definitely quotes some text and paraphrases other portions of the text.
- Definitely gives credit to other authors when it uses their ideas.
- Definitely completes all aspects of the assignment.

SPAIN AND NORTH AFRICA

The Research Paper Process

(75% of your final course grade if you choose this assignment)

Your research paper should be 15 to 20 pages long (double-spaced, 1-inch margins, 12 point font). I encourage you to utilize graphs, charts, pictures, etc. to illustrate your work. You should use footnotes or endnotes and include a proper bibliography. Your paper should employ the writing guidelines set forth in the *Chicago Manual of Style* or Turabian's *A Manual for Writers...*

- **Research Paper Topic Identification and Questions (5% of total) – Due September 21**

To prepare a thoughtful research paper, it is very important that you begin thinking as soon as possible about topics and ideas for further study. As we read our four required texts for the course you should start to identify those issues (philosophical, scientific, artistic, architectural) that appeal to your interests. For your first research paper assignment, you will prepare a list of one to three potential research topics and questions that you find appealing. You should discuss these topics in a ½ to 1 page, single-spaced typed document.

- **Research Paper Prospectus and Preliminary Bibliography (10% of total) – Due October 12**

After receiving feedback from your professor, you will prepare a 2-3 page research paper prospectus that describes the topic, identifies specific research questions, proposes a research paper methodology and organization, and identifies specific sources for the paper.

- **Preliminary Research Findings Report and Paper Outline (2-3 pages) (10% of total) – Due November 2**

After conducting your initial research and reading, you will prepare a 2-3 page research findings report. This report can be organized and formatted in outline-form and, ideally, it will begin to include “working” sections of your research paper. The purpose of the report is to help you with the difficult process of clarifying and validating your approach to the research paper. You will present your findings in a short 10-minute oral report to the class during which there will be a Q&A process.

- **Formal Paper Presentation to Class (10% of total) – Due December 7**

On our final day of class, you will present a brief oral report (10-15 minutes) on your research topic and the key elements of your paper. One or two-page descriptive handouts are encouraged, but not required.

- **Final Research Paper (40% of total) – Due the week of final exams, December 13**