

History Writers' Workshop HIST 100W

Spring 2026 Section 01 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/07/2026

Hist 100W is a writing workshop for history majors. In Hist 100W, you will learn to write history as a historian. By the end of the class, you will produce a deeply researched and engagingly written essay on a historical issue of your choice. To get to that point, we will spend the semester building on your skills, as we work on analyzing evidence, developing historical claims, organizing arguments, and writing clear and compelling essays.

In the first third of the course, we will focus on a set of primary sources--posters--connected to the famous struggle by women to gain a voice in politics. In the second third of the class, we will focus on a range of primary sources and selected secondary sources as we explore the silencing of voices in the selling of the totalitarian system in Germany in the 1920's and 1930's. And in the final third of the course, you will research and write on an era and issue that fascinates you.

Contact Information

Instructor:	Prof. Allison Katsev
Office Location:	DMH 140
Telephone:	408-924-5508
Email:	allison.katsev@sjsu.edu Please feel free to e-mail me or come to office hours with any questions you have, big or small!
Office Hours:	Thurs., 1:30pm-2:30pm Also via email and by appointment
Class Days/Time:	TuTh, 9:00AM-10:15AM
Classroom:	DMH 164

Course Description and Requisites

Development of skills required for the art and practice of historical research and writing. Library research, oral reports and written exercises dealing with a variety of historical problems.

Satisfies Writing in the Disciplines (WID).

Prerequisite(s): HIST 99 required or Department permission. 1B or equivalent second semester composition course (with a grade of C- or better); completion of core GE; and upper division standing. Or Graduate or Postbaccalaureate level. Allowed Declared Majors: History and Social Science.

Grading: Letter Graded

Note(s): Must be passed with C or better to satisfy the CSU Graduation Writing Assessment Requirement (GWAR).

* Classroom Protocols

You are expected to arrive to class on time. Do not use cellphones, texting, or email in class.

Course Format

This class will be taught in person. During class, I will introduce material and students will participate in active discussion, writing and analysis.

Class Communications

Course materials (the syllabus, guidelines for assignments) may be found on the course website on Canvas. I will communicate with students by email, through Canvas. You are responsible for regularly checking email for important messages about the class.

Technology Requirements

Students will need to access to an electronic device for access to the class Canvas page for reading assignments, writing prompts and paper submissions. In addition, we will often work on writing, peer editing and revising in class, for which you will need a laptop. The SJSU has a free equipment loan program available for students. Details are available at <https://www.sjsu.edu/it/services/classroom-tech/equipment-loaning/index.php>

If you have difficulties bringing a laptop to class, please let me know immediately.

Program Information

Writing in the Disciplines (WID) courses develop students' abilities to communicate effectively in their major course of study and in their careers. With an emphasis on critical thinking, these upper-division core courses advance students' understanding of the genres, audiences, and purposes of college writing while preparing them for successful communication in their chosen professions. Completing Writing in the Disciplines with a C or better is an SJSU graduation requirement.

Writing in the Disciplines Learning Outcomes Upon successful completion of a Writing in the Disciplines course, students should be able to:

1. explain, analyze, develop, and critique ideas effectively, including ideas encountered in multiple readings and expressed in different forms of discourse;
2. organize and develop complete discipline-specific texts and other documents for both professional and general audiences, using appropriate editorial and citation standards; and
3. locate, organize, and synthesize information effectively to accomplish a specific purpose, and to communicate that purpose in writing;
4. produce discipline-specific written work that demonstrates upper-division proficiency in language use, grammar, and clarity of expression.

Writing Practice: Students will write a minimum of 8000 words, at least 4000 of which must be in revised final draft form.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Devise research questions about history appropriate to the length, available resources, and topic;
2. Identify and gather appropriate evidence for research topics
3. Analyze critically a range of sources, primary and secondary.
4. Write convincing and engaging critical essays on historical issues, proving a thesis with logical organization, clear and correct writing, and compelling analysis of evidence.
5. Provide useful feedback on others' writing and use feedback to make constructive revisions on one's own work.
6. Present one's own work orally to garner interest and solicit helpful suggestions.

Course Materials

Required Texts/Readings

A Manual for Writers of Research Papers, Theses, and Dissertations

Author: Kate L. Turabian

Edition: 9th edition

ISBN: 978-0-226-43057-7

Availability: Spartan Bookstore or their website

Required Primary and Secondary Sources for First Two Essays

Availability: Links provided to readings at Course Website on Canvas.

