



HIST 492.01E Senior Research Seminar

COURSE SYLLABUS: Fall 2022 (#86156)

BA 340, MWF 1:00-1:50 PM

Last Updated August 13, 2022

INSTRUCTOR INFORMATION

Instructor: Dr. Andrew C. Baker

Office Location: Henderson 222

Office Hours: Monday, Tuesday, Wednesday, Thursday 3:15-5:00 and by appointment

University Email Address: Andrew.Baker@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 24 hours (excluding weekends)

COURSE INFORMATION

Required Materials

Jeremy D. Popkin, *From Herodotus to H-Net: The Story of Historiography*, Oxford, 2020, ISBN 978-80190077617.

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 10th ed., Bedford/St. Martins, 2021, ISBN 978-1319244415.

Course Description

This course provides senior history majors with an opportunity to conduct original historical research. Students will demonstrate the skills necessary for properly conducting historical research through classroom discussion and activities, out-of-classroom assignments and independent research work. Students will: engage in a discussion of the discipline of history; explain how historiography and sources can be used to frame historical arguments; recognize the contested nature of historical evidence and the value of scholarly debate; and demonstrate information retrieval skills required for historical research. The guided preparation of an approved scholarly research paper is designed to produce work that can be presented at a history conference or submitted for publication. Prerequisites: Students may enroll only with consent of the History Department undergraduate advisor.

Student Learning Outcomes

1. Students will locate and analyze appropriate primary and secondary resources in order to answer a historical research question.
2. Students will produce a research project that employs writing conventions appropriate for historical scholarship including proper citation and grammar.
3. Students will identify and analyze secondary sources in a way that demonstrates their understanding of diverse historians' perspectives on and analysis of a historical topic.
4. Students will construct and support an argument using primary and secondary sources.
5. Students will produce a research project that demonstrates an understanding of historical reasoning including change over time, historical causation, and historical significance.

COURSE OVERVIEW

Instructional Methods

This instructional format for this class is in-person, web-enhanced. We will hold course meetings in our assigned classroom (BA 340) at 1 PM Monday, Wednesday, and Friday except where indicated in the course schedule. These course meetings will consist of interactive lectures, discussions, and workshops. These course meetings will not be recorded. Remote attendance will not be offered. Additional course materials will be available asynchronously through D2L under the *content* tab. The course schedule is organized by day, with assignments, quizzes, and exams being due by 11:59 PM on the day in the schedule unless otherwise indicated. All readings and posts should be completed before class time on the day they are listed in the course calendar. Quizzes will be administered during class time.

This course is designed as a research seminar. As such, the focus will be on developing the skills, professional practices, and habits of mind of a professional historian rather than on a particular field of historical scholarship. In this course each student will be conducting their own research project within the larger framework of the course's focus on the history of Dallas and Northeast Texas. Students will be locating and working with primary and secondary sources related to their chosen research question. Much of the work is cumulative in nature. Therefore proactive engagement from the beginning of the semester is essential to student success. Students who are proactive in pursuing their research project will find the most success in the course. Most class meetings will involve workshopping student research, analysis, and writing that is in-process. Students are expected to continue to refine their research and writing skills outside of class meetings.

In the event of a campus closure, we will follow the instructions given by the university administration. If the university permits, cancelled class meetings may move to Zoom (facilitated through D2L) at the standard class time. In the event of a cancelled class meeting for which an alternate Zoom meeting is not possible, the instructor may create a discussion post based on the day's topic to serve as an alternate assignment.

Clear and consistent communication is essential to this course. I strive to be flexible and understanding in meeting student needs. Please contact me with any questions or concerns. I am available to meet with students to discuss class content, expectations, and other relevant topics through virtual (zoom) or in-person office hours (Monday, Tuesday, Wednesday, Thursday 3:15-5:00 and by appointment).

Departmental Orientation and Guides

The history department has uploaded orientation materials to the department's history major D2L shell (HIST 500). These materials are available to assist you in learning the basic skills, professional norms, and departmental expectations for history majors. Please consult them as needed throughout the semester. All materials submitted for the course should follow the History Department style guide and the information presented in the department's orientation available through the D2L majors page. Failure to comply with these expectations in an assignment may negatively impact your grade.

Classroom Participation

Students are expected to contribute to classroom discussions. Thoughtful participation is not necessarily the same as talking frequently. It means demonstrating a knowledge of the material, a willingness to think critically, and, most importantly, a willingness to learn from others. Humility and a willingness to listen are essential virtues in the classroom. Students are encouraged to engage not only with the professor and the material, but also with each other where appropriate.

