

Andrews University

HIST 480-001: Senior Seminar

Credits: 3.0

Spring 2017

MW 2:00-3:15

Buller 106

Instructor:	Stephanie Carpenter, PhD
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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: A capstone course for the history major normally taken during the senior year, including the reading of classic works of history and research project.

Course Materials:

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. Readings will be posted on LearningHub.

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 480 is the capstone course for history majors and the culmination of the history degree. With this course, students will demonstrate mastery of research, synthesis/analysis, and writing with a primary source research paper; historiographical assignment, and final presentation.

- A. Students will write an historiographical essay from historical/secondary sources.
- B. Students will formally present their research and final paper at the end of the semester.
- C. Students will use primary sources to construct written history.
- D. Students will examine career and graduate school options.
- E. Students will critique papers and provide constructive comments to improve writing.
- F. 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
Selected Readings on LearningHub
- Week 2:** Discussion of historical sources and historiographies
Selected Readings on LearningHub
Turabian, entire book for reference
- Week 3:** Discussion of historical sources and historiographies
CONFERENCE regarding paper theme/topic: 23 January 2017
PROPOSAL DUE: 27 January 2017
Selected Readings on LearningHub
- Week 4:** Discussion of proposals and historiographies
Research instruction—Library and online
- Week 5:** Cover letters, resumes, and historiographies (research)
Selected Readings on LearningHub
- Week 6:** Research methodology; progress reports; and construction of historiography
RESUME AND COVER LETTER DUE: 13 February 2017
Selected Readings on LearningHub
- Week 7:** Historiographical and primary source research
Selected Readings on LearningHub
Turabian, entire book for reference
- Week 8:** Research and Writing
HISTORIOGRAPHIC ESSAY due: 27 February 2017
Selected Readings on LearningHub
Turabian, entire book for reference
- Week 9:** Research and Writing
Selected Readings on LearningHub
Turabian, entire book for reference
- Week 10:** Progress reports
Turabian, entire book for reference, chapters 16 and 17 for citations
- Week 11: DRAFT due 29 March 2017; Bring 2 extra copies**
- Week 12:** Presentations/Critiques of Drafts
- Week 13:** Presentations/Critiques of Drafts
- Week 14: FINAL PAPER (with critiqued draft & historiographic essay) due 19 April 2017**
- Week 15: 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 Draft or Final Paper **WILL NOT** be graded.

Course Requirements: This course requires consistent work (research and writing) from the first to the last week of the semester, as well as a substantial time commitment outside of class to complete assignments. Students who complete assignments in a timely manner can be successful in this course; students who procrastinate will find it difficult to be successful. 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: Class lectures: 30 hours; Research: 60 hours; Written assignment: 45 hours.

Assessment Rubric for 300- and 400-level Courses

	Not present	Fails to meet standard	Barely meets standard	Meets standard	Exceeds standard	
Organization/flow of the paper Abrupt shifts in thought / argument Style of writing, word choice	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 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	_____

Discussions, critiques, and assignments (15%): 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**: The assignments, instructions, and due dates are listed in 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 27 JANUARY 2017.

Historiography (20%): Students will construct a historiographical essay with major works. HISTORIOGRAPHY IS DUE 27 FEBRUARY 2017.

Draft (25%): 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 4500 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 29 MARCH 2017 WITH COPIES IN CLASS.

Final paper (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. Students will incorporate their historiographical essay into final paper. Final paper will be typed, double-spaced, and spell-checked with citations in proper Chicago Style format. 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 19 APRIL 2017.

Presentation (10%): Each student will prepare a presentation of their research project for faculty and students. Presentations will be scheduled during the last week of class.

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. 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.

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 to secure or give help during an exam, the unauthorized copying of exams, 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.