

## **HIS 470: SENIOR SEMINAR IN HISTORY**

Point Loma Nazarene University

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### **PLNU Mission**

#### **To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

### **Course Description:**

This Senior Seminar is the capstone experience for all History and Social Science majors, representing the culmination of the knowledge and skills students have developed throughout their previous courses. Students have the opportunity to implement those skills through a substantial research project involving both primary and secondary sources. Reading assignments and class discussions will focus on the theoretical, ethical and philosophical debates about the nature of history. How do we integrate faith and history? What is the nature of historical "truth"? Throughout the course, students will also explore the various career and vocational paths available to them. All History and Social Science majors must take this course in the Fall Semester of their senior year.

### **Course Learning Outcomes:**

Students who complete this course will be able to:

1. Explain the key theoretical and philosophical debates within the discipline of History.
2. Know the potential career options for History major graduates.
3. Organize and write a substantial research paper in History on a topic of their choosing.
4. Present a sample lecture using his/her own curriculum.

### History Program Learning Outcomes:

Learning Outcome	Core Competency	Assessment
1. Complete a substantial historical project autonomously.	Written Communication	<ul style="list-style-type: none"> <li>• Research Paper</li> </ul>
2. Demonstrate the relationship between primary and secondary materials by assessing a historian's work and recognizing the evidence used to construct that historical argument.	Critical Thinking	<ul style="list-style-type: none"> <li>• Research Paper- especially bibliographic footnotes</li> <li>• Reflective Essay on historiography and the meaning of history</li> </ul>
3. Present and analyze, in an oral presentation, different perspectives on an event from the past.	Oral Communication	<ul style="list-style-type: none"> <li>• Oral Presentation</li> </ul>
4. Have an academic transcript that shows courses with content that ranges over time, space, culture, and qualitative and quantitative historical methods.	Quantitative Reasoning	<ul style="list-style-type: none"> <li>• Exam question requiring analysis of data chart/ table</li> </ul>
5. Find appropriate materials online, in a library, or in the community and know how to cite them.	Information Literacy	<ul style="list-style-type: none"> <li>• Research Paper</li> </ul>

### Course Requirements and Expectations

#### Weighted Grades

Participation (With response papers)	20%
Syllabus Project	20%
Resume/CV/E-portfolios	10%
Exams(Mid-term and Final)	20%
Research Paper	20%
Oral Presentation	10%

Please contact the professor at any point during the semester if you have questions about the status of your grade. Mid-semester grades will be available following the Midterm exam.

#### Grades will be assigned on the following scale:

93%-100%	A	83%-87%	B	73%-77%	C
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90%-93%	A-	80%-83%	B-	70%-73%	C-
87%-90%	B+	77%-80%	C+	etc.	

### Course Policies

This class will follow the academic policies of PLNU as outlined in the Student Handbook and the Undergraduate Catalog.

**Academic Accommodations:** All students can and should succeed in this course, so please let me know if there are things I can do to help you. Please speak with me as soon as possible if any problems arise or if you have any questions about how to succeed in this course.

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

**Academic Honesty:** Please remember that your greatest contributions to this course are your own original thoughts and words. "Academic Honesty" means that you should have integrity in all that you do in this course. Plagiarism, copying, and cheating in any form is dishonest and undermines your ability to learn the material.

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

**Attendance and Participation:** Your regular presence in class will help you succeed and will make our class discussions more fruitful. Therefore, you are strongly encouraged to attend all of the class sessions and to arrive on time. Regular and punctual attendance at all

classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

**FERPA Policy:** In compliance with federal law, neither PLNU student ID nor social security numbers should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by distributing all grades and papers individually. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the undergrad academic catalog.

