

Andrews University

**HIST 290-001
RESEARCH SEMINAR
FALL SEMESTER 2015
BULLER 106
TR/10:00-11:15
CREDITS: 3.0**

Instructor: Stephanie A. Carpenter, PhD
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Office location: Buller 126
Office hours: TR 2:00-5:00 pm

Course Description: Introduction to historical research methodology, including both bibliographical searches and critical evaluation of sources. Requires the writing of a research paper using primary sources. Prerequisite: n/a.

Course Materials:

- Dierenfield, Bruce J. *The Civil Rights Movement*, Rev ed. Pearson-Longman Publishers, 2008.
- Galgano, Michael J., J. Chris Arndt, Raymond M. Hyser. *Doing History: Research and Writing in the Digital Age*, 2nd ed. Cengage, 2013. ISBN 978-1133587880.
- Iverson, Peter and Wade Davies. *We are Still Here: American Indians Since 1890*, 2nd ed. Wiley, 2015. ISBN 978-1118751589.
- Turabian, Kate et al. *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing). U of Chicago Press, 2013. ISBN 978-0226816388.
- Other readings as assigned.

Course Outline: **Syllabus subject to change.** The information included below is a general course outline. Inasmuch as deviation from it may be necessary to meet the needs of the class, the right is reserved to make adjustments where necessary. Adjustments made will be based on reasonable discretion and consistent with fundamental fairness.

- Week 1: Introduction to the study/writing of history
Galgano et al, chapter 1
- Week 2: Discussion of historical sources and possible topics
Galgano et al, chapters 2, 3, and 4; Turabian, chapters 3 and 4; begin reading Dierenfield (chapters 1-4) and Iverson (chapters 1-3) for context
CONFERENCES regarding paper topic on 3 September 2015;
ASSIGNMENT 1 DUE 4 September 2015
- Week 3: Discussion of primary sources and proposals
Galgano et al, chap 2 and 4; Dierenfield (chap 5-10) and Iverson (chap 4-5)
LIBRARY TOUR 8 September 2015;
PROPOSAL DUE 10 September 2015

- Week 4: Discussion of proposals and research methods
Galgano et al, chap 2, 3, and 4; Dierenfield (chap 11-13, Assessments, Documents) and Iverson (chap 6-7)
ASSIGNMENT 2 DUE 17 September 2015; EMAIL SUBMISSION BY 6 AM
- Week 5: Research methodology and secondary sources; importance of bibliography
Galgano et al, chap 3 and 6; Turabian, chap 16
ASSIGNMENT 3 DUE 24 September 2015
- Week 6: Research methodology and problems; progress reports
Galgano et al, chap 5 and 6; Turabian, chap 5, 6, 7, 16, and 17
ASSIGNMENT 4 DUE 1 October 2015
- Week 7: Advanced searching; anticipation of problems
Galgano et al, chap 4, 5, and 6
ANNOTATED BIBLIOGRAPHY DUE 8 October 2015
- Week 8: Putting it all together: research, writing, and sources
Galgano et al, chap 5 and 6; Turabian, entire book for reference (especially chap 5-11)
INTRODUCTION DUE 15 October 2015; EMAIL SUBMISSION BY 6 AM
- Week 9: Progress reports; Turabian for reference, especially chapters 16 and 17 for citations
Galgano et al, chap 5 and 6
- Week 10: Progress reports
- Week 11: **DRAFT DUE 5 November 2015; COPIES FOR ALL MEMBERS OF CLASS AND INSTRUCTOR; UPLOAD TO Moodle**
- Week 12: Discussion of drafts
- Week 13: Discussion of drafts
- Week 14: Discussion of drafts
- Week 15: **FINAL PAPER (with critiqued draft & bibliographic essay) DUE 3 December 2015**
Presentations

Course Objectives: HIST 290 is a historical methods course. With completion of the course, history students will have mastered the skills of researching, writing, and presenting a research proposal, working bibliography, first draft, and final copy of a twenty to twenty-five-page paper (7500 words) with bibliographic essay. Students will use primary and secondary sources available from university libraries, Government Publications, newspapers, journals, Interlibrary Loan, and others.

- A. Students will learn about and be able to distinguish primary and secondary source materials.
- B. Students will formally present their research and final paper at the end of the semester.
- C. Students will learn how to write a research proposal and state a thesis for research project.
- D. Students will learn how to use library resources to research historical topics by completing written assignments.
- E. Students will learn how to construct written history through assignments and research paper.
- F. Students will critique papers and provide constructive comments to improve writing.
- G. Students will learn how to incorporate constructive criticism into paper as they revise their drafts and turn in a completed paper with bibliographic essay.

Grading: Grades will follow the A-B-C-D-F (100-90-80-70-60) scale and will not be curved. Passing grade in this course is 60 percent (D). Students must complete all components of the course to receive a passing grade.

