

 <p>POINT LOMA NAZARENE UNIVERSITY</p>	<p>History and Political Science HIS4070 Senior Seminar Number of Units: 4</p>
Fall 2025	

Meeting days: T/Th	Instructor title and name: Dr. Jaeyoon Kim
Meeting times: 12:30 ~ 2:15	Phone: 619-849-2635
Meeting location: TBA	Email: jkim@pointloma.edu
Final Exam: (day/time) Tuesday 12:30PM	Office location and hours: Colt 206 T/Th 12:15 ~ 12:30 2:30-3:30 or by an appointment
Additional info:	Additional info:

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 is an expression of faith. Being of Wesleyan heritage, we strive 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"> · Research Paper
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"> · Research Paper-especially bibliographic footnotes · Reflective Essay on historiography and the meaning of history
3. Present and analyze, in an oral presentation, different perspectives on an event from the past.	Oral Communication	<ul style="list-style-type: none"> · Oral Presentation
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"> · Exam question requiring analysis of data chart/ table
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"> · Research Paper

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request. (Based on 37.5 hours of student engagement per credit hour.)

Distribution of Student Learning Hours

Category	Time Expectation in Hours
Online Participation in Discussions, Groups, etc.	40
Reading Assignments	40

Distribution of Student Learning Hours

Category	Time Expectation in Hours
Written Assignments	40
Other Assignments & Learning Activities	22
Quizzes, Surveys	8
Total Hours	150

Required Texts

Readings on historiography and the philosophy and theory of history

1. 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

Reading Assignments

- Weekly reading assignments from books and articles that deal with the theoretical and philosophical questions about the nature of the discipline of History.
- Reading assignments about vocation and potential careers for History major graduates.

Writing Assignments

- Weekly responses summarizing and analyzing the assigned article project (Wikipedia).

Final Exam essay, including:

- 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.
- Reflective essay on the readings about vocation and what it means for them personally

Research Project

- Takes place throughout the entire semester.

- Students are required to create a well-researched Wikipedia article on a topic of their choosing, showcasing their ability to contribute to public scholarship.
- Use multiple primary and secondary sources, depending on what is appropriate for their chosen topic.
- 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.
- Write multiple drafts.
- Give regular oral reports to the class on their progress.
- Read other students' drafts and give each other feedback.
- Show mastery of Chicago-style citations and write bibliographic footnotes.
- 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.

Syllabus Project

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

In-Class Activities

- Discuss readings about theory and philosophy of history.
- Including visits from the other history faculty to share their perspectives.
- 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?
- Examine vocational/ career options for History majors. This may include guest speakers or field trips as well as readings on vocation.
- Students will deliver an oral presentation
- 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.

Course Requirements and Expectations

Weighted Grades

Participation	20%
(With response papers)	

Syllabus Project 20%

Resume/CV/E-portfolios 10%

Exams(Mid-term and Final) 20%

Article Project 20%

Oral Presentation 10%

ASSESSMENT AND GRADING

Student grades will be posted in the Canvas grade book no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B- 83-86	C- 73-76	D- 63-66	
	B- 80-82	C- 70-72	D- 60-62	

State Authorization★

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy★

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Recording Notification★

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy★

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy*

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

PLNU Academic Accommodations Policy★

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging*

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class,

ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination*

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at \[counselingservices@pointloma.edu\]\(mailto:counselingservices@pointloma.edu\) or find a list of campus pastors at \[pointloma.edu/title-ix\]\(http://pointloma.edu/title-ix\).](http://pointloma.edu>Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.</p></div><div data-bbox=)

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy★

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Note: The information below must be included under the "PLNU Attendance and Participation Policy" Section if you are teaching an Online or Hybrid course.

PLNU Course Modality Definitions*

1. **Online Courses:** These are courses with class meetings where all instruction and interaction is fully online.
 - a. **Synchronous Courses:** At least one class meeting takes place at a designated time.
 - b. **Asynchronous Courses:** All class meetings are asynchronous.
2. **Hybrid Courses:** These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. **In-Person Courses:** These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Face-to-Face Format

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 can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Hybrid Format

At Point Loma Nazarene University, attendance is required at all scheduled classes. Adult Degree Completion courses are taught in the hybrid format, which means some class meetings will be face-to-face and some will be online.