Grading	Assessments
Final grades in this course will be based on the following scale:	Analysis Posts (10x20) 200
A = 895-1000 Points	Quizzes (2) 50
B = 795-894 Points	Research Proposal 50
C = 695-794 Points	Book Review 40
D = 595-694 Points	Historiography Report 50
F = 000-594 Points	Project Paper Draft 100
	Project Paper Final 250
	Presentation 30
	Peer Review 30
	Portfolio Draft 25
	Portfolio Final 75
	Participation 100
	Total 1000

Assignments

Analysis Posts

In order to keep students on-track with our course readings and to ensure students come to class prepared to engage in course discussions, Analysis Posts will be due most weeks through the D2L discussion tab. Student posts should be 1-2 paragraphs (roughly 200 words) and should fully answer the question using course readings. All sources should be cited using turabian footnotes. While these assignments will be completed within the D2L "discussion" forums, you are not responsible for submitting responses to other student's submissions. Posts are due by class time on the date indicated in the course schedule. Posts will be graded using a rubric as explained on D2L.

Quizzes

There will be two quizzes over the course of the semester to evaluate student understanding of historiography and proper citation. These will be taken in class.

Book Review

Each student is responsible for writing one 600 word book review on a historical monograph selected from the list provided in class. Each review should summarize the book's argument and critically engage with its content. See the book review guide posted under guides on the D2L site and the department orientation D2L page for more information. Submit your review through the D2L assignments dropbox and submit a paper version in-class for written feedback.

Research Proposal

The research proposal represents the final framing of your history research project. It should be 2-3 pages along with a working bibliography of primary and secondary sources. Your proposal should follow the structure and guidelines provided in the guide on D2L. This research proposal will guide the rest of your research and writing for the project and will be the product of multiple days of workshoping.

Historiography Report

As part of each student's research project, you will read widely in the secondary sources surrounding your proposed topic and question. The historiography report is a 4-5 page working explanation of the central questions and interpretations in the historiography of your topic. Your submission should include a working bibliography of secondary sources you are examining for your project. Material from this submission may be used directly in the project paper.

Project Paper

The project paper represents the culmination of your history research project from the course. It should clearly pose a historical question, present and interpret historical sources, and provide an answer to the question posed. It should include a title page and bibliography and should follow the extensive guidelines

provided in class and through D2L. We will workshop a rough draft of this paper in class. Your revised paper submission will be due December 11.

Presentations

Each student will be responsible for presenting their research project to 3-4 fellow students. This presentation should explain the research question, outline the historiography, discuss the research, and provide clear historical analysis. Each student will also answer questions from the audience. These presentations will be recorded and submitted to D2L along with copies of any visuals used during the presentation.

Peer Review

After the submission of the paper rough draft, each student will engage in group peer review with a small group of other students. This peer review should be honest and constructive and will be submitted in written form. Upon receiving this feedback (anonymously), each student will compose a short (1 page) response to concerns raised, explaining which comments they will incorporate into their revisions and which they will not (with clear explanations for each).

Portfolio

Over the course of the semester students will compile a printed, bound portfolio that will be submitted to the department as a summative artifact representing their learning over the course of the program. Detailed instructions will be provided in class and through D2L for this portfolio. Students will submit a draft and a final portfolio during the final exam period.

Participation

One of the goals in this course is to foster an academic community where we each learn from each other and where we practice civic and academic virtue. This means showing up to class on time, preparing to engage the subject at hand, and being willing to both speak and listen to your professor and colleagues. Your participation grade will be assessed based on my perception of your willingness to model this type of academic engagement.