Course Requirements and Assignments

1) FIRST ESSAY

DUE THURSDAY, FEBRUARY 5, AT 7:30AM ON CANVAS AND SHARED WITH ME (allison.katsev@sjsu.edu) AS A GOOGLE DOC: FULL DRAFT OF FIRST ESSAY (minimum 1500 words), worth of 5% of course grade.

DUE TUESDAY, FEBRUARY 17, AT 7:30AM ON CANVAS (I will be grading and providing feedback directly on the version submitted on Canvas): REVISED FIRST ESSAY, worth 10% of course grade.

Students will write an essay making a historical argument using at least three of the provided pro-suffrage and/or anti-suffrage posters for evidence. We will work on the pieces of this assignment for the first month of the class.

2) SECOND ESSAY

DUE TUESDAY, MARCH 10, AT 7:30AM ON CANVAS AND SHARED WITH ME (allison.katsev@sjsu.edu) AS A GOOGLE DOC: FULL DRAFT OF SECOND ESSAY (minimum 2200 words), worth of 10% of course grade.

DUE THURSDAY, MARCH 19, AT 7:30AM ON CANVAS (I will be grading and providing feedback directly on the version submitted on Canvas): REVISED SECOND ESSAY, worth 15% of course grade.

Students will write an essay making a compelling historical argument using a variety of provided primary and secondary sources on the theme of the selling of totalitarianism in Germany in the 1920's and 1930's. We will work on the pieces of this assignment for the second month of the class.

3) RESEARCH PAPER

DUE THURSDAY, MAY 14, AT 11:59 PM ON CANVAS (use same shared Google Doc as you did for your draft): REVISED RESEARCH PAPER (minimum 4000 words), worth 35% of course grade.

Students will write an essay making a compelling historical argument on a topic of their own choosing, supported by primary and secondary sources found through their own research. We will work on the pieces of this assignment for about the last six weeks of the class.

4) PARTICIPATION (INCLUDING "WRITING WORKSHOP" ASSIGNMENTS)

Worth 25% of the total course grade.

Because this course focuses on working on writing both at home and in the classroom--learning through individual practice, reading and discussing others' work, and receiving feedback on one's own work--two key parts of participation are: 1) turning in "Writing Workshop" assignments on Canvas before class; and 2) participating in writing activities in class.

For each of the 10 "Writing Workshop" assignments, students will receive 5 points for turning in the assignment on Canvas on time AND 3 points for participating in the associated writing activity in class that day (that is, 8 points total for each assignment, with all 10 assignments adding up to 80% of your

participation grade).

The rest of the participation grade will be based on students' other work in the classroom, including individual meetings, in-class peer review of full drafts, class discussions and student presentations at the end of the semester. For all of these, students are expected to bring to the class a willingness to listen, ask questions and share ideas in a constructive fashion.

If you need to miss a class or cannot get an assignment in on time, you should contact me immediately so that we can together come up with a good alternative, if appropriate.

✓ Grading Information

Assessment

This course focuses on the mastery of skills for writing as a historian. Because writing is a process, students will be assessed on the multiple writing activities (including drafts and peer reviews), as well as the final products of their writing. Both form and content will be evaluated (the development of compelling historical arguments using sources appropriately and articulation of these arguments precisely and powerfully).

Grades on assignments will be regularly updated on Canvas. You can always email with questions about your current grade.

Weighting of Grades:

Assignment Activity	CLO's Assessed	Percentage of Grade
First Essay (draft and final version)	1, 3, 4, 5	15%
Second Essay (draft and final version)	1, 3, 4, 5	25%
Research Paper (final version)	1, 2, 3, 4, 5	35%
Participation (including "Writing Workshop" assignments)	1, 2, 3, 4, 5, 6	25%

Policy on Late Work

Students can receive diminishing partial credit for late Writing Workshop Assignments up until the time when the draft of that paper is due. Late essays (draft and revised) will be marked down 1/3 grade for each day late. For example, a B will be reduced to a B- if turned in one day late. I do not grant extensions except in cases of unforeseeable circumstances. If such circumstances arise, you should contact me immediately. In order to get grades in at the end of the semester, I will not accept any papers after Thursday, May 14, 11:59 pm, except in truly unforeseeable circumstances. If such circumstances arise, you must contact me immediately.

Policy on Use of AI Programs: This is a course that teaches critical thinking and developing arguments based on evidence. Therefore the use of AI programs (such as ChatGPT) is not allowed. Using an AI program to do the thinking for you is plagiarism. Using an AI program as a source that you cite is also unacceptable as AI programs are neither reliable nor do they accurately cite the sources of their information.

