

HIS 470: SENIOR SEMINAR IN HISTORY

Fall 2014, Point Loma Nazarene University

4 units, TR 8-9:40am, Colt 101

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Office Hours: Tues 10:00-12:00

Thurs 10:00-12:00

And by appointment

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.

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 Requirements and Expectations

Weighted Grades

Participation	15%
Weekly Responses	10%
Resume/CV	5%
Midterm Exam	20%
Research Paper	20%
Oral Presentation	10%
Final Exam	20%

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
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

All readings will be available on reserve at the Ryan Library or will be accessible online.

Readings on historiography and the philosophy and theory of history:

Keith Jenkins, *Re-thinking History*

Joyce Appleby, Lynn Hunt & Margaret Jacob, *Telling the Truth about History*

Michel-Rolph Trouillot, *Silencing the Past*

Thomson, Frisch, and Hamilton (1994), “The Memory and History Debates,” *Oral History* 22(2): 33-43

Selections from *History & Theory; Journal of the Philosophy of History; Journal of the History of Ideas*

Readings on Vocation:

Anne Lamott, *Bird by Bird*

Parker Palmer, *Let Your Life Speak*

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

John Fea, Jay Green, and Eric Miller, *Confessing History: Explorations in Christian Faith and the Historian’s Vocation*

William Placher, ed. *Callings: Twenty Centuries of Christian Wisdom on Vocation*

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. Midterm and/or Final Exam essays, 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. In-Class Activities
 - A. 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?
 - c. Students will peruse the *New York Times Book Review*, *New York Review of Books*, or *Books and Culture* and bring in items of interest.
- B. Examine vocational/ career options for History majors. This may include guest speakers or field trips as well as readings on vocation.
- C. Students will deliver an oral presentation
- D. 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

Week 1	September 4	<p>Introduction</p> <ul style="list-style-type: none"> • Look at Drs. McCoy and Kennedy's review of the tv show "Salem" and talk about why it matters how we remember history—be on the lookout for similar things (movies, tv shows, books, museum exhibits) we can discuss/analyze this semester!
Week 2 Research Papers	September 9	<p>Before class:</p> <ul style="list-style-type: none"> • Figure out which research paper you want to revise. • 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 <p>In class:</p> <ul style="list-style-type: none"> • Read each other's papers and give feedback <ul style="list-style-type: none"> ○ Discussed what we're looking for as we read each other's papers: clarity, cohesion, use of sources, topic sentences, etc. (15 min) ○ Everyone got through making comments on two papers (about half hour per paper) ○ Gave feedback orally to the two students whose papers had been read (20 min)

	September 11	<p>Before class:</p> <ul style="list-style-type: none"> • Finish reading and writing comments on the papers you started in class • Begin developing a plan for revisions and where to locate sources <p>In class:</p> <ul style="list-style-type: none"> • Students give oral feedback to remaining students about their papers (20 min) • Walk to Ryan Library <ul style="list-style-type: none"> ○ Locate primary and secondary sources to enhance your papers ○ Request them through interlibrary loan ○ Meet with a librarian (Doug)
Week 3 Vocation/ Career	September 16	<p>Before class:</p> <ul style="list-style-type: none"> • Begin readings on vocation <p>In class:</p> <ul style="list-style-type: none"> • Oral report on what you found in the library and what sources you requested • Discuss requirements for e-portfolios • Discuss readings on vocation • Quick-write on your strengths/weaknesses (or likes/dislikes) with vocation in mind
	September 18	<p>Before class:</p> <ul style="list-style-type: none"> • Continue readings on vocation <p>In class:</p> <ul style="list-style-type: none"> • Discuss readings on vocation <p>*Due via Canvas: 2 pg. weekly response paper</p>
Week 4 Vocation/ Career	September 23	<p>Before class:</p> <ul style="list-style-type: none"> • Continue readings on vocation <p>In class:</p> <ul style="list-style-type: none"> • Discuss readings on vocation
	September 25	<p>No class: students attend Conference on Faith and History</p> <ul style="list-style-type: none"> • Make sure to take pictures for your e-portfolio! <p>*Due via Canvas: 2 pg. weekly response paper</p>
Week 5 Vocation/ Career	September 30	<p>Before class:</p> <ul style="list-style-type: none"> • Finish readings on vocation • Everyone come to class prepared with 2 essays from the anthology you'd like to lead the discussion on <p>In class:</p> <ul style="list-style-type: none"> • Discuss readings on vocation

