

HIST 498 SENIOR SEMINAR IN HISTORY

Spring 2020
TR 1:30 P
BH 101

Instructor:

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MTWRF 9 AM-5 PM by appointment

① COURSE DESCRIPTION

Senior Seminar is the capstone for history majors. Combining and building on the knowledge and research skills you have acquired, it culminates in a major, independent, original research project that is subject to rigorous academic standards. Passing the course proves that you have understood what it means to be a historian and earned your degree in history. It is the most challenging and labor-intensive course in the major and requires an unprecedented level of discipline.

② COURSE STRUCTURE

The course has two broad aims, or “learning outcomes.” The first is to communicate the standards according to which professional historians work. The second is to create an environment conducive to executing an independent research project that is consistent with those standards. We work in increments, following each step in the writing process together, from deciding on a topic, choosing sources and developing a bibliography to writing drafts and revising.

③ READINGS

- The American Historical Association, “Statement on Standards of Professional Conduct,” 1-4 at <http://www.historians.org/pubs/free/ProfessionalStandards.cfm>
- *Apprentice Historian* (electronic copy)

④ COURSE POLICIES

I love studying history. I hope you do too. I seek to promote an interpretive community where teaching and learning is fun. 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 of this interactivity, I cannot evaluate anything that is not delivered at **the scheduled time**, and I do not expect you or your peers to do so either.

A research paper is one that advances a persuasive, clear, and original **argument**. That it is original means that, although, it often builds on a topic that you have begun to explore in another class, the paper must be a new project, not a recycled one. Academic dishonesty (whose definition includes recycled papers) in any aspect or at any stage of your work 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 real historians contrast their work to what has previously been written on the subject.

As a Truman faculty member, I am a “mandated reporter”: if you tell me about a crime, I have to tell the authorities. If you have a disability for which you are or may be requesting an accommodation, let me and the Disability Services office (x4478) know.

⑤ REQUIREMENTS

The **on-time** completion of **all** assignments is **required** to pass the course. See Course Calendar below for due dates. 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>.)

- **Participation (10%).** Your participation is an important part of the seminar and is a significant portion in the evaluation of your performance. Participation means a sustained and informed engagement with the course, the materials, and other students with rigor and respect.
- **AHA.** Read the American Historical Association's "Statement on Standards of Professional Conduct," points 1 through 4, and be prepared to discuss it. Consider how a historical research paper will meet these standards.
- **AH.** Read the assigned essays in *The Apprentice Historian*. Rank and grade them. Be prepared to justify your evaluations in class.
- **Topic.** Declare the topic of your paper.
- **Reader.** Identify, meet with, and get the commitment from a faculty member with expertise in the area that your paper topic engages to work with you.
- **Preliminary Bibliography.** Turn a hard copy of a list of all the sources that you have identified, separating primary sources, listed first, and secondary sources.
- **Historiographical Review.** Turn in a 2,000-word summary of the major scholars and debates in your field.
- **Annotated Bibliography.** Annotate each of your sources by (1) explaining who the author is, (2) summarizing the content, and (3) describing its value to your project.
- **Rough Draft (20%).** Write a rough draft of your paper. Turn in three hard copies. As long as it is actual writing on your topic, you will receive one point for each page, up to 20 points.
- **Peer Review (10%).** You will receive a sheet of instructions and your peers will be identified later on.
- **Senior Presentation.** Give a formal, professional, ten-minute presentation to the department. Describe your paper's topic, what's been written about that topic previously, your contribution to the field, and the sources you use to make your argument.
- **Final Paper (60%).** This is it: a 20-25-page research paper that makes a clear, persuasive, original, and historically significant argument. **Electronic copy DUE 5.08.**

⑥ COURSE CALENDAR

TIME	PLACE	DUE
T 1.14	BH 101	
R 1.16	BH 101	AHA
T 1.21	BH 101	AH
R 1.22	Blackboard Journal	Topic
T 1.27	Blackboard Journal	Reader
T 2.11	BH 101	Preliminary Bibliography
R 2.19	Blackboard Journal	Historiographical Review
T 2.23	Email	Annotated Bibliography
T 3.31	BH 101	Rough Draft
T 4.06	BH 101	Peer Reviews
T 4.28	Presentations	
R 4.30	Presentations	
T 5.05	11:30 AM-1:20 PM Presentations	
F 5.08	Email	Final Paper

Emergency Procedures

In each classroom on campus, there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a PDF on the Blackboard course for this class or at this link:



<http://police.truman.edu/files/2015/12/Emergency-Procedures.pdf> .

Students should be aware of the classroom environment and note the exits for the room and building.

For more detailed information about emergency procedures, please consult the Emergency Guide for Academic Buildings using the QR code or this link: <http://police.truman.edu/emergency-procedures/academic-buildings/>

This six-minute video provides some basic information on how to react in the event there is an active shooter in your location:

<http://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/> .

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign in to TruView and click on the “Truman” tab. Click on the registration link in the lower right of the page under the “Update and View My Personal Information” channel on the “Emergency Text Messaging” or “Update Emergency Text Messaging Information” link.

During a campus emergency, information will also be posted on the TruAlert website <http://trualert.truman.edu/>.