Because one way of honing critical thinking is developing one's skills at expressing arguments in writing, **the use of AI writing programs such as Grammarly Pro is not allowed.** Programs that check for basic issues in grammar and spelling (such as the free Grammarly program) are permitted.

"Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."

Breakdown

Grade	Range	Notes
A+	97% to 100%	
A	93% to 96.99%	
A-	90% to 92.99%	
B+	87% to 89.99%	
B	83% to 86.99%	
B-	80% to 82.99%	
C+	77% to 79.99%	
C	73% to 76.99%	
C-	70% to 72.99%	

Grade	Range	Notes
D+	67% to 69.99%	
D	63% to 66.99%	
D-	60% to 62.99%	
F	Below 60%	

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

When	Topic	Notes
Jan. 22	Introduction to 100W	Intro to the course and writing diagnostic
THEME 1: EXPANDING VOICES: WRITING ON SUFFRAGE POSTERS		

When	Topic	Notes
Jan. 27	Historical Background/Thesis Statements	<p>READINGS:</p> <p>1) Western Civilization, vol 3, pages 98-103 ("First-Wave Feminism"). (https://sjsu.instructure.com/courses/1618645/files?preview=85363910).</p> <p>2) British Suffrage Posters (https://sjsu.instructure.com/courses/1618645/files?preview=85363912).</p> <p>3) Anti-Suffrage Posters: https://mashable.com/feature/anti-suffrage-propaganda</p> <p>NOTE: The following anti-suffrage posters are British [the others are American]:</p> <ul style="list-style-type: none"> *"A Suffragette's Home" *"Girls I Didn't Marry" *"My Wife's Joined the Suffrage Movement" *"Mummy's a Suffragette" <p><u>WRITING WORKSHOP ASSIGNMENT #1 DUE BEFORE CLASS AT 7:30AM ON CANVAS:</u> Write on the following prompt: Choose one poster from those assigned. What's the poster trying to prove? How is it trying to prove it?</p> <p>NOTE: For all "Writing Workshop" assignments this semester, you will get half credit for on time submission to Canvas; half credit for participating in associated in-class activity; full credit for doing both.</p>
Jan. 29	Supporting and Revising the Thesis Statement	<p><u>WRITING WORKSHOP ASSIGNMENT #2 DUE BEFORE CLASS AT 7:30AM ON CANVAS:</u> Submit your proposed thesis statement for first essay (that is, something that you think will be interesting to prove, that will require at least three of the posters for evidence [you can also use the textbook for background], and that you will be able to prove in a minimum of 1500 words).</p>

When	Topic	Notes
Feb. 3	Putting together the pieces, including some tricky parts (Intros, Conclusions and when to quote!)	<u>WRITING WORKSHOP ASSIGNMENT #3 DUE BEFORE CLASS AT 7:30AM ON CANVAS:</u> Submit your thesis statement and two body paragraphs.
Feb. 5	Giving and Getting Feedback--Revising the Essay	<u>DUE ON CANVAS BEFORE CLASS AT 7:30AM:</u> Completed draft of the first essay; <u>Also shared with me as a Google Doc at allison.katsev@sjsu.edu</u>
Feb. 10	Individual Meetings	<u>REQUIRED:</u> Students will sign up for an individual meeting with me to discuss the draft of their first or second essay. <u>Each student will meet with me individually on one of these days: 2/10, 2/12, 3/5, 3/12 or 3/17.</u>
Feb. 12	Individual Meetings	<u>REQUIRED:</u> Students will sign up for an individual meeting with me to discuss the draft of their first or second essay. <u>Each student will meet with me individually on one of these days: 2/10, 2/12, 3/5, 3/12 or 3/17.</u>
THEME 2: SILENCING VOICES: WRITING ON THE SELLING OF TOTALITARIANISM		
Feb. 17	Paper Self-Evaluation; Introducing Theme 2	<u>DUE ON CANVAS BEFORE CLASS AT 7:30AM:</u> Final version of first essay. <u>I will be grading and providing feedback directly on the version submitted on Canvas.</u>