**Final Examination Policy:** Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

### Required Texts

**Readings on historiography and the philosophy and theory of history:**

E. H. Carr, *What is History?*

Selections from Daniel Woolf, *A Global History of History*

Selections from Sam Wineburg, *Historical Thinking and Other Unnatural Acts*

Selections from Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*

Eric Hobsbawm, “Introduction: Inventing Traditions.” In *The Invention of Tradition*

**Readings on Vocation:**

Selections from Mark Scwehn and Dorothy Bass, ed., *Leading Lives that Matter*

## COURSE OUTLINE

- I. Reading Assignments
  - A. Weekly reading assignments from books and articles that deal with the theoretical and philosophical questions about the nature of the discipline of History.
  - B. Reading assignments about vocation and potential careers for History major graduates.
- II. Writing Assignments
  - A. Weekly responses summarizing and analyzing the assigned readings.
  - B. Peer review commentaries for other students' research papers.
  - C. Final Exam essay, including:
    - a. Reflective essay asking students (1) to explore the theoretical and philosophical debates about history based on the reading assignments and class discussions, and (2) to articulate their own ideas about the nature of history and the discipline of History.
    - b. Reflective essay on the readings about vocation and what it means for them personally
- III. Research Project
  - A. Takes place throughout the entire semester.
  - B. Students will substantially revise a research paper from an earlier PLNU course.
  - C. Use multiple primary and secondary sources, depending on what is appropriate for their chosen topic.
    - a. Access sources that they did not previously use: may be archival, microfilm, etc. Must submit requests for these to the library at the very beginning of the semester.
  - D. Write multiple drafts.
  - E. Give regular oral reports to the class on their progress.
  - F. Read other students' drafts and give each other feedback.
  - G. Show mastery of Chicago-style citations and write bibliographic footnotes.
  - H. Given the nature of the diverse topics students chose, faculty members other than the faculty-of-record may need to be heavily involved in assisting students' progress on the research project.

#### IV. Syllabus Project

- A. Takes place throughout the entire semester.
- B. Students will design his/her curriculum that would include specific readings, classroom exercises, and project assignments.
- C. Students will deliver a sample lecture using the syllabus.
- D. Students will write a bibliographical essay for the syllabus.

#### V. In-Class Activities

- E. Discuss readings about theory and philosophy of history.
  - a. Including visits from the other history faculty to share their perspectives.
  - b. Discussions about how these ideas relate to current events/issues or recent representations of history in popular culture. How and why does historical memory matter in movies, books, tv shows, museum exhibits, etc?
- F. Examine vocational/ career options for History majors. This may include guest speakers or field trips as well as readings on vocation.
- G. Students will deliver an oral presentation
- H. Research project workshops:
  - 1. Students will learn further skills and techniques to assist them in research.
  - 2. Students deliver reports on the progress of their research.
  - 3. Students will read and offer feedback on other students' drafts and projects.

### SCHEDULE

<b>Week 1</b>	September 3	Introduction <ul style="list-style-type: none"> <li>• Syllabus Q &amp; A</li> </ul>
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<b>Week 2</b>  <b>Research Papers</b>  <b>Historical Theory</b>	September 8	<p>Before class:</p> <ul style="list-style-type: none"> <li>• Figure out which research paper you want to revise.</li> <li>• Bring three copies of it to class. Double-sided is fine. **IMPORTANT: bring clean copies that do NOT have a grade or instructor's comments on it</li> <li>• Begin readings on Historical theory.</li> </ul> <p>In class:</p> <ul style="list-style-type: none"> <li>• Read each other's papers and give feedback               <ul style="list-style-type: none"> <li>◦ Discussed what we're looking for as we read each other's papers: clarity, cohesion, use of sources, topic sentences, etc. (15 min)</li> <li>◦ Everyone got through making comments on two papers (about half hour per paper)</li> <li>◦ Gave feedback orally to the two students whose papers had been read (20 min)</li> </ul> </li> </ul>
	September 10	<p>Before class:</p> <ul style="list-style-type: none"> <li>• Finish reading and writing comments on the papers you started in class (upload your papers and comments through CANVAS)</li> <li>• Begin developing a plan for revisions and where to locate sources</li> <li>• Begin readings on Historical Theory</li> </ul> <p>In class:</p> <ul style="list-style-type: none"> <li>• Students give oral feedback to remaining students about their papers (20 min)</li> <li>• Walk to Ryan Library               <ul style="list-style-type: none"> <li>◦ Locate primary and secondary sources to enhance your papers</li> <li>◦ Request them through interlibrary loan</li> <li>◦ Meet with a librarian</li> </ul> </li> </ul>
<b>Week 3</b>  <b>Historical Theory</b>	September 15	<p>Before class:</p> <ul style="list-style-type: none"> <li>• Begin readings on Historical theory.</li> </ul> <p>In class:</p> <ul style="list-style-type: none"> <li>• Oral report on what you found in the library and what sources you requested</li> <li>• Discuss requirements for e-portfolios</li> <li>• Visit from Stephanie Lehman, LiveText coordinator, to help set up E-portfolios</li> </ul>
	September 18	<p>Before class:</p> <ul style="list-style-type: none"> <li>• Continue readings Historical theory</li> </ul> <p>In class:</p> <ul style="list-style-type: none"> <li>• Discuss readings Historical theory.</li> </ul> <p><b>*Due via Canvas: 1 pg. response paper (What is History?)</b></p>

