



HIST 498

**Senior
Seminar**

History

HIST 498

SENIOR SEMINAR IN HISTORY

SPRING 2018

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Class Meetings: Tuesday and Thursday: 9:00 A.M.–10:20 A.M.
Location: Baldwin Hall 219
Office Hours: Tuesday and Thursday: 12:00 P.M.–1:20 P.M., 3:00 P.M.–4:30 P.M.,
or by appointment

COURSE OVERVIEW

This course constitutes the capstone experience for history majors. Combining and building on the knowledge in historiography and skills in research you have acquired so far, it culminates in a major, independent, original research project that is subject to rigorous academic standards. The course performs two tasks: (1) to offer guidance and insight into the strictures and standards according to which professional historians work; and (2) to create an environment conducive to executing an independent research project that is consistent with those standards. It begins with a discussion of various readings on the historical profession, after which you will pursue an independent research project. The class works collectively and in increments, together following each step in the writing process, from deciding on a topic, choosing sources and developing a bibliography to writing drafts and revising. The course combines group meetings and individual consultations with the instructor as forums for delivering progress reports, as well as giving and receiving feedback on your own work and that of your peers.

READINGS

American Historical Association. "Statement on Standards of Professional Conduct." 2017.
Available online at: <http://www.historians.org/pubs/free/ProfessionalStandards.cfm>
Booth, Wayne C., et al. *The Craft of Research*. 3rd ed. Chicago: University of Chicago Press, 2008.
Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 9th ed. Boston: Bedford/St. Martin's, 2018.
Storey, William Kelleher. *Writing History: A Guide for Students*. 4th ed. New York: Oxford University Press, 2013.
Phi Alpha Theta (Nu Chi Chapter). *Apprentice Historian*. Latest edition. (Sold in class.)

LEARNING OUTCOMES

Upon completion of this course, you will be able to:

- ♦ demonstrate detailed knowledge of the main topics in a historical subject of your choosing
- ♦ relate within these topics the key historical issues, concepts, dates, figures, evidence, and historiographical debates
- ♦ communicate—verbally and/or in writing—effectively and present work in a manner which conforms to scholarly conventions
- ♦ construct an original and relevant argument that demonstrates an adequate use of evidence, including primary sources, and a selection of historical interpretations
- ♦ locate, gather, sift, and synthesize an adequate body of both primary and secondary sources
- ♦ demonstrate the ability to work independently under the constraints imposed by the component of assessment, e.g. word limit, deadlines, time limit

EVALUATION CRITERIA

Class Participation	5%
Historiographical Review (2,000 words)	10%
Thesis Statement (300 words)	5%
Annotated Bibliography	5%
Progress Reports	5%
Peer Review	5%
Senior Presentation	5%
Research Paper (6,000 words)	60%

Grading Scale

A	B	C	D	F
100%–90%	89.9%–80%	79.9%–70%	69.9%–60%	59.9%–0%

Class Participation

Class discussions will be based upon the set reading and tasks for each class (see course schedule). Come to class prepared to address the questions listed for each meeting and to provide evidence to support your assertions.

General Rubric for Grading Participation

This rubric is provided for you as a guide to gauge your participation throughout the semester. Please remember that not all items listed are applicable to all students and it is not always necessary to exhibit each characteristic in order to earn the associated grade.

- A Attends class regularly. Asks meaningful questions regularly. Provides comments and new information in a consistent and equitable manner. Interacts with a variety of participants. Reveals a solid understanding of the topic as evidenced by thoughtful responses and questions.
- B Attends class regularly. Asks meaningful questions regularly. Provides comments and some new information consistently. Interacts with a variety of participants. Reveals an adequate understanding of the topic as evidenced by comments that rarely contain only superficial knowledge.
- C Attends class regularly. Asks meaningful questions on occasion. Sporadically provides comments and new information. Interacts with other participants. Reveals a shallow understanding of the topic as evidenced by loosely related comments.
- D/F Attendance is spotty. Rarely asks meaningful questions. Provides minimal comments and information to other participants. Reveals a lack of understanding of the topic as evidenced by irrelevant or absent comments.

Attendance Policy

Attendance is required at all sessions.

Historiographical Review

In preparation for the research paper, write a historiography of the aspect of the history of the topic that you wish to investigate in detail.

