

DEPARTMENT OF HISTORY & POLITICAL SCIENCE
ANDREWS UNIVERSITY
BERRIEN SPRINGS, Michigan 49104

HIST 480-001. Senior Seminar (3 hrs)
(Spring Semester 2007)

INSTRUCTOR: John J. Markovic, Ph.D.
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OFFICE HOURS: MWF 8:30-9:15; 11:30-12:15; Th 2:00-3:15 p.m.; other times by appointment
CLASS TIME & PLACE: MW 14:00-15:15; Nethery Hall 122F

COURSE DESCRIPTION

This is a capstone course for the history major normally taken during the senior year. It consists of the reading of classic works of history, the presentation of a portfolio of the student's writing, preparation for both the Major Field Achievement Test in history and a departmental oral examination.

OBJECTIVES

You should be able to demonstrate in class discussion, papers, examinations and portfolio

- a) an understanding of a variety of ways historians in the West have approached the past
- b) an understanding of the discipline of history, including the ability to identify and synthesize broad patterns
- c) a realistic assessment of your growth as a student of history during your college years
- d) an awareness of possible careers that history majors might pursue and what further education might be required for particular career track

REQUIRED TEXTS

The Persian Wars (McGraw Hill), by Herodotus
Chronicles (Viking Penguin), by Jean Froissart
Decline and Fall of the Roman Empire, abridged (Viking Penguin), by Edward Gibbon
LaSalle and the Discovery of the Great West (Vintage), by Francis Parkman
The Return of Martin Guerre (Harvard), by Natalie Zenon Davis

RECOMMENDED TEXT

Historiography, 2nd ed. (Univ of Chicago Press, 1994), by Ernst Breisach.
History and Historians, A Historiographical Introduction (Prentice Hall, 2007), by Mark T. Gilderhus.

REQUIREMENTS

In order to complete the course successfully, a student is expected to

- 1) **attend classes on a regular basis.**
- 2) **complete the readings assigned** by the instructor—on time.
- 3) **write weekly essays**
- 4) **produce and present in class a portfolio**
- 5) **produce career reports**
- 6) **complete comprehensive examination**

WEEKLY ESSAYS (each essay is worth 20 points)

Write an 2-3 page essay on each reading assignment, responding to the questions listed below (in the class reading schedule). In writing your essays you must draw upon specific examples (indicate page number in your text) from the assigned reading to illustrate and support your analysis. Your essay will be evaluated according to the following criteria: organization, writing (spelling, grammar, punctuation, etc.) and analysis and use of evidence.

CAREER REPORTS (each report is worth 50 points)

Each student is required to write two (2) one-page, double-spaced, reports on non-teaching careers for history majors. Each report is to include a minimum of 2 sources, at least one of them a print source. Books dealing with careers are listed below and are in the James White Library. For additional volumes, see the Department of History and Political Science Undergraduate Handbook or the department's web page. These reports are to be presented in class and handed in to the teacher as indicated on the schedule.

CAREER INFORMATION BOOKS (for additional titles, see the Department of History & Political Science Undergraduate Handbook or the department's web page)

Liberal Arts Job: What They Are and How to Get Them (Peterson, 1998)

JWL HF5382.5 .U5 N25 1998

Camenson, Blythe. *Careers for History Buffs and Others Who Learn from the Past* (VGM Career Horizons, 1994)

JWL E175 .C33 1994

Camenson, Blythe. *Great Jobs for Liberal Arts Majors* (VGM Career Horizons, 1997)

JWL HF 5382.5 .U5 C252

Career Associates. *Career Choices for the 90s for Students of History* (Walker, 1990)

JWL HF5382.5 .U5 C25545 1990

DeGalan, Julie & Stephen E. Lambert. *Great Jobs for History Majors* (VGM Career Horizons, 1995)

JWL D16.9 .D34 1995

Gardner, James B. & Peter S. La Paglia, eds. *Public History: Essays from the Field* (Krieger Publishing Co., 1999)

JWL D16.163 P84

PORTFOLIO (worth 260 points)

Each student is to complete a portfolio of work written for various history classes and present his/her portfolio orally at the final examination period. The objectives behind the creation of portfolio are:

- 1) to help student and faculty assess individual growth and improvement in historical thinking and writing.
- 2) to assist majors in compiling samples of their work for use in job/graduate school interviews.
- 3) to assist the departmental faculty in assessing the undergraduate history program.