	October 2	<p>Before class:</p> <ul style="list-style-type: none"> • Begin looking at OSV's Career Coaching resources on their website. <p>In class:</p> <ul style="list-style-type: none"> • Visit from OSV to get us started on resumes and cover letters <p>*Due via Canvas: 2 pg. weekly response paper</p>
Week 6 Vocation/ Career	October 7	<p>Before class:</p> <ul style="list-style-type: none"> • 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) • Cover letter: make a list of the types of things you may want to include in your cover letter <p>In class:</p> <ul style="list-style-type: none"> • Finish discussing readings on vocation (led by students who didn't have time to go on 9/30)
	October 9	<p>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)</p> <p>*Due via Canvas: your resume</p> <p>Note: we will look at each other's resumes in class later, so don't include any information that you don't want your classmates to see (for instance, your GPA)</p>
Week 7 Research Papers	October 14	<p>Before class:</p> <ul style="list-style-type: none"> • Work on your research papers <p>In class:</p> <ul style="list-style-type: none"> • Watch some of OSV's videos on how to do Informational Interviews, cover letters, etc. Talk about the difference between a CV and resume. • Look at each other's resumes (that were turned in on 10/9) and talk about what you like or what could be done differently • Start drafting cover letters
	October 16	<p>Before class:</p> <ul style="list-style-type: none"> • Work on research papers <p>In class:</p> <ul style="list-style-type: none"> • Discuss quantitative analysis and the methodologies of social history. • Sample quantitative analysis question like you'll see on the midterm. <p>*Due via Canvas: OSV Career Coaching Appointment. Write a couple of sentences saying who you met with and what you learned.</p>

Week 8 Research Papers	October 21	<p>Before class:</p> <ul style="list-style-type: none"> • Work on research papers. Bring 3 copies with you to class and email the prof. a copy. Highlight anything that is a substantial change/addition that you want particular feedback on. <p>In class:</p> <ul style="list-style-type: none"> • Workshop research papers
	October 23	<p>Midterm Exam (take-home exam) Essay question on vocation, plus short answer quantitative analysis question. Due via Canvas.</p>
Week 9 Historical Theory	October 28	<p>Before class:</p> <ul style="list-style-type: none"> • Work on your research papers <p>In class:</p> <ul style="list-style-type: none"> • Read about some of the different historiographical debates in the field of history, using the AHA publications with short essays on different fields. Each student summarizes what they read for the class.
	October 30	<p>Before class:</p> <ul style="list-style-type: none"> • Begin reading <i>Re-Thinking History</i>, by Jenkins. <p>In class:</p> <ul style="list-style-type: none"> • Introduction to the big questions and ideas in the philosophy of history: what is “truth,” objectivity, deconstructionism, etc.
Week 10 Historical Theory	November 4	<p>Before class:</p> <ul style="list-style-type: none"> • <i>Re-Thinking History</i>, by Jenkins. <p>In class:</p> <ul style="list-style-type: none"> • Visit from other history faculty to discuss their philosophies and methodologies.
	November 6	<p>Before class:</p> <ul style="list-style-type: none"> • Finish <i>Re-Thinking History</i> by Jenkins. <p>In class:</p> <ul style="list-style-type: none"> • Visit from other history faculty to discuss their philosophies and methodologies. <p>*Due via Canvas: 2 pg. weekly response paper on <i>Re-Thinking History</i></p>
Week 11 Historical Theory	November 11	<p>No class: use this time to complete your Informational Interviews</p> <p>Begin reading <i>Telling the Truth about History</i></p>
	November 13	<p>No class: Dr. McCoy’s at a conference; work on your papers</p> <p>*Due via Canvas: One paragraph about your Informational Interview. Who did you meet with, when, and what are the most important things you learned?</p>

Week 12 Vocation/ Career	November 18	Before class: <ul style="list-style-type: none"> • Finish reading <i>Telling the Truth about History</i> In class: <ul style="list-style-type: none"> • Discuss <i>Telling the Truth about History</i>
	November 20	Before class: <ul style="list-style-type: none"> • Finish writing your cover letter. Be prepared to upload your resume and cover letter during our class session. In class: <ul style="list-style-type: none"> • Visit from Stephanie Lehman, LiveText coordinator, to help set up E-portfolios <p>*Due via Canvas: 2 pg. weekly response paper on <i>Telling the Truth about History</i></p>
Week 13	November 25	Finish working on E-portfolios. *Due via LiveText: E-portfolios
	November 27	Thanksgiving- No class
Week 14	December 2	In class: Oral Presentations based on your research papers
	December 4	Work on research papers
Week 15	December 9	Work on research papers
	December 11	RESEARCH PAPERS DUE VIA CANVAS AND LIVE TEXT

Final Exam: Tuesday, 7:30-10:00am