When	Topic	Notes
Feb. 19	Weighing and integrating different sources	<p>READING: "Selling a Totalitarian System" (https://sjsu.instructure.com/courses/1618645/files?preview=85363909).</p> <p><u>WRITING WORKSHOP ASSIGNMENT #4 DUE BEFORE CLASS ON CANVAS AT 7:30AM:</u> Your assigned reading poses three big questions: "What image did the Nazis convey to German voters? Why did this appeal to German voters? How did the Nazis use media to aid their rise to power?" <u>Choose one of the questions above (or another posed in the chapter)</u> that you find intriguing and could respond to using at least three documents from the chapter (your primary sources) AND information from the beginning and end of the chapter (your secondary sources).</p> <p><u>Then post on Canvas a possible research plan:</u></p> <ol style="list-style-type: none"> 1) Which question are you addressing?; 2) List primary sources from the chapter that you would use (at least 3) and for each one, explain how it would help you to answer the question <u>and</u> its limitations (in other words, what sorts of information you couldn't use it for given its scope, its agenda, etc.); 3) Explain how you would use the secondary source material (the information at the beginning and end of the chapter).
Feb. 24	Getting What You Need From Secondary Sources	<p>Reading: Claudia Koonz, "Women Before 1933: Rebels Against Emancipation" (https://sjsu.instructure.com/courses/1618645/files?preview=85363911).</p> <p><u>WRITING WORKSHOP ASSIGNMENT #5 DUE BEFORE CLASS BY 7:30AM ON CANVAS:</u> Post a preliminary thesis statement for the second essay (that is, something you think would be interesting to prove, that you could prove using the provided primary and secondary sources [outside sources are optional], and that you would need a minimum of 2,200 words to prove).</p> <p><u>Also due in class: [Just bring your notes--don't post this to Canvas]</u> Read and take notes on the Claudia Koonz article the way historians often do: A) Look for and take note of what she's trying to prove overall and why she thinks that's significant (Warning—she doesn't put a thesis statement where you'll put yours, in the intro!); B) Focus on first and last sentences of body paragraphs, and take notes on her biggest claims; C) Take notes on the kind of evidence she uses and how she uses it. <u>Bring your notes to class.</u></p>

When	Topic	Notes
Feb. 26	The Overall Argument and Fine Tuning	<u>WRITING WORKSHOP ASSIGNMENT #6 DUE BEFORE CLASS ON CANVAS BY 7:30AM:</u> Post an outline of your second paper. The outline should contain: Thesis statement; proposed topic sentences for body paragraphs; bullet points under each topic sentence with plans for type of evidence that will be used to support the topic sentence.
Mar. 3	Feedback, Revising and Refining	<u>WRITING WORKSHOP ASSIGNMENT #7 DUE BEFORE CLASS ON CANVAS BY 7:30AM:</u> 5 pages of draft of second essay. <u>Please also share this draft with me as a Google Doc at allison.katsev@sjsu.edu.</u>
Mar. 5	Individual Meetings	REQUIRED: Students will sign up for an individual meeting with me to discuss the draft of their first or second essay. Each student will meet with me individually on one of these days: 2/10, 2/12, 3/5, 3/12 or 3/17.
Mar. 10	More on Feedback, Revising and Refining	<u>DUE ON CANVAS BEFORE CLASS BY 7:30AM:</u> Completed draft of the second essay; <u>Also shared with me as a Google Doc at allison.katsev@sjsu.edu</u>
Mar. 12	Individual Meetings	<u>REQUIRED:</u> Students will sign up for an individual meeting with me to discuss the draft of their first or second essay. Each student will meet with me individually on one of these days: 2/10, 2/12, 3/5, 3/12 or 3/17.
Mar. 17	Individual Meetings	<u>REQUIRED:</u> Students will sign up for an individual meeting with me to discuss the draft of their first or second essay. Each student will meet with me individually on one of these days: 2/10, 2/12, 3/5, 3/12 or 3/17.
THEME 3: EXPLORING-- RESEARCHING-- WRITING HISTORY		
Mar. 19	Paper Self-Evaluation; Introducing Theme 3; Research Workshop: The Basics	<u>DUE ON CANVAS BEFORE CLASS BY 7:30AM:</u> Final version of second essay. <u>I will be grading and providing feedback directly on the version submitted on Canvas.</u>
Mar. 24	Research Workshop: Designing a Research Project	