The portfolio is to contain the following (appropriate accommodation will be made for transfer students):

- 1) a portfolio holder such as an accordion folder or three-ring binder which is strong enough to withstand frequent handling.
- 2) a title page that includes a title, the student's name, department and university name, and date.
- 3) a table of content that lists the material in the portfolio. The portfolio may be arranged sequentially (date of work), topically (Europe, the U.S., etc.), or according to genre (book reviews, examinations, research papers, etc.)
- 4) list of all history courses, and, if appropriate, courses related to the discipline, taken at Andrews University.

- 5) artifacts/samples of the student's work. This should include work from a variety of history courses taken at Andrews University (transfer students may include work from other schools as well) and should represent both beginning and improving work. Samples should include at least two (2) of each of the following: book reviews, essay examinations, research papers. The portfolio must also include all written work for HIST480. It is recommended that the student include any other appropriate work that is not listed above. Graded work is preferable to ungraded.
- 6) captions of 50-100 words on a separate page introducing each artifact (HIST480 essays comprise one artifact) which explain why the sample is included in the portfolio, what the student learned from doing the assignment, and how the artifact reveals the student's academic development.
- 7) a closing reflective essay of 1-2 pages that explores the student's development as a history major and how he or she expects that this learning may be useful for their future.
- 8) a resume or curriculum vitae

EXAMINATION (worth 400 points)

There will be a departmental oral examination covering both the assigned reading and student's general knowledge of history. Study questions appear at the end of this syllabus.

The examination will be scheduled at a time convenient to both the student and the faculty. This examination may be made up only in the event of illness (a medical excuse signed by a physician necessary) or death in the immediate family. Such make-ups tests must be taken within one week of the scheduled examination.

WITHDRAWALS AND INCOMPLETES

Students may withdraw from the class according to the schedule as printed in the Andrews University Bulletin. Incomplete (I) will be given only in the case of extended illness or death in the family that prevents completion of the final examination.

GRADING STRUCTURE

weekly essays (12)	120 pts	(20% of final grade)
portfolio:	260 pts	(25% of final grade)
career reports (2)	20 pts	(5% of final grade)
class participation, attendance & oral presentation	250 pts	(10% of final grade)
comprehensive examination	400 pts	(40% of final grade)

A	above 94%	Superior	C+	77-79%	
A-	90-94%		C	73-76%	Average
B+	87-89%		C-	70-72%	
B	83-86%	Above average	D	60-69%	Below average
B-	80-82%		F	below 60%	

PARTICIPATION

Participation in the classroom includes regular attendance, active participation in the discussion related to oral presentations and engagement during the review sessions given by guest lecturers. Pay attention to the material given during the review sessions, ask questions, learn as much as possible, to prepare for the comprehensive examination.

ATMOSPHERE

Your comments are always welcomed, whether in the classroom or outside of it. If you need to, feel free to come to my office and discuss issues and problems related to the course. A productive and open discussion

involves personal exposure, meaning you or other students are taking risks when making a comment. Your ideas may not be in accord with those of the others, but your point—as long as it is honest, supported, and sensible—need to be respected by all in the class. The same applies to each of you toward other students. Questions, discussion, humor, cheer, and laughter are a part of the class, but scoffing, jeer, or any other form of contempt for the opinions of others is not. Bad manners and disrespect of the class time will not be tolerated.