COURSE CALENDAR

Week 1	August 29-September 2
August 29	What is history? What is historiography?
August 31	What is historical research? Read: Rampolla Part 1
September 2	The history of the writing of history Read: Popkin, Chapters 1-5 Post: Student Introductions (Sept 2)
Week 2	September 5-9
September 5	No Class – Labor Day
September 7	Locating and Evaluating Sources Read: Rampolla Part 5
September 9	Modern Historiography Read: Popkin, Chapters 6-7 Quiz: Historiography (Sept 11)
Week 3	September 13-17
September 12	Article 1 Analysis: Argument and Historiography Post: Article 1 Argument (Sept 12, noon)
September 14	Article 1 Analysis: Primary Sources and Research Process Post: Article 1 Primary Sources (Sept 14, noon)
September 16	Article 1 Analysis: Writing Structure and Narrative Post: Article 1 Writing (Sept 16, noon)
Week 4	September 20-24
September 19	Article 2 Analysis: Argument and Historiography Post: Article 2 Argument (Sept 19, noon)
September 21	Article 2 Analysis: Primary Sources and Research Process Post: Article 2 Primary Sources (Sept 21, noon) Read: Rampolla, Part 2
September 23	Article 2 Analysis: Writing Structure and Narrative Post: Article 2 Writing (Sept 23, noon) Post: Three research project question ideas (2-3 sentences each) (Sept. 25)
Week 5	September 27-October 1
September 26	Project Topic Workshop – Secondary Sources Bring revised topic ideas to class to circulate Read: Rampolla, Part 4a-4d
September 28	Project Topic Workshop – Primary Sources Bring revised topic ideas to class to circulate
September 30	Article 3 Discussion Read: Article 3 Post: Article 3 Analysis (September 30, noon)
Week 6	October 3-7
October 3	Research Proposal Components Read: Sample Proposal (D2L)
October 5	Article 4 Discussion Read: Article 4 Post: Article 4 Analysis (October 5, noon)
October 7	Research Proposal Workshop Bring a Draft Research Proposal to class for comment Due: Research Proposal (October 9)
Week 7	October 11-15

October 10	Dallas in Historiography Discussion
October 12	Project Book Discussion
October 14	Book Review Writing Read: Rumpolla, Part 3 Due: Book Review (October 14)
Week 8	October 18-22
October 17	Book Reception Discussion Read: Four book reviews of the Project Book Post: Reception Report
October 19	Working with Sources (citations and quotations) Read: Rumpolla, parts 6-7
October 21	Historiography Workshop Due: Historiography Report (Due Oct 23)
Week 9	October 25-29
October 24	Primary Source Workshop Bring 2-3 primary sources to discuss
October 26	Primary Source Workshop
October 28	Primary Source Workshop Due: Primary Source Analysis (Due October 30)
Week 10	November 1-5
October 31	How to Write: Arguments and Fallacies Bring one page of interpretive writing (4 copies) to workshop
November 2	How to Write: Outlines and Notecards Read: Rampolla, Part 4e-4g
November 4	How to Write: Tone and Perspective Bring one page of interpretive writing (4 copies) to workshop Quiz: Citations and Formatting (November 6)
Week 11	November 8-12
November 7	Writing Workshop Bring one page of writing for feedback (4 copies) to workshop
November 9	Professional Norms and Professionalism
November 11	Writing Workshop Bring one page of writing for feedback (4 copies) to workshop Due: Paper Draft Submission (November 13)
Week 12	November 14-18
November 14	Peer Review Process Discussion
November 16	Portfolio Discussion
November 18	Peer Review (due by noon)(submit completed response for each author in your group through D2L) Due: Portfolio Draft (pdf) (November 20)
Week 13	November 22-26
November 21	Peer Review Response Workshop Due: Peer Review Response (November 27)
November 23	Thanksgiving Break
November 25	Thanksgiving Break
Week 14	November 29-December 3
November 28	Project Presentation Workshop
November 30	Academic Conferences
December 2	Project Presentations

Submit recordings to D2L

Week 15	December 6-10
December 5	The Historical Profession Read: Popkin, Chapter 8
December 7	The Curriculum Vitae Read: A&M-Commerce History Faculty CVs
December 9	Paper Final Draft Workshop Due: Paper Final Draft (December 11)
Final Exam	Friday, December 16, 10:30 AM Final Portfolio Due

TECHNOLOGY REQUIREMENTS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor through email (Andrew.Baker@tamuc.edu)

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Email Communication

All course communications will come through your university email account. Be sure to check it regularly. You should contact me through my TAMU-C email address (Andrew.Baker@tamuc.edu). I check my email regularly between 8 am and 5 pm Monday – Friday. I do not check my campus email on Sunday. A failure of planning on your part does not constitute a crisis on my part.

Counseling Center

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Drop/Withdrawal

If you decide that you need to drop or withdrawal from this course, it is your responsibility to complete the necessary paperwork. I will not drop you from the course if you stop attending.

Attendance

Regular attendance is vital to success in the course. Unexcused absences will impact your participation grade for the semester. Only medical and family emergencies and university approved absences will be excused. If you anticipate any difficulties attending course sessions, please be proactive in contacting the professor.

Late Work

Make-up tests will only be offered in the case of an excused absence as described above. Students who anticipate university-approved absences must make arrangements to complete the work at an alternate time. Unexcused late work will be penalized a letter grade per day late (excluding weekends) to a maximum penalty of half credit.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

Health and Safety

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.