When	Topic	Notes
Mar. 26	Optional Individual Meetings to Discuss Research Plans	Anyone can stop by in person (or arrange to meet during this time over Zoom) to discuss ideas for a research topic, how to get started, or any other aspects of the writing process.
Mar. 31-Apr. 2	SPRING BREAK	
Apr. 7	Tackling a big research project	<u>WRITING WORKSHOP ASSIGNMENT #8 DUE ON CANVAS BEFORE CLASS BY 7:30AM:</u> Post on Canvas the following things: 1) Your research question (the question you're planning to answer through your research, that would need a minimum of 4,000 words to prove); 2) A preliminary thesis statement or hypothesis (what you're thinking you will prove--you will likely revise this as you do more research); 3) At least three potential sources (primary and/or secondary) and how you think you'll use them to help answer your question [THIS IS NOT ALL OF YOUR SOURCES...THIS IS JUST YOUR START]
Apr. 9	Time for Research (No Class Meeting)	
Apr. 14	Small-Group Appointments with the Professor	<u>REQUIRED:</u> All students will sign up for one class meeting where they and several other students will meet with me together. (On the days you aren't meeting, you won't come to class. You can use that time to work on your research paper.) <u>FOR STUDENTS WITH AN APPOINTMENT THAT DAY:</u> <u>WRITING WORKSHOP ASSIGNMENT #9 DUE ON CANVAS BEFORE YOUR APPOINTMENT BY 7:30AM SHARED WITH allison.katsev@sjsu.edu AS GOOGLE DOC:</u> 1) proposed thesis statement; 2) outline, 3) five pages of draft, and 4) list at least two primary sources and two secondary sources. <u>You should be prepared to explain and defend your argument and choice of sources to the rest of the group.</u>

When	Topic	Notes
Apr. 16	Small-Group Appointments with the Professor	<p><u>REQUIRED: All students will sign up for one class meeting where they and several other students will meet with me together.</u> (On the days you aren't meeting, you won't come to class. You can use that time to work on your research paper.)</p> <p><u>FOR STUDENTS WITH AN APPOINTMENT THAT DAY:</u></p> <p><u>WRITING WORKSHOP ASSIGNMENT #9 DUE ON CANVAS BEFORE YOUR APPOINTMENT BY 7:30AM AND SHARED WITH allison.katsev@sjsu.edu AS GOOGLE DOC:</u> 1) proposed thesis statement; 2) outline, 3) five pages of draft, and 5) list at least two primary sources and two secondary sources.</p> <p><u>You should be prepared to explain and defend your argument and choice of sources to the rest of the group.</u></p>
Apr. 21	Small-Group Appointments with the Professor	<p><u>REQUIRED: All students will sign up for one class meeting where they and several other students will meet with me together.</u> (On the days you aren't meeting, you won't come to class. You can use that time to work on your research paper.)</p> <p><u>FOR STUDENTS WITH AN APPOINTMENT THAT DAY:</u></p> <p><u>WRITING WORKSHOP ASSIGNMENT #9 DUE ON CANVAS BEFORE YOUR APPOINTMENT BY 7:30AM AND SHARED WITH allison.katsev@sjsu.edu AS GOOGLE DOC:</u> 1) proposed thesis statement; 2) outline, 3) five pages of draft, and 5) list at least two primary sources and two secondary sources.</p> <p><u>You should be prepared to explain and defend your argument and choice of sources to the rest of the group.</u></p>

When	Topic	Notes
Apr. 23	Small-Group Appointments with the Professor	<p><u>REQUIRED:</u> All students will sign up for one class meeting where they and several other students will meet with me together. (On the days you aren't meeting, you won't come to class. You can use that time to work on your research paper.)</p> <p><u>FOR STUDENTS WITH AN APPOINTMENT THAT DAY:</u></p> <p><u>WRITING WORKSHOP ASSIGNMENT #9 DUE ON CANVAS BEFORE YOUR APPOINTMENT BY 7:30AM AND SHARED WITH allison.katsev@sjsu.edu AS GOOGLE DOC:</u> 1) proposed thesis statement; 2) outline, 3) five pages of draft, and 5) list at least two primary sources and two secondary sources.</p> <p><u>You should be prepared to explain and defend your argument and choice of sources to the rest of the group.</u></p>
April 28	Feedback, Revising and Refining	<p>WRITING WORKSHOP ASSIGNMENT #10 DUE ON CANVAS BEFORE CLASS BY 12:00 NOON AND SHARED WITH ME AT allison.katsev@sjsu.edu AS A GOOGLE DOC: Full draft of your research paper.</p>
Apr. 30	Presentations	<p><u>Each student will present on their own research paper; students will attend all presentations</u> to ask questions and give feedback that could be helpful for the researching and writing process.</p>
May 5	Presentations	<p><u>Each student will present on their own research paper; students will attend all presentations</u> to ask questions and give feedback that could be helpful for the researching and writing process.</p>
May 7	Presentations; Last Things	<p><u>Each student will present on their own research paper; students will attend all presentations</u> to ask questions and give feedback that could be helpful for the researching and writing process.</p>
Thursday, May 14, 11:59 pm	RESEARCH PAPER	<p><u>DUE THURSDAY, MAY 14, 11:59 PM ON CANVAS:</u> Final version of research paper.</p>