EMERGENCIES

If you are facing personal problems, see your advisor, and let your advisor know that he/she is always welcome to call me and discuss your absence from my class. If you anticipate a field trip, let me know in advance. If you have to leave the campus because of death in the family, make sure you inform me in person, by phone, or by e-mail. Your medical excuse has to come from your physician, not from a nurse. An altered or corrected note will not be accepted. In all case, do not ignore the problem. If the emergency prevents you from informing me in advance, then make sure you do so immediately following your return to the campus.

ACADEMIC HONESTY

Plagiarism is when you turn in someone else's work as your own. It is stealing. It is unacceptable, and in the academic community the punishment is severe. Any evidence of plagiarism or cheating during the exam will result in the failing grade for the entire course.

SUPPORT SERVICES

If you have problems, don't be shy or afraid, come and talk to me.

An important tool on the campus is the Library. The staff will always be happy to help you. Writing labs are also available. If you have problems reading, there is help to improve your reading skills. Computer labs are available, use them for your written assignments. If you need tutorial help, or help with reading and writing, let me know or inquire at the Office of Student Success (Nethery Hall, 3rd floor).

DISABILITY ACCOMMODATIONS

If you qualify for accommodations under the American Disabilities Act, please see me (the instructor) as soon as possible for referral and assistance in arranging such accommodations. Students with diagnosed disabilities may request accommodations from the Office of Student Success.

ORAL EXAMINATION STUDY QUESTIONS

As described above, there will be an one-hour oral examination conducted by the history faculty covering both the assigned reading for this class and your general knowledge of history. Below is the list of study questions on which this examination will be based. Please regard this examination an opportunity to “pull together” and reflect on what you have learned as a history major.

1. What was “medieval” and what was “modern” about Renaissance art, architecture, sculpture, politics, and society?
2. Why did the Protestant Reformation come in the 16th century, and why first to the Holy Roman Empire? Why did it result in Multiple religious splits?
3. What was so “revolutionary” about the Scientific Revolution? Explain one paradigm shift in astronomy, biology, physic or chemistry.
4. How and why did France adopt absolute monarchy in the 17th century while England after 1660 became a constitutional monarchy?
5. Describe and discuss the major features of the French Revolution, the rise and fall of Napoleon, and the revolutions of the 1820s, 1830s and 1848. In what ways did the French Revolution and Napoleon's

conquests impact 19th century European history in terms of diplomacy, internal politics, social and economic affairs?

6. Describe and discuss the unification of Italian and German states. Identify and discuss the major personalities involved in the unification of these two states. How did these two developments impact European diplomacy and social life in Italy and Germany and the surrounding countries?
7. Identify, trace and discuss major factors (causes) behind the outbreak of the First World War. Briefly describe the course of the war, and what impact the war had on 20th century European history.
8. Describe and discuss the origins and nature of the Second World War. What major developments took place during the war and immediately following that drastically changed the character of European diplomacy, U.S.-Soviet relations and Jewish-Christian relations?
9. How and why did the English cultures in new England (Puritans), the Atlantic South (Cavaliers), the Middle Colonies ((Quakers), and the Appalachian West (frontier folk) differ from one another in many respects?
10. Trace the significant events in the growing sectional crisis in the United States from 1845 to the outbreak of the Civil War. What were the major causes of this conflict?
11. Describe the development of the Industrial Revolution in America after the Civil War. Discuss this topic in connection to the following themes: immigration, women and society, labor unions, the American West, and the South.
12. Discuss how American views of the role of government in the economy and society have changed over time, with specific attention to the 20th century. What role did the following themes or events play in this changing perception: Industrial Revolution, the Progressive Movement, World War I and II, the Great Depression, Vietnam, Watergate, and the Gulf War?
13. What were the causes of the Cold War between the U.S. and the Soviet Union? Discuss the major events and what led to the end of this era. How have American foreign policy goals changed since the collapse of the Soviet Union?
14. Identify the major ideas, significant thinkers, and political impact of the following ideologies:
 - a) Classical Liberalism
 - b) Socialism/Marxism
 - c) Fascism
 - d) Nationalism
15. What is the difference between primary and secondary sources and how are they used in hisstorical research and writing? Explain briefly the following terms: internal and external criticism, oral history, quantitative history.