A historiographical essay is not simply a “story” which puts together all the material in a selection of readings, as if these were merely sources for facts on a subject. That type of paper is not acceptable for this class. You will, of course, collect and coordinate some information, but that work is only the beginning of your task. This type of writing addresses an issue upon which

historians have different viewpoints and then summarizes and critically analyzes the research of key historians (or, in some cases, contemporaries) involved in the debate. Particular emphasis is given to explaining how and why various scholars disagree. Your paper must deal in a summary fashion, but fairly and accurately, with interpretive views of and methodological approaches to a historic issue.

Questions to consider as you examine the arguments of historians might include: What is each historian's thesis? What approach to the subject (social, economic, intellectual, etc.) does each historian emphasize, and how can you tell? What types of evidence does each work emphasize? What points of agreement/disagreement do you find? Do any of the authors specifically point out their disagreements with other interpretations? Which historians probably agree on a general view of the subject under investigation, and why? Which ones are clearly (even if not explicitly) contradictory, and why? Can you see echoes of trends in American historiography in these works? Which one(s) seem to especially reflect a particular period and the concerns of historians and other intellectuals—and what were that period and those concerns? Which argument seems most credible to you and why? Which seem most significant in terms of providing new ideas or insight that might be useful beyond this particular issue?

Be sure that the paper follows proper style with respect to documentation (see Rampolla, *A Pocket Guide to Writing in History*, chapter 7). Notes should be either at the bottom of the page (footnotes) or collected at the end of the paper on a page entitled "Endnotes" or simply "Notes." The final page should be a bibliography listing all the sources. Papers failing to include proper documentation are unacceptable. Please number the pages in your paper after the title page.

Work hard to develop a clear and concise writing style. Clear communication is always important, but this type of paper will test your ability to explain a historian's essential argument so that your reader can comprehend it without having to refer to the original source. Finally, remember that this is a comparative analysis and not a "report," "summary," or "research" paper.

Thesis Statement

After completing a review of the historiography, you will be in a position to draft a thesis statement. This statement should clearly identify the following: (1) the narrow topic that your research will focus upon; (2) the claim you are advancing, the reasons (at least three, no more than five) behind this claim, and the evidence upon which each reason is based; (3) an acknowledgement of alternatives or objections to your claim, plus your responses to these opposing viewpoints.

Submit the thesis statement as a 300-word paper. You must also present your thesis statement in class with a slideshow presentation.

Prior to submitting the thesis statement, you should have sought and secured a faculty reader for your paper. The thesis statement should be shown to and discussed with the faculty reader for its submission and presentation to the class.

Annotated Bibliography

Identify at least ten and no more than twenty specific primary sources (that is, not larger collections of sources) that you will be using to gather evidence from in support of your argument. Provide a brief explanation of why the source will be useful to your research.

Progress Reports

At appointed stages of your writing, you will meet with the instructor to discuss your progress. Prior to each consultation you will submit a hard-copy version of a new section of your draft paper. The paper must be at least 1,500 words in length and must not contain material provided in earlier progress report submissions.

Peer Review

The peer review involves: first, circulating an early partial draft of your paper (which should include your paper's introduction and at least one other full section) to a designated group of classmates and the course instructor; and, second, reviewing the papers submitted by the other members of your designated peer review group. You should evaluate the drafts on the following criteria: depth and breadth of research; factual knowledge and accuracy; awareness and understanding of historiography; structure and argument; selection and synthesis of evidence; critical engagement in theoretical debates; originality in approach, argument or content; grammar, spelling, punctuation and presentation; and source citation.

Senior Presentation

Give a formal, professional presentation to the department, describing your paper's topic, what has been written about that topic previously, your contribution to the field, and the sources you use to make your argument.

The presentation should be fifteen-minutes long and conform to the following standards:

- ◆ leads with arguments and supports each assertion with evidence (in other words, is not structured around narration or description)
- ◆ delivery is spoken at an even pace (do not rush your words)
- ◆ pays attention to deportment by maintaining good posture, projecting your voice, and sustaining eye contact with your audience
- ◆ slideshow pages are be bold, clear and simple

The slideshow for the presentation must be electronically submitted to the course instructor at least 48 hours before the scheduled date of delivery.

