HIST 595.01E
Research Lit & Techniques

FALL 2025

Time: W 4.30–7.10
Room: SS 124

INSTRUCTOR INFORMATION

Instructor: Dr Kuracina
Office Location: Ferguson 127
Office Hours: MWF 2pm – 4 pm
University Email Address: William.Kuracina@tamuc.edu
Preferred Form of Communication**: _email_**
Communication Response Time: usually within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required: Textbooks are not required.

You will need to use a copy of either Turabian's *A Manual for Writers* or *The Chicago Manual of Style*. Optimally, you will use the most recent edition, to ensure that your formatting is entirely updated.

Optional Texts and/or Materials: The instructor may upload additional materials into the LMS, from time to time throughout the semester, according to the course calendar and accompanied by appropriate announcements from the instructor.

Course Description

The *syllabus/schedule are subject to change.*

This course requires an extensive investigation into a topic agreed upon by the student and instructor. The student will produce an historiographical essay and annotated bibliography under the direction of the instructor. Note: "The students is required to demonstrate competence in systematic research procedure."

History did not happen in a vacuum; it is always relevant to today. But yesterday is different from today, and so the relevance of history changes across time. It also differs relative to each historian's perspectives and backgrounds. Given such variability, it may be safe to argue that the study of history is an ongoing conversation about the relevance of past events. Therefore, this hypothesis leads us to conclude that people who study history are interpreting historical facts in ways that make that information relevant to the researcher's experiences and existence.

This course places you in a position to contribute to historical discussion by completing a large, semester-long project. You will determine the outline and scope of your term project through consultations with the instructor, other relevant faculty members, and in some instances, your peers through a peer review process.

Students also will use this course as the launching point for their Comprehensive Exam. The HIST 595 instructor also serves as the chair of each student's Comprehensive Exam Committee. Students will collaborate with the instructor to form their committees and then schedule their exams according to Graduate School deadlines, committee member availability and student need. The Comprehensive Exam does not need to be completed during this semester, and it does not count in any way toward the final grade for this course.

PLEASE NOTE: The last day for Comprehensive Exam Reports to be submitted to the Graduate School for Fall graduation is November 21, 2025.

Prerequisite and/or Corequisite: HIST 590 and HIST 591, and students must pass the History Department Qualifying Examination prior to enrollment.

Student Learning Outcomes (Should be measurable; observable; use action verbs)

Students will evaluate and analyze historical information, in ways that improve their understanding of different historians' interpretations of events. By the end of the semester, students are expected to:
1. Assess the historical literature about a particular topic of field.
2. Demonstrate competence in systematic historical research procedures.
3. Communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.

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COURSE REQUIREMENTS

Instructional Methods

Attendance & Participation

Students and the instructor will meet regularly and as a group to discuss student projects. Attendance at such meetings is required, because you cannot participate if you do not attend.

Participation will be 200 points toward the final grade. Participation is based upon both the frequency and quality of contributions to the scheduled group discussion.

All scheduled class meetings are scheduled in-person at the designated classroom. A zoom link is included for those students who require it—instructor's approval must be secured in advance before students use the zoom option: zoom is the *exception* for this face-to-face course, not the norm.

Join Zoom Meeting:
https://tamuc.zoom.us/j/93942930410?pwd=boXsvPCahqD5d3EaowbxnKAYIMV7e9.1

Meeting ID: 939 4293 0410
Passcode: 416968

This course also is a guided research project, which means that you should plan to consult with the instructor individually at least every other week. The instructor is available during scheduled class time and during office hours for these consultations. Additional one-to-one meetings can be arranged with advance planning. These check-in meetings can be in-person or zoom, depending upon your preference.

Term Project

The Term Project is meant to culminate your path through the history Master's degree. It intends to showcase your interests and your ability to apply your knowledge. You will determine the nature of your Term Project in consultation with the instructor, and occasionally with peers. Your project may take the form of a public history project, a historiographical essay, or some other project that best shows your historical knowledge and your application of that knowledge. In each case, the Term Project must demonstrate your knowledge of historical research methods, theories, content and context, and narrative and arguments. A typical Term Project is something equal to a 15–20-page document complete with appropriately formatted citations and bibliography.