CLASS AND READING SCHEDULE
(Spring Semester 2007)

- W Jan 10. Introduction
- M 15. *** **Martin Luther King Jr. Day, no class**
- W 17. Herodotus, pp. 3-209
Essay 1: Drawing on examples from your reading, analyze how Herodotus critically evaluates evidence, particularly when he received contradictory information.
- M 22. Comprehensive review: Brian Strayer
- W 24. Herodotus, pp. 210-372
Essay 2: Analyze the organizational structures of Books 3 and 4, showing how Herodotus combines dominant and subordinate narratives with descriptive sections.
- M 29. Comprehensive review: Brian Strayer
- W 31. Herodotus, pp. 372-492
Essay 3: What types of causes—individual, social, environmental, etc.—does Herodotus identify as he explains events?
- M 5. Comprehensive review: Brian Stayer
- W 7. Froissart, pp. 37-198
Essay 4: Choose two battle accounts from Book 1 and explain how Froissart narrates the conflicts, including his presentation of personalities, description of the battle scenes, and the “plotting” of the accounts.
- M 12. Comprehensive review: Gary Land
- W 14. Froissart, pp. 202-348
Essay 5: In what ways does Froissart reveal his social class and “national” allegiances in this section of his *Chronicles*?
- M 19. *** **Presidents’ Day, no class**
- W 21. Gibbon, 9-89 and 121-194
Essay 6: Compare Gibbon’s view of Rome at its height with his analysis of Christianity. How do his secular, rationalist enlightenment values, shape his understanding of history?
- M 26. Comprehensive review: Gary Land
- W 28. Gibbon, 195-273 and 365-443
Essay 7: How does Gibbon work both Julian the Apostate and Attila the Hun into his grand theme of the decline of the Roman Empire? In writing your essay note how Gibbon combines historical details with more general interpretations?
- M Mar 5. Comprehensive review: Gary Land
- W 7. Gibbon, 588-673
Essay 8: To what extent does Gibbon take a Eurocentric view of the Arabs and Muhammad? How does this perspective shape his understanding?

- M 13. Comprehensive review: Gary Land
W 14. Parkman, chs. 1-11
Essay 9: Examine how Parkman develops the characters of such individuals as LaSalle, Marquette, and Joliet and their contribution to his dramatic narrative.
- M 26. Comprehensive review: John J Markovic
W 28. Parkman, chs. 12-21
Essay 10: What story-telling techniques—descriptions, dialogue, dramatic conflict, etc.—does Parkman use to draw the reader into his narrative? How are these techniques similar to and different from those of a novelist?
- M Apr 2. Preliminary Presentation and Discussion of Portfolios (20 minutes)
Comprehensive review: John J Markovic
W 4. Parkman, chs. 22-29
Essay 11: How does Parkman ultimately judge LaSalle? Would you describe his account as a tragedy, a farce, or what?
- M 9. Comprehensive review: John J Markovic
W 11. **Submission and Presentation of Portfolios** (30 minutes)
Comprehensive review: John J Markovic
- M 16. Final Notes Regarding Preparation for the Comprehensive Examination
W 18. **Career Reports:** students present their reports
- M 23. no class: **comprehensive examinations** will be scheduled during this week
W 25. Davis, entire book
Essay 12: In a work that many historians would describe as “postmodern,” in what ways does Davis depart from conventional historical analysis in her use of evidence, willingness to speculate, and understanding of historical truth?
- W May 2. 13:30-15:30 (1:30-3:30 p.m.) Film: “The Return of Martin Guerre”