<b>Week 4</b>  <b>Historical Theory</b>	September 22	Before class: <ul style="list-style-type: none"> <li>Continue readings Historical theory</li> </ul> In class: <ul style="list-style-type: none"> <li>Discuss readings Historical theory.</li> </ul> <b>*Due via Canvas: 1 pg. response paper (What is History?)</b>
	September 24	<ul style="list-style-type: none"> <li>Discuss readings on Historical Theory</li> </ul> <b>*Due via Canvas: 1 pg. response paper (What is History?; A Global History of History)</b>
<b>Week 5</b>  <b>Historical Theory</b>	September 29	Before class: <ul style="list-style-type: none"> <li>Begin looking at <a href="#">OSV's Career Coaching resources on their website.</a></li> <li>Guest speaker from OSV to discuss on resumes and cover letters</li> </ul>
	October 1	Before class: <ul style="list-style-type: none"> <li>Continue readings Historical theory</li> </ul> In class: <ul style="list-style-type: none"> <li>Discuss readings Historical theory.</li> </ul> <b>*Due via Canvas: 1 pg. weekly response paper (Imagined Community; Inventing Tradition)</b>
<b>Week 6</b>  <b>Historical Theory</b>  <b>Vocation/ Career</b>	October 6	Before class: <ul style="list-style-type: none"> <li>List the items you want to include on your resume; track down the dates and other specifics you need (does not have to be properly formatted yet)</li> <li>Cover letter: make a list of the types of things you may want to include in your cover letter</li> </ul> In class: <ul style="list-style-type: none"> <li>Finish discussing readings on Historical theory</li> <li>Introduce your rough draft of resume and cover letter</li> </ul> <b>*Due via Canvas: 1 pg. response paper (Historical Thinking)</b>
	October 8	Instead of us meeting in class: Sometime this week meet individually with OSV for a Career Coaching Appointment (you may want to use this opportunity to get feedback on your resume) <b>*Due via Canvas: Rough draft of Resume</b>
<b>Week 7</b>  <b>Syllabus Project</b>  <b>Vocation/ Career</b>	October 13	Before class: <ul style="list-style-type: none"> <li>Work on your research papers</li> <li>Start on e-portfolios</li> </ul> In class: <ul style="list-style-type: none"> <li>Look at each other's resumes (that were turned in on 10/8) and talk about what you like or what could be done differently</li> <li>Start drafting cover letters</li> </ul> <b>**Due via Canvas: OSV Career Coaching Appointment. Write a couple of sentences saying who you met with and what you learned.</b>