The Term Project equals 1250 points toward the final grade. It is parceled into several smaller elements, each of which must be completed satisfactorily. Several of these elements are

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clustered at the beginning of the semester, so that we all get into the pace of a major research project, while combating anyone's (including the instructor's) latent tendencies to procrastinate.

Element 1: pick a topic (50 points)

Identify the subject that you intend to research. Send an email to the instructor (a couple of sentences will suffice) that indicates your proposed research topic.

Element 2: discussion posts 100 points (each post assignment is worth 25 points)

Learning does not occur in a vacuum, and we all can benefit from the opinions and insights offered by someone else. Students are clustered into a discussion group. You will use the D2L discussion board to offer your insights about the sources you've considered. Students are expected to seek some preliminary answers through these discussions.

Within the breakout group forum, you are expected to 1) contribute your impressions from the source that you've consulted (typically you should be pinpointing the argument, offering thoughts about the quality of it, adding some details that jump out at you, etc.) and 2) respond to all other group member's observations (*this expectation means that you will have to submit before the last minute, and then check back later to offer feedback*).

Discussions are meant to prepare each of you for class discussions and eventually the peer review process.

Element 3: proposal (100 points)

Your proposal sketches your proposed project. It occurs after you have consulted a small handful of sources. It should deliver a brief discussion of the major research question that the Term Project will consider, it should incorporate some context for the question, it should explore the nature of the sources that will be used for the Term Project, and it should begin to examine your chosen topic within broader historiographical or professional trends (e.g., you are beginning to frame some ideas about how you will add to the historical discussion). The proposal should be a minimum of 2 pages in length (12-point font, double-spaced), and no more than 5 pages. It should include a proper preliminary bibliography (not part of the page count).

Element 4: annotated bibliography (200 points)

The annotated bibliography is a partially completed rough draft of the Term Project. It forms the basis of the literature review found within the project. It must include 6–8 sources (typically books and peer-reviewed articles) that are appropriate to the project. This list should be developed in consultation with the instructor, across the timespan devoted to discussion group research.

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You will format each entry correctly according to Turabian/Chicago bibliographic style. You will annotate each entry, which means that you will write a short paragraph that summarizes the main arguments of the source, indicates the nature of its sources, and discusses how it is relevant to the proposed Term Project. Your annotated bibliography should begin with an introductory summary (no more than a single page) that outlines the project and **describes the research methods used** to identify the sources included in your annotated bibliography.

Element 5: first submission 300 points

Students will complete and submit their Term Project for peer review. ***NOTE:*** This element is not a "rough draft," it is not a first draft. It is your first submission of the project. Optimally, your first submission will be the final submission.

Your Term Project submission should present your topic/issue and your argument in introductory paragraphs; it should provide evidence to support your argument; and it should consider the significance of the historical conversation within concluding remarks.

You should expect the submission to be 15–20 pages in length, double-spaced, 12-point font. Page count includes notes. It will include a title page and a full bibliography (not included in page count). Pages should be numbered, and the bibliography and all citations must be properly formatted.

Element 6: peer review 200 points

We will devote 1 (maybe 2) class sessions to peer reviewing the Term Projects. Peer review guidelines are found in D2L.

Element 7: final project 300 points

This element mimics the revise-and-resubmit stage of publication. You can be expected to incorporate necessary changes to perfect your Term Project. Again, your Term Project submission should present your topic/issue and your argument in introductory paragraphs; it should provide evidence to support your argument; and it should consider the significance of the historical conversation within concluding remarks.

Student Responsibilities or Tips for Success in the Course

PACE YOURSELF! Please remember that all assignments have specific due dates within the syllabus. This sort of outlining is designed to empower you to manage this class and all of your other coursework throughout the semester. Be aware of deadlines, be careful not to miss assignments, be sure to attend class—courses always have a way of snowballing when permitted, so please diligently avoid procrastination and all other ways you might end up sabotaging your own success.

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Attendance policy

You are expected to attend every scheduled class meeting, so you can be in the classroom to participate during the discussions and learn from the discussion. Given the limited number of formal class meetings, excessive absences (more than 2 unexcused absences) may result in a failing grade for the course, at the instructor's discretion.

You should inform the instructor if there is a legitimate reason (illness, emergency, etc.) for missing a class or a scheduled one-to-one meeting. You should contact the instructor within 48 hours of a missed meeting.