Research Paper

A research paper is one that advances a persuasive and clear *argument*. An argument is an original and interesting claim that is at once truthful and falsifiable. This means that the argument needs to be *your argument*. Though it might build on a topic that you have begun to explore in another class, the paper must be a new project, not a recycled one. Plagiarism in any aspect of your work (whose definition includes recycled papers) triggers an automatic “F” in the course and is grounds for expulsion from the university. More importantly, *it is part of your job as a historian to demonstrate that your work is original*. This is why you always see a real historian contrast his or her work to what has previously been written on the subject.

General Rubric for Grading Papers

Papers will be graded according to the following criteria: (1) depth and breadth of research; (2) factual knowledge and accuracy; (3) awareness and understanding of historiography; (4) structure and argument; (5) selection and synthesis of evidence; (6) critical engagement in theoretical debates; (7) originality in approach, argument or content; (8) grammar, spelling, punctuation and presentation; and (9) source citation. This rubric indicates the grades associated with the various levels of performance in each of these criteria. However, it is not necessary for an individual paper to exhibit each characteristic in order to earn the associated grade.

- A Demonstrates depth and breadth of reading, including highly relevant journal articles, monographs and primary sources. Displays highly detailed knowledge of the topic. Shows superior awareness and understanding of the historiography, including critical insight into different interpretations. Has a sophisticated structure and argument. Is clearly analytical approach, including critical engagement in theoretical debates. Highly relevant evidence is selected and skilfully deployed in support of the argument. Contains many original ideas and applications of methodology. There are no grammar, spelling, punctuation or presentation errors. The citation of sources is full and correct.
- B Demonstrates depth and breadth of reading, including relevant journal articles and monographs. Displays detailed knowledge of the topic. Shows keen awareness and understanding of historiography. Has an orderly structure and coherent line of argument. Is predominantly analytical, including a balanced application of theory. Relevant evidence is selected and mostly deployed in support of the argument. Contains some original ideas and applications of methodology. There are very few grammar, spelling, punctuation or presentation errors. The citation of sources is nearly full and correct.
- C Demonstrates reasonable coverage of the relevant literature, but not very broad or deep. Displays accurate knowledge of the topic. Shows reasonable awareness of historiography, but limited understanding of it. Has an orderly structure and some development of an argument. Has a reasonable amount of analysis, but is possibly lacking in depth and balance. Sufficient relevant evidence is provided, but it is not always deployed in support of the argument. Contains few original ideas and applications of methodology. The prose

is basically sound, but there are more than a few grammar, spelling, punctuation or presentation errors. The citation of sources is satisfactory but not always correct.

- D Demonstrates basic coverage of the literature and may include some irrelevant sources. Displays basic knowledge of the topic, but may include some factual errors. Shows basic awareness of historiography. Has a rudimentary structure, but limited development of an argument. Has some analysis, but may tend towards description. Some evidence is provided, but it is not always relevant or in context. Is derivative and pedestrian. The prose is basically sound, but there are many grammar, spelling, punctuation or presentation errors. The citation of sources is nearly limited and often incorrect.
- F Demonstrates minimal coverage of the literature and may include mostly irrelevant sources. Displays little knowledge of the topic and may include many factual errors. Shows little awareness of historiography. Is disorderly, discursive, and possibly lacks a clear argument. Has a minimal amount of analysis and may be highly descriptive. Is very generalized and makes minimal utilization of relevant evidence. Is highly derivative and pedestrian. The grammar, spelling, punctuation and presentation are very poor. The citation of sources is nonexistent or minimal and mostly incorrect.

Late Submission of Work

You will give and receive input on your work from me, your peers in a smaller group, and from the seminar as a whole. Because we are members of such interpretive communities, I will not read, listen to, evaluate, or give feedback on anything that is not delivered at **the scheduled time**, and I will not expect you and your peers to do so either.

All assignments and due dates are in the course schedule below. Your participation is an important part in the seminar and is a significant part in my evaluation of your performance. Participation means contributing to the learning of other students by engaging them with both rigor and respect.

The *on-time* completion of *all* assignments (detailed in the course calendar below) is *required* to pass the course. The completion of a **portfolio** is a graduation requirement. (Even if you are not graduating, you turn in your portfolio in conjunction with the capstone course at <http://portfolio.truman.edu>.)

