

HIST480 (3 crs.)
Senior Seminar
2-3:15 p.m. MW (Spring 2011)
Harrigan Hall 303

Instructor: Dr. Brian E. Strayer

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Hours: 9:30-10:20 a.m. MWF; 12:30-2:00 p.m. MW. Other times by appointment.

Textbooks: Herodotus, *The Persian Wars*

Jean Froissart, *Chronicles*

Edward Gibbon, *Decline & Fall of the Roman Empire*

Francis Parkman, *La Salle and the Discovery of the Great West*

Natalie Z. Davis, *Return of Martin Guerre*

Schedule of Assignments:

January 3—Introduction, Syllabus

5—Review session: Dr. Brian Strayer

10—Herodotus, 3-209 [Essay #1: Drawing on examples from your reading, discuss and analyze how Herodotus critically evaluates evidence, including contradictory information]

12—Herodotus, 210-372 [Essay #2: Discuss and analyze the organizational structures of Books 3 and 4, showing how Herodotus combines dominant and subordinate narratives with descriptive prose]

17—Martin Luther King, Jr. Day

19—Review session: Dr. Brian Strayer

24—Herodotus, 372-492 [Essay #3: What types of causes—individual/human, social, environmental, etc.—does Herodotus identify as he explains events?]

26—Review session: Dr. Brian Strayer

February 2—Froissart, 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]

7—Review session: Dr. Kathryn Silva Banks

9—Froissart, 202-348 [Essay #5: In what ways does Froissart reveal his social class and “national” allegiances in this section of his *Chronicles*?]

14—Presidents’ Day

16—Gibbon, 9-89, 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?]

21—Review session: Dr. Kathryn Silva Banks

23—Gibbon, 195-273, 365-443 [Essay #7: How does Gibbon weave 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]

28—Review session: Dr. Kathryn Silva Banks

March 2—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?]

- 9—Review session: Dr. Kathryn Silva Banks
- 21—Parkman, chs. 1-11 [Essay # 9: Examine how Parkman develops the characters of individuals such as La Salle, Marquette, and Joliet and their contributions to his dramatic narrative]
- 23—Review session: Dr. John Markovic
- 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?]
- 30—Review session: Dr. John Markovic [Preliminary presentation and discussion of portfolios—about 20 minutes]
- April 4—Parkman, chs. 22-29 [Essay #11: How does Parkman ultimately judge La Salle? Would you describe his account as a tragedy, a farce, or what?]
- 6—Review session: Dr. John Markovic
- 11—Presentation and submission of portfolios
- 13—Davis, vii-131 [Essay #12: In a work many have described as “postmodern,” in what ways does Davis depart from conventional historical analysis in her use of evidence, willingness to speculate, and her understanding of historical truth?]
- 18—Career Reports: All students present their reports in class orally.
- 20-21—Comprehensive exams (one hour each) will be scheduled on Wednesday & Thursday afternoons of this week.
- *27—Watch film “The Return of Martin Guerre” at Dr. Strayer’s home with free pizza, pop, and ice cream provided (4613 Timberland Drive). Either 1:30-3:30 p.m. (exam time) or supper time as agreed upon by the class.

Aim of the Course: “The greatest work of the teacher is to lead those under his charge to be intellectual Christians.”—Ellen White, ms. release 76, p. 3.

Course Objectives: Through class discussions, written reports, papers, examinations, and portfolio you should be able to demonstrate the following:

1. An understanding of the variety of ways that historians in the West have engaged the past.
2. An understanding of the discipline of history, including the ability to identify and synthesize broad patterns in history.
3. A realistic assessment of your growth as a student of history during your college years.
4. An awareness of possible careers that history and social studies majors might pursue and what further education might be required for particular career tracks.

Course Requirements:

It is expected that each student will study the primary reading assignments seeking not only to understand what the authors write, but also being prepared to discuss their assumptions, evidence, and methods. In addition, each student will write several reading reports/essays, produce and present in class a colorful portfolio, write career reports, and pass an oral comprehensive examination given by the Department faculty.

12 Reading Reports/Essays (10 points each/12% of grade)

Each student is required to write a 2.5-3.0 page essay on each reading assignment, responding to the questions listed below. In writing your essays, you should draw upon specific examples (indicate page number from the 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), analysis, and the use of evidence. Your essay must be typed, double-spaced throughout, and paginated with one inch margins all around. Type your name, essay number, historian's name and page numbers, and the date (single spaced) in the upper left corner.

2 Career Reports (20 points each/4% of grade)

Each student is required to write two 2-page, double-spaced reports on non-teaching careers for history and social studies majors. Each report is to cite a minimum of two sources; one may be an internet source and the other must be a print source. The books dealing with careers listed below can be found in the James White Library. These reports will be presented in class and then turned in as indicated on the schedule of assignments. Your report must be typed, double-spaced throughout with one inch margins all around. Type your name, report number, and date of submission (single spaced) in the upper left corner.