Course Requirements: Students will concentrate their research with primary source materials. The focus of this semester's History 290 research is the US Civil Rights Movement and any topic related to African American and Native American civil rights during the 20th century is acceptable as long as source material is available and accessible. Topics in civil rights can include Supreme Court cases and their impact on society; integration/segregation; government/military integration and/or service in Spanish-American War, WWI, WWII, Korea, Vietnam; civil rights legislation; civil rights organizations; gender issues; reservation life; sharecropping; rural and urban movements; civil rights leaders; American Indian Movement; Fish-ins and Sit-ins; Alcatraz; 1968 Olympics; Black Power; Black Panther Party; National of Islam; Freedom Summer; freedom rides; civil rights marches; and local movements. Sources available can include but should not be limited to: diaries and journals; federal and state census documents; federal, state, and local documents; newspapers and journals; oral histories and interviews; university records; and writings of the period. Use course materials to get started and assist with identification of research topic. It is imperative to choose a topic that primary material is available. Not all sources will be accessible or available and may require travel or interlibrary loan. It is important to plan ahead and schedule research time throughout the semester rather than wait until the end to complete the project. Secondary sources used to verify primary sources, can be accessed through the Library homepage, either within its own collection, databases available, and/or ILL.

Discussions, critiques, and assignments (30%): This portion of each student's grade will be comprised of several components throughout the semester and will come from participation in the course: discussion of topical material and information regarding historical research and writing, completion of written assignments, and peer critiques. Discussion: Grade will be calculated from class attendance, participation, and progress reports regarding research. Assignments: Several library and writing assignments will be required. The assignments, instructions, and due dates are listed at the end of the syllabus. Peer critiques: Students will critique (verbal and written format) each paper submitted in the class. The critiques will be constructive and informative, adhering to distributed/stated guidelines.

Paper proposal (5%): Each student will type a one-page proposal of their research topic including thesis, historical context, and sources. Proposal is due 10 September 2015.

Bibliography (10%): Students will utilize all available indexes and resources (print and electronic) to construct a complete and exhaustive bibliography. Each source will be annotated and formatted according to Turabian (Chicago Manual of Style). Annotated Bibliography is due 8 October 2015.

Draft (30%): Each student will write and hand in a first draft of their paper for constructive comments and review. Students will make copies to share with members of the class and instructor as well as submit draft via Moodle to TurnItIn. This draft should be complete (as close to 7500 words as possible) so that students do not spend their remaining month of class conducting research and hunting for sources. That said the draft does not have to be perfect, but should reflect the main points and arguments of the paper, and include a thesis, supporting evidence, analysis, and source citations.

References should be cited using the Chicago Manual of Style note format (see Turabian) and the paper should be typed, double-spaced, spell-checked, and include word count. Please note: a draft that is not the student's own work (ie copied and pasted from another source) and violates the Academic Integrity Policy will result in a failing grade for the course. Preferred font for draft: Verdana or Ariel. Draft is due 5 November 2015 with copies in class.

Final draft and presentation (25%): The final paper will incorporate comments from classmates and instructor. The draft critiqued by instructor is required to accompany the final paper when turned in at the end of the semester. The final draft should not be just another copy of the first draft, but rather a revised paper that addressed constructive comments. Final paper will be typed, double-spaced, and spell-checked with citations in proper Chicago Style format. A bibliographic essay (examples will be provided in class) is required with the final paper. Students will formally present their research at the end of the semester. Final drafts will be uploaded to TurnItIn via Moodle as well as submitted in class. Preferred font: Verdana or Ariel. Final paper, critiqued draft, and bibliographic essay due 3 December 2015.

Attendance Policy: Attendance is required. Unexcused absences will affect grade—2 will reduce student grade one letter; 4 will result in automatic failure. University sanctioned events are excused if discussed beforehand. Doctor's appointments (if an emergency) will be excused; missing class for a standing appointment is not. Be on time and attentive for class; it is disruptive and disrespectful to arrive late and inconsiderate toward your classmates to sleep during class. The use of cell phones in class is prohibited. Please turn off phones when you enter the classroom. Students who feel the need to use their phone both for a call or to text will be asked to leave and recorded as absent for that class.

Class Policies:

Student Responsibility: Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University email, Moodle, and iVue alerts regularly.

Professionalism: To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Cell Phones, Personal Laptops, and Recording devices: Cell phones should be turned off before entering the classroom. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.
- Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.
- Late Assignments are unacceptable unless prearranged with instructor.
- Tardiness; is disruptive and disrespectful to the class and instructor.
- Eating in class: Please do not bring food or beverages to class. Water is permitted.

Additional Policies: CHEATING in any form (including plagiarism) is not allowed. Plagiarism is a serious matter and cause for an F in the course. Cheating, plagiarism, or doing work for another person which will receive academic credit are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations,

assignments, reports, or term papers, or the presentation of unacknowledged material as if it were the student's own work.

Disability Accommodations:

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Academic Integrity:

In harmony with the mission statement, Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:

- Falsifying or presenting falsified documents
- Plagiarizing
- Misusing copyrighted material and/or violating licensing agreements
- Using media from any source or device including the internet in ways that mislead, deceive, or defraud
- Presenting another person's work as one's own
- Using materials other than those specifically allowed by the teacher or program during a quiz or examination
- Stealing, accepting, or studying from stolen quizzes or examination materials
- Obtaining information from another student or any other source during a regular or take home test or quiz
- Assisting others in acts of academic dishonesty such as falsifying attendance records or providing unauthorized course materials"

Emergency Protocol:

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.