

HIS 4070: SENIOR SEMINAR IN HISTORY (T/TH 12:30~2:15PM)

Point Loma Nazarene University

Professor: Dr. Jaeyoon Kim

Office: Colt 206

Phone: 619-849-2635

Office Hours: T/Th 10:45am~12:30pm

Email: jkim@pointloma.edu

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"> • 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 (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
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.

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 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. Faculty should follow and students may appeal using the procedure in the university Catalog.

During the first week of class, students will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, students will be verifying all assignments completed in this course were completed by them. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations or adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in Rm. 312C at the Mission Valley Regional Center via DRC@pointloma.edu ([Links to an external site.](#)) or 619.849.2533. The DRC's policies and procedures for assisting such students in the development of an appropriate Accommodation Plan (AP) allows PLNU to comply with Section 504/508 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required and official disability documentation, the DRC will contact the student within 15 business days to schedule an AP meeting. During the AP meeting an Accommodation Plan will be established to meet the student's specific disability-related needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is

enrolled each quad/semester. The AP must be implemented in all such courses by faculty. All questions should be directed to the DRC for clarification.

PLNU ATTENDANCE AND PARTICIPATION POLICY (Online Class)

Students taking f2f or 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.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor.

PLNU SPIRITUAL CARE

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. At the campus we have an onsite chaplain who is available during class break times across the week. There are resources for your Christian faith journey available at the Office of Spiritual Development ([Links to an external site. https://www.pointloma.edu/opportunities/spiritual-development](https://www.pointloma.edu/opportunities/spiritual-development)[Links to an external site.](#)).

PLNU 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.

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 Hobsbawn, "Introduction: Inventing Traditions." In *The Invention of Tradition*

Readings on Vocation:

Selections from Mark Schwehn 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

Week 1 Research Papers Historical Theory	08/18	Introduction Syllabus Q & A Assignments: <ul style="list-style-type: none"> • Figure out which research paper you want to revise. • <u>Upload a paper through Google Docs and share with your class</u> • Begin readings on “What is History?” • Read each other’s papers and give feedback <ul style="list-style-type: none"> ○ Discuss what we’re looking for as we read each other’s papers: clarity, cohesion, use of sources, topic sentences, etc. ○ <u>Give feedback comments on Google Docs to two students whose papers had been read</u>
	08/20	Assignments: <ul style="list-style-type: none"> • Finish reading and writing comments on the papers • <u>Rough Draft and Peer Comments due via Google Docs</u> • <u>Begin developing a plan for revisions and where to locate sources</u> • Begin readings on “What is History?” • Go 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
Week 2 Historical Theory	08/25	Assignments: <ul style="list-style-type: none"> • Begin readings on “What is History?” In class: <ul style="list-style-type: none"> • <u>Oral report on what you found in the library and what sources you requested</u> • Discuss requirements for e-portfolios • Visit from Stephanie Lehman, to help set up E-portfolios
	08/27	Assignments: <ul style="list-style-type: none"> • Continue readings “What is History?”
Week 3 Historical Theory	September 1	Assignments: <ul style="list-style-type: none"> • <u>Due via Canvas: Response Paper 1 (What is History? Chapter 1~3)</u> • Continue readings (What is History?) In class: <ul style="list-style-type: none"> • Discuss readings
	September 3	Assignments: <ul style="list-style-type: none"> • Continue readings “What is History?”