ACADEMIC HONESTY

You are expected to do your own academic work. In academic writing, it is plagiarism to use the words or ideas of another person and pass them off as your own. If you cheat on an assessed component, such as a paper or examination, you will be subject to disciplinary action, including suspension or expulsion from the class, your academic program, or the University. On this course, the punishment for cheating may include the reduction or elimination of your score for an affected assignment, the lowering of your grade for the entire class (including the assignment of

an “F” or “zero” grade), or your expulsion from the class. The University policy on academic dishonesty as published in the Student Conduct Code and General/Graduate Catalog applies.

CLASSROOM ETIQUETTE

Arrive at class promptly. For late arrival, you will incur a penalty on the class participation component. Electronic devices, including cell phones and portable computers, must be turned off and stored out of sight. Your failure to comply with this policy will be deemed disruptive behavior and make you subject to disciplinary action, which may include your temporary or permanent expulsion from the class.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Services office on (660) 785-4478 (or by e-mail at ds@truman.edu) as soon as possible.

STATEMENT OF NON-DISCRIMINATION

In compliance with federal law and applicable Missouri statutes, the University does not discriminate on the basis of sex, disability, age, race, color, national origin, religion, sexual orientation, or veteran status in admission to or employment in its education programs or activities. The University complies with the regulations implementing Title VI and Title VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972; Title II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; and other state and federal laws and regulations.

TITLE IX AND STUDENT SEXUAL MISCONDUCT

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Truman’s campus with the University. Students may speak to someone confidentially by contacting University Counseling Services at 660-785-4014 (660-665-5621 for after-hours crisis counseling.) Truman State University’s Title IX Coordinator is Jamie Ball (McClain Hall 101, jball@truman.edu, 785-4354).

SCHEDULE OF MEETINGS, READINGS AND ASSIGNMENTS

- Jan. 16 Introduction
- Jan. 18 Discussion of AHA, “Statement on Standards of Professional Conduct”
Reading points 1 through 4, consider what comprises a successful historical research paper.
- Jan. 23 Conducting Academic Research
Present an oral statement of the *topic* of your paper. Be as specific as you can. Identify a member of faculty who would be a suitable reader for your paper.
- Jan. 25 Discussion of *Apprentice Historian* research (not historiographical) papers
Critically read the papers and identify what you think are their strengths and weaknesses. *Grade and rank* them and be prepared to state the topic, problem, and argument of each paper.

HISTORIOGRAPHICAL REVIEW PAPER DUE (Jan. 30)

- Jan. 30 Historiographical Review
Provide a brief oral summary of your historiographical review, identifying the main paradigms shifts in the field of your inquiry and the key works associated with each paradigm.
- Feb. 1 Historiographical Review (cont.)

THESIS STATEMENT DUE (Feb. 6)

- Feb. 6 Thesis Statement
Deliver a slideshow presentation on your thesis statement, clearly identifying your claim, reasons (at least three, no more than five) behind this claim, and the evidence for each reason.
- Feb. 8 Thesis Statement (cont.)

ANNOTATED BIBLIOGRAPHY (PRIMARY SOURCES) DUE (Feb. 13)

- Feb. 13 Gathering and Organizing Information
- Feb. 15 Writing Sentences and Paragraphs
- Feb. 20 First Progress Report

PEER REVIEW DRAFT DUE (Feb. 22)

Feb. 22 Frist Progress Report

Feb. 27 First Progress Report

Mar. 1 First Progress Report

PEER REVIEW REPORTS DUE (Mar. 6)

Mar. 6 Peer Review Discussion

Mar. 8 Peer Review Discussion

MIDTERM BREAK

Mar. 20 Second Progress Report

Mar. 22 Second Progress Report

Mar. 27 Second Progress Report

Mar. 29 Second Progress Report

Apr. 3 Delivering a Professional Presentation

Apr. 5 No Class (Student Conference)

Apr. 10 Senior Presentations

Apr. 12 Senior Presentations

Apr. 17 Senior Presentations

Apr. 19 Senior Presentations

Apr. 24 Individual Consultations

Apr. 26 Individual Consultations

May 1 Individual Consultations

RESEARCH PAPER DUE (May 3)

May 3 Conclusion