

Andrews University

HIST 290-001: Research Seminar

Credits: 3.0

Fall 2016

TR 12:30-1:45

Buller 106

Instructor:	Stephanie Carpenter, PhD
Telephone:	269-471-3291
Email:	carpenter@andrews.edu
Office location:	Buller 126
Office hours:	by appointment; as Department chair, meetings pop up on my calendar daily; it would be prudent to make an appointment with me or my Assistant at Buller 135 to ensure an appointment.

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:

Galgano, Michael J., J. Chris Arndt, Raymond M. Hyser. *Doing History: Research and Writing in the Digital Age*, 2nd edition. Cengage, 2012. ISBN 978-1133587880.

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.

Winkler, Allan M. *Home Front USA: America during World War II*, 3rd Edition. Wiley, 2012. ISBN 978-0882952864.

Other readings as assigned.

HPSC History Program Outcomes:

1. Demonstrate an understanding of knowledge and context of key historical facts, values, and ideas;
2. Discuss the development of historiography and contemporary theoretical issues, including Christian perspectives on the discipline;
3. Pursue original research and synthesize it into well-written reports;
4. Develop relationships and engage in professional development with department faculty, staff, and fellow majors;
5. Students will critically examine and evaluate historical developments from an SDA/Christian worldview.

Student Learning Outcomes (SLO): 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.

Course Outline (Readings and Assignments): 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; Winkler, chapters 1 and 2
CONFERENCES regarding paper topic on 1 September 2016;
ASSIGNMENT 1 DUE 2 September 2016 (in hard copy, dropped by office)
- Week 3: Discussion of primary sources and proposals
Galgano et al, chapters 2 and 4; Winkler, chapters 3 and 4
LIBRARY TOUR 6 September 2016;
PROPOSAL DUE 8 September 2016 (in hard copy, bring to class)
- Week 4: Discussion of proposals and research methods
Galgano et al, chapters 2, 3, and 4
ASSIGNMENT 2 DUE 15 September 2016; EMAIL SUBMISSION BY 10 AM
- Week 5: Research methodology and secondary sources; importance of bibliography
Galgano et al, chapters 3 and 6; Turabian, chapter 16
ASSIGNMENT 3 DUE 22 September 2016 (in hard copy, bring to class)
- Week 6: Research methodology and problems; progress reports
Galgano et al, chapters 5 and 6; Turabian, chapters 5, 6, 7, 16, and 17
ASSIGNMENT 4 DUE 29 September 2016 (in hard copy, bring to class)
- Week 7: Advanced searching; anticipation of problems
Galgano et al, chapters 4, 5, and 6
ANNOTATED BIBLIOGRAPHY DUE 6 October 2016 (in hard copy, bring to class)
- Week 8: Putting it all together: research, writing, and sources; notes and bibliographic essay
Galgano et al, chapters 5 and 6; Turabian, entire book for reference, especially chapters 5-11
INTRODUCTION DUE 13 October 2016; EMAIL SUBMISSION BY 10 AM
- Week 9: Progress reports; Turabian for reference, especially chapters 16 and 17 for citations
Galgano et al, chapters 5 and 6
- Week 10: Progress reports
- Week 11: DRAFT DUE 3 November 2016; HARD COPIES FOR ALL MEMBERS OF CLASS AND INSTRUCTOR brought to class; 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 1 December 2016
Presentations

Grading Criteria: Grades will follow the A-B-C-D-F (90+ - 80+ - 70+ - 60+ - 59 and below) 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. Late assignments (1-4, Proposal, Annotated Bibliography, Introduction) will receive a grade of 60 or below depending on quality of work. Late Draft or Final Paper **WILL NOT** be graded.

Course Requirements: This is a rigorous course that requires consistent work (research and writing) from the first to the last week of the semester. This course requires a substantial time commitment outside of class to complete the assignments. Students who follow the course guidelines and assignments in order and in a timely manner can be successful in this course; students who procrastinate will find it difficult to be successful in the course. I am here to guide you in the course as well as assist with time management and other class related issues. College-level courses estimate that for every hour you spend in the class, you will spend (at least) two additional hours doing required work (reading and assignments); to that end, an undergraduate 3-credit course requires a total of 135 hours for course lectures, reading requirements, and written assignments. While that is the standard, in a class based on research and writing, the hours spent outside of class will be greater than those in class. I estimate the following:

- o Class lectures: 30 hours
- o Research: 85 hours
- o Written assignment: 20 hours

This semester our focus of research is World War II and paper topics will cover the American/domestic response to war. Acceptable paper topics can include, but not be limited to: US government response to war, court cases and their effect/impact on society and/or World War II, integration/segregation, government manufacturing, defense manufacturing, "war work," women's roles, community action and response to war, and patriotism. The main body of sources used for this class will be primary sources and can include but not 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 8 SEPTEMBER 2016.