Week 4 Historical Theory	09/08	Assignments: <ul style="list-style-type: none"> • <u>Due via Canvas: Response Paper 2 (What is History? Chapter 4~5)</u> In class: Discuss readings
	09/10	Assignments: <ul style="list-style-type: none"> • Begin looking at OSV's Career Coaching resources on their website. • Continue readings "What is History?"; "A Global History of History"
Week 5 Historical Theory Vocation/ Career	09/15	Assignments: <ul style="list-style-type: none"> • <u>Due via Canvas: Response Paper 3 (What is History?: A Global History of History)</u> In class: <ul style="list-style-type: none"> • <u>Finish discussing readings (What is History?: A Global History of History)</u>
	09/17	<ul style="list-style-type: none"> • <u>Continue readings (Historical Thinking, Imagined Community; Inventing Tradition)</u> • Create your rough draft of resume/cover letter • 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 Instead of us meeting in class: Sometime this week make a Career Coaching Appointment with the OSV (you may want to use this opportunity to get feedback on your resume)
Week 6 Syllabus Project Vocation/ Career	09/22	Assignments: <ul style="list-style-type: none"> • Work on your research papers • Start on e-portfolios • <u>Due via Canvas: Response Paper 4 (Historical Thinking, Imagined Community; Inventing Tradition)</u>
	09/24	Assignments: <ul style="list-style-type: none"> • Work on research papers • <u>Figure out which curriculum you want to create.</u> • <u>Begin developing a plan for your syllabus</u>
Week 7 Syllabus Project	09/29	Assignments: <ul style="list-style-type: none"> • Work on research papers. • Collect syllabi and bring them to the class. • Construct a rough draft of your syllabus (Due via Canvas) • Begin reading on Vocation (James William and Albert Schweitzer's writings)
	10/01	<p style="text-align: center;">Midterm Exam (take-home exam) Essay question on vocation, plus short answer quantitative analysis question. Due via Canvas.</p>

Week 8 Syllabus Project Vocation/ Career	October 6	Assignments: <ul style="list-style-type: none"> • Work on your syllabus project • Work on research papers • Due via Canvas: Response Paper on Vocation In Class: <ul style="list-style-type: none"> • Discussing readings (James William and Albert Schweitzer's writings)
	October 8	Assignments: <ul style="list-style-type: none"> • Continue reading on Vocation. • <u>Due via Canvas: OSV Career Coaching Appointment. Write a couple of sentences saying who you met with and what you learned.</u>
Week 9 Vocation/ Career	10/13	Assignments: <ul style="list-style-type: none"> • Work on research papers/syllabus project • Due via Canvas: Response Paper on Vocation In class: <ul style="list-style-type: none"> • Discuss readings on Vocation ("Learning in War-time" by C. S. Lewis, Dorothy Day's "Therese", and "Three Biographical Sketches")
	10/15	Assignments: <ul style="list-style-type: none"> • Begin reading on vocation/career (<i>The Death of Ivan Ilych</i> by Tolstoy) • Work on research papers/syllabus project.
Week 10 Research Paper Vocation/ Career	10/20	Assignments: <ul style="list-style-type: none"> • Work on research papers/syllabus project. • Due via Canvas (Response Paper) In class: <ul style="list-style-type: none"> • Discussing readings (<i>The Death of Ivan Ilych</i> by Tolstoy)
	10/22	Assignments: <ul style="list-style-type: none"> • Work on your bibliographical essay • Work on research papers/syllabus project.
Week 11 Syllabus Project Research Project	10/27	Assignments: <ul style="list-style-type: none"> • Work on research papers/syllabus project. • Work on historiography and oral project
	10/29	Assignments: <ul style="list-style-type: none"> • Finish writing your bibliographical essay for your syllabus project. Be prepared to upload your syllabus and lecture slide.
Week 12 Syllabus Project Research Project	11/03	Assignments: <ul style="list-style-type: none"> • Work on research papers/syllabus project. • Work on historiography and oral project
	11/05	Assignments: <ul style="list-style-type: none"> • Finish writing your bibliographical essay for your syllabus project. Be prepared to upload your syllabus and lecture slide.

Week 13 Syllabus Project Research Project	November 10	Assignments: <ul style="list-style-type: none"> • Work on research papers/syllabus project. • <u>Due via Canvas: your resume and cover letter</u>
	November 12	Assignments: <ul style="list-style-type: none"> • Work on research papers/syllabus project. • <u>Due via Canvas: Bibliographical Essay and Syllabus</u>
Week 14 Research Paper Examination	11/17	FINAL EXAMINATION
	11/19	Assignments: <ul style="list-style-type: none"> • Work on research papers/syllabus project.
Week 15~16	11/24	Assignments: Work on research papers/syllabus project Due via Canvas: Upload your sample lecture based on the syllabus
	December	DUE VIA CANVAS (12/03) <ol style="list-style-type: none"> 1. FINAL VERSION OF RESEARCH PAPER (Highlight anything that is a substantial change/addition) 2. COMPLETE YOUR E-PORTFOLIOS