Attendance in the face-to-face classes is to be for the entire time of the class. Arriving late or leaving early will be considered a partial absence. A day of attendance in an online class is determined as contributing a substantive note, assignment, discussion, or submission that adds value to the course as determined by the instructor. Three days of attendance are required each week. (It may be any three days during the week.)

Face-to-face Portion of the Hybrid course

In blended or hybrid courses, if a student misses one face-to-face class then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses two face-to-face classes, the faculty member or Vice Provost for Academic Administration (VPA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

Online Portion of the Hybrid Course

If a student misses two online classes (fails to contribute to a discussion board) during the course, then the faculty member will send an email to the student and the Director of Student Success warning of attendance jeopardy. There are no exceptions to this policy.

If a student misses three online classes (fails to contribute to a discussion board by the due date) during the course, then the faculty member or Vice Provost for Academic Administration (VPA) will initiate the student's de-enrollment from the course without further advanced notice to the student. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of "F" and there will be no refund of tuition for that course.

1 missed F2F class = warning

2 missed F2F classes = de-enrollment

2 missed online classes = warning

3 missed online classes = de-enrollment

Online Format

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.)

Students who do not attend at least once in any 3 consecutive days will be issued an attendance warning.

Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

SPIRITUAL CARE

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this class, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/> 
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Course Summary:

Date	Details	Due
Thu Sep 4, 2025	<u>Week 1: Discussion Assignment</u> 	due by 11:59pm
Sat Sep 13, 2025	<u>Week 2: Discussion Assignment</u> 	due by 11:59pm

Date	Details	Due
Sat Sep 20, 2025	<u>Wikipedia project</u> 	due by 11:59pm
Sat Sep 27, 2025	<u>Week 3: Discussion Assignment</u> 	due by 11:59pm
Sat Oct 4, 2025	<u>Week : Discussion Assignment</u> 	due by 11:59pm
Tue Oct 7, 2025	<u>Week 5: Discussion Assignment</u> 	due by 11:59pm
Thu Oct 9, 2025	<u>Wikipedia project</u> 	due by 11:59pm
Sat Oct 11, 2025	<u>Rough draft of resume and cover letter</u> 	due by 12:30pm
Tue Oct 14, 2025	<u>Rough Draft of Syllabus</u> 	due by 12:30pm
Sat Oct 18, 2025	<u>Wikipedia project</u> 	due by 11:59pm
Sat Oct 25, 2025	<u>Week 7: Mid-term Examination (Discussion Essay)</u> 	due by 11:59pm
	<u>Week 7: Discussion Assignment</u> 	due by 11:59pm
	<u>Week 8: Discussion Assignment</u> 	due by 11:59pm
	<u>Wikipedia project</u> 	due by 11:59pm

Date	Details	Due
Fri Oct 31, 2025	<u>Career Coaching Appointment</u> 	due by 11:59pm
Sat Nov 1, 2025	<u>Week 10: Assignments</u> 	due by 11:59pm
Sat Nov 8, 2025	<u>Week 9: Discussion Assignment</u> 	due by 11:59pm
Tue Nov 11, 2025	<u>Wikipedia project</u> 	due by 11:59pm
Sat Nov 15, 2025	<u>Wikipedia project</u> 	due by 12:30pm
Sat Nov 22, 2025	<u>Resume and Cover Letter</u> 	due by 12:30pm
Sat Dec 6, 2025	<u>Bibliographical Essay</u> 	due by 12:30pm
Tue Dec 9, 2025	<u>Final version of your syllabus</u> 	due by 12:30pm
	<u>Final version of Research</u> 	due by 11:59pm
	<u>Paper/E-Portfolio Assignment</u> 	due by 11:59pm
	<u>E-Portfolio</u> 	due by 11:59pm
	<u>Final version of the paper</u> 	due by 11:59pm
	<u>Final Examination</u> 	due by 11:59pm