Career Information Books in JWL:

Camenson, Blythe. *Careers for History Buffs and Others Who Learn from the Past*. 2002. E175.C33.

Camenson, Blythe. *Great Jobs for Liberal Arts Majors*. 2008. HF5382.5.Uf.C252

DeGalan, Julie & Stephen Lambert. *Great Jobs for History Majors*. 2008. D16.9.G34.

Gardner, James & Peter La Paglia, eds. *Public History: Essays from the Field*. 1999. D16.163.P84

1 Portfolio (250 points/25% of grade)

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

1. to help students 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 Department faculty in assessing the undergraduate history and social studies program.

The portfolio must contain the following:

1. A three-ring binder which is strong enough to withstand frequent handling.
2. A title page that includes a title, student's name, department and university name, and date.
3. A table of contents that lists the material in the portfolio. The portfolio may be arranged chronologically (in order of year produced), topically (Europe, U.S., etc.), or by genre (book reviews, examinations, research papers, etc.)
4. A list of all history courses and, if appropriate, other courses related to the discipline taken

- at Andrews University.
5. Artifacts/samples of the student's work covering a wide variety of history courses taken at Andrews University (transfer students may include work from other schools as well). This should represent both beginning and improving work. Samples should include at least two of each of the following: book reviews, essay exams, research/term 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 work.*
 6. Captions of 50-100 words on a facing 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 exploring the student's development as a history major and how s/he expects that this learning may be useful for his/her future.
 8. A resume or curriculum vitae.

1 Comprehensive Oral Examination (400 points/40% of grade)

During the last week of the course, Department faculty will orally examine each student over the assigned reading and the student's general knowledge of history. To help students prepare for this comprehensive examination, ten class periods are designated for a review of the material subject to examination. Study questions are provided here to guide you in preparing for this oral exam. The exam will be scheduled at a time convenient to both the student and the faculty; it may be made up only in the event of serious illness (a medical excuse signed by a physician is required) or a death in the immediate family (mother, father, aunts, uncles, grandparents). Such make-up exams must be taken within one week of the scheduled examination.

Oral Examination Study Questions:

As described above, there will be a one-hour oral examination conducted by the History Faculty covering both the assigned readings for this class and your general knowledge of history. Below is the list of study questions on which this exam will be based. Please regard this exam as an opportunity to synthesize and reflect on what you have learned as a history/social studies 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, physics, 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 Italy and Germany, including 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, US-Soviet relations, and Jewish-Christian relations?
9. What challenges and successes faced the English colonies in New England, the Mid-Atlantic, and the Coastal South from 1609 to 1700? What long- and short-term factors in the 18th century explain why the 13 colonies revolted against Great Britain in 1775?
10. Trace the significant events in the growing sectional crisis in the U.S. 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 the topic in connection to the following themes: immigration, race, 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, Progressive Movement, World Wars I and II, Great Depression, Civil Rights Movement, 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: Classical Liberalism, Socialism/Marxism, Fascism, Nationalism.
15. What is the difference between primary and secondary sources and how are they used in historical research and writing? Explain briefly the following terms: internal and external criticism, oral history, quantitative history.

Class Participation (80 points/8% of grade)

Participation in the classroom includes active involvement in the discussions 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, and learn as much as possible to prepare for the comprehensive examination.

Attendance (20 points/2% of grade)

Regular attendance in class is essential. Your classmates benefit from hearing your ideas, criticisms, and suggestions as much as you benefit from hearing theirs. More than 6 unexcused absences will result in a failing grade. Excused absences must be documented by receipts or notes from doctors, dentists, nurses, or other professional persons, not parents, deans, or roommates.

Oral Presentations (90 points/9% of grade)

Clarity, persuasiveness, depth and breadth of analysis, and brevity will be taken into consideration during oral presentations.

Academic Dishonesty Policy:

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the *University Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic integrity for further recommendations on penalties. To avoid involvement in academic dishonesty, in this course my policy will be to give no credit to any written work that demonstrates any degree of plagiarism, which is stealing and passing off the words or ideas of another as one's own without giving credit (as with quotation marks or footnotes) to the original source or copying information from another student's exam in the classroom. Such behavior will also be reported to the student's advisor, to the chair of the History and Political Science Department, and to the Dean of the College of Arts and Sciences.

Disability Accommodations:

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

Grading Scale

A = 93-100%
A- = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C+ = 77-79%
C = 73-76%
C- = 70-72%
D = 60-69%
F = 0-59%

I trust that this semester's study will be not only a richly rewarding experience for you, but also a pleasurable journey into the past. May God richly bless your study efforts!

Dr. Brian E. Strayer
Professor of History