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 6 OCTOBER 2016.

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 LearningHub 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: Verdana or Ariel. DRAFT IS DUE 3 NOVEMBER 2016 WITH COPIES IN CLASS.

Final paper 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 as well as submitted in class. Preferred font: Verdana or Ariel. FINAL PAPER, CRITIQUED DRAFT, AND BIBLIOGRAPHIC ESSAY DUE 1 DECEMBER 2016.

Assessment Rubric for Research Methods Courses

	Not present	Fails to meet expectations	Barely meets expectations	Meets expectations	Exceeds expectations	
Organization / flow of the paper Abrupt shifts in thought / argument Style of writing, word choice Repetitive, verbose, use of clichés Parroting, slang language	0	1	2	3	4	_____
Paper format and length Length (minimum requirement met) (title page & bibliography excluded)	0	1	2	3	4	_____
References (reader/user friendly) (Turabian or Chicago Manual) Footnotes/endnotes (not in order) Bibliography (not in order)	0	1	2	3	4	_____
Thesis or research objective statement	0	1	2	3	4	_____
Research content / extent of research Original and secondary sources	0	1	2	3	4	_____
Analysis and/or Synthesis Critical thinking /analysis/logic Synthesis, complexity of ideas Originality of thought & insight	0	1	2	3	4	_____
Suggested revisions Edits made from rough draft Passive voice/grammatical errors fixed Structural/analytical changes/additions	0	1	2	3	4	_____

Class Policies:

Student Responsibility: Email is the official form of communication at Andrews University. Students are responsible for checking their AU 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. Students who choose to text during class will be marked absent for the day. 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.

Attendance: Two unexcused absences will reduce grade one letter; 4 unexcused absences will result in automatic failure.

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:

University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. University learning requires all members of the academic community to behave honestly. Andrews University anchors its practices in the teachings of the Bible as well as in widely established and honorable academic traditions. As the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participant's true and accurate self-representation. In Ephesians, Paul invites believers "to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness" (Eph. 4:23-24, NRSV). As scholars and as Christ servants, we build His living body through our honesty in all things, both small and great. To that end, Andrews University's faculty and students pledge to learn and grow together, committing to the following Standards and affirming honesty as a core component of an Andrews University education.

Andrews University is a community of scholars where academic honesty is the expected norm for faculty and students. All members of this community are expected to exhibit academic honesty in keeping with the policy outlined in the University bulletin. In addition, the student is expected to comply with ethical and scientific standards in research as recognized by the US Office of Human Subjects Protection and the US Office of Research Integrity. It is expected that members of the scholarly community will act with integrity at all times, however, should an individual choose to demonstrate dishonesty, it should be understood that acts of academic dishonesty are taken extremely seriously. Acts of dishonesty are classified by level and reported centrally. The consequences of academic dishonesty will be determined by the instructor unless a student's record demonstrates repeated offenses (either three level-one offenses or two level-two offenses, or a level three and any other level violation). In the situation where the student record demonstrates such repeated violations, or where the student is accused of a level-four violation, the case will be referred to an Academic Integrity Panel for resolution. Serious or repeated violations can result in the issuance of an "XF" grade by Academic Integrity Panels, which indicates that the student failed the class for breach of academic integrity. The XF is placed on the student's permanent record and can only be removed under certain circumstances (see the University Bulletin)."

Standards for Faculty

Because academic integrity grows out of a partnership between faculty, staff involved in academic endeavors, and students, faculty members of Andrews University promise to:

- Model academic integrity both in the classroom and in the course of research activities and publication;
- Cultivate academic honesty in each course, using the following means as deemed appropriate:
 - Make the Academic Integrity Policy available to students,
 - Communicate clearly in the syllabus the expectations of the course, including what academic integrity means within the context of the course,

- Explain acceptable source citation practices within the specific course or discipline,
- Encourage use of campus learning resource;
- Intervene when academic integrity is breached and report intentional violations.

Standards for Students

The Andrews University faculty pledge to promote classroom experiences that foster academic integrity. In the same way, students commit to do their part to build a community of honesty. Students promise to:

- Present assignments, lab reports, and research findings that are not falsified in any way;
- Respect copyrighted and/or licensed material (whether it be directly quoted or paraphrased) by citing print or electronic sources as appropriate;
- Follow the source citation guidelines outlined by the course professor;
- Submit work that is solely created by the person to whom it is assigned;
- Contribute equitably when participating group-work;
- Prepare for quizzes and examinations by study and review without stealing, accepting, or using unauthorized quizzes or examination materials;
- Follow the professor's instructions regarding allowable aids during a quiz or examination;
- Complete quizzes and tests without seeking answers from or sharing answers with other students or unauthorized sources;
- Encourage others to high standards of integrity by refusing to assist in acts of academic dishonesty.

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.