	October 15	<p>Before class:</p> <ul style="list-style-type: none"> <li>• Work on research papers</li> </ul> <p>In class:</p> <ul style="list-style-type: none"> <li>• Figure out which curriculum you want to create.</li> <li>• Begin developing a plan for your syllabus</li> </ul> <p><b>*Due via Canvas: your resume and cover letter</b></p>
<b>Week 8</b> <b>Syllabus Project</b>	October 20	<p>Before class:</p> <ul style="list-style-type: none"> <li>• Work on research papers.</li> <li>• Collect syllabi and bring them to the class.</li> </ul> <p>In class:</p> <ul style="list-style-type: none"> <li>• Construct a rough draft of your syllabus</li> <li>• Students give oral feedback to students about their syllabus</li> </ul>
	October 22	<p><b>Midterm Exam (take-home exam)</b>  <b>Essay question on vocation, plus short answer quantitative analysis question. Due via Canvas.</b></p>
<b>Week 9</b> <b>Syllabus Project</b> <b>Vocation/ Career</b>	October 27	<p>Before class:</p> <ul style="list-style-type: none"> <li>• Work on your syllabus project</li> <li>• Work on research papers</li> <li>• Begin reading on Vocation</li> </ul>
	October 29	<p>Before class:</p> <ul style="list-style-type: none"> <li>• Continue reading on Vocation.</li> </ul> <p>In class:</p> <ul style="list-style-type: none"> <li>• Quick-write on your strengths/weaknesses (or likes/dislikes) with vocation in mind</li> <li>• Discuss readings vocation</li> </ul> <p><b>*Due via Canvas: 1 pg. weekly response paper on Vocation (Leading Lives That Matter pp. 9~46)</b></p>
<b>Week 10</b> <b>Vocation/ Career</b>	November 3	<p>Before class:</p> <ul style="list-style-type: none"> <li>• Work on research papers/syllabus project</li> <li>• Continue reading on Vocation</li> </ul> <p>In class:</p> <ul style="list-style-type: none"> <li>• Visit from other history faculty to discuss their researches/philosophies and vocation/career</li> </ul>
	November 5	<p>Before class:</p> <ul style="list-style-type: none"> <li>• Continue reading on Vocation/career.</li> <li>• Work on research papers/syllabus project.</li> </ul> <p>In class:</p> <ul style="list-style-type: none"> <li>• Visit from other history faculty to discuss their philosophies/vocation.</li> <li>• Discuss readings vocation</li> </ul> <p><b>*Due via Canvas: 1 pg. weekly response paper on Vocation (Leading Lives That Matter pp. 117~128, 153~180)</b></p>

<b>Week 11</b>  <b>Research Paper</b>  <b>Vocation/ Career</b>	November 10	Before class: <ul style="list-style-type: none"> <li>• Begin reading on vocation/career.</li> <li>• Work on research papers/syllabus project.</li> </ul> In class: <ul style="list-style-type: none"> <li>• Bring 3 copies of your research paper with you to class. Highlight anything that is a substantial change/addition that you want particular feedback on</li> <li>• Workshop research papers</li> </ul>
	November 12	Before class: <ul style="list-style-type: none"> <li>• Continue reading on vocation/career.</li> <li>• Work on research papers/syllabus project.</li> </ul> In class: <ul style="list-style-type: none"> <li>• Bring 3 copies of your research paper with you to class. Highlight anything that is a substantial change/addition that you want particular feedback on</li> <li>• Workshop research papers</li> <li>• Discuss reading on vocation/career</li> </ul> <b>*Due via Canvas: 1 pg. weekly response paper on Vocation (Leading Lives That Matter pp. 487~539)</b>
<b>Week 12</b>  <b>Syllabus Project</b>  <b>Research Project</b>	November 17	Before class: <ul style="list-style-type: none"> <li>• Work on research papers/syllabus project.</li> </ul> In class: <ul style="list-style-type: none"> <li>• Bring 3 copies of your syllabus</li> <li>• Workshop syllabus project</li> </ul>
	November 19	Before class: <ul style="list-style-type: none"> <li>• Finish writing your bibliographical essay for your syllabus project. Be prepared to upload your syllabus and lecture slide.</li> </ul> In class: <ul style="list-style-type: none"> <li>• Workshop syllabus project</li> </ul>
<b>Week 13</b>	November 24	<b>No class: use this time to complete your syllabus project</b>
	November 26	<b>Thanksgiving- No class</b>
<b>Week 14</b>	December 1	In class: Sample lectures based on your syllabus project
	December 3	In class: Sample lectures based on your syllabus project <ul style="list-style-type: none"> <li>• <b>RESEARCH PAPERS DUE VIA CANVAS AND LIVE TEXT</b></li> <li>• <b>COMPLETE YOUR E-PORTFOLIOS</b></li> </ul>
<b>Week 15</b>	December 8	In Class: Sample lectures based on your syllabus project
	December 10	<b>WORK ON SYLLABUS PROJECT</b> <b>SYLLABUS AND ESSAY DUE</b>