Non-documented excuses for absences generally are not accepted by the instructor, but they can be accepted at the instructor's discretion. If you must travel for university business (for example, with an athletic team), then please inform the instructor ahead of time.

Participation

You are expected to complete your assignments for this class on-time. You also should be prepared to discuss your reading assignments as part of the class discussion, or within lectures, or as scheduled group work. We may have extra reading assignments added to your regular workload, which are meant to liven scheduled in-class discussions.

Please bring questions to class, and please contribute to the discussion by asking questions about the material, or provoking the instructor to further explain some point made during the class. After all, these discussion are meant to discuss.

Important note: You shall create and sustain an open intellectual learning environment that fosters comfortable discussion. You are expected to listen to the comments and questions from classmates with an open mind and while clearly respecting viewpoints that might be different from their own. This sort of open environment is necessary for us to properly function as historians – we should avoid judging the people of the past, we cannot dismiss historical actors' behaviors because we perceive them to have been "wrong;" we must be open to understanding why people of the past behaved as they did, so that we can learn from their experiences to inform our own.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%	A = 1305 – 1450 points
B = 80%-89%	B = 1160 – 1304 points
C = 70%-79%	C = 1015 – 1159 points
D = 60%-69%	D = 870 – 1014 points
F = 59% or Below	F = less than 870 points

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Course activities/assignments and points:

Attendance & participation	200 points
Pick a topic	50 points
Breakout group posts	100 points (each post = up to 25 points)
Proposal	100 points
Annotated bibliography	200 points
First submission	300 points
Peer review	200 points
Final submission	300 points
TOTAL	**1450 points**

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University 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

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

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

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home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact the instructor.

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

Interaction with Instructor Statement

Students are encouraged to contact the instructor anytime, whenever the need occurs. Clear communication with the instructor means that your learning processes can be better supported. Outside of the classroom (or, immediately before/after class sessions), the best way to contact the instructor is by email (Wiliam.Kuracina@etamu.edu), or to visit during posted office hours. The instructor also can schedule a meeting at your convenience – please inquire. Do not hesitate to contact the instructor about any concerns or difficulties you may be experiencing – I want to help you solve any problems you might have, but I can only assist you if you make me aware of what is going on with you.

The instructor commits to responding to emails and questions within 24 hours (weekends are an exception, please expect 48 hours). The instructor does not reply to emails after 10pm. Please remember to use proper email etiquette when communicating, and please also remember to include specific details (your full name, the class, etc.), because this information will help me help you.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Classroom behavior
Generally, please avoid being a distraction to other students or to the instructor. Please take care of personal needs before class begins. Please remember to mute mobile devices. Please feel free to use your mobile devices for notetaking, but please stay off mobile devices during class for personal use. Although you think that you can subtly multitask this way, you cannot—it is a distraction, and if I notice it, everyone around you notices it, too.

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Please consult the Rules of Nettiquette for information about how to interact with students in an online forum: http://www.albion.com/netiquette/corerules.html.

Please arrive or login on time, and plan to stay the entire class scheduled class session (exceptions are made for emergencies, with advance permission from the instructor—if you must leave early, please let the instructor know before class begins). Arriving late tends to disrupt the learning environment and it is disrespectful to your classmates and to your learning process.

The university's faculty members expect that all work submitted for grades is work that the students themselves have completed on their own. University policy insists that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be permitted. Please also see below, "Academic Integrity." Before you make a mistake regarding academic integrity, please ask the instructor about anything that might potentially violate this policy.

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

ETAMU 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

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Academic Integrity

Students at ETAMU 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](#)
[Undergraduate Student Academic Dishonesty Form](#)

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf](#)

[Graduate Student Academic Dishonesty Form](#)

[http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf](#)

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf](#)

AI Use in Courses

ETAMU acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 [Undergraduate Academic Dishonesty](#)
13.99.99.R0.10 [Graduate Student Academic Dishonesty](#)

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

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provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
East Texas A&M University
Velma K. Waters Library Rm 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

ETAMU 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 East Texas A&M University 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 East Texas A&M 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.

Web url:
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 ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at ETAMU, 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**

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COURSE OUTLINE / CALENDAR

Week 1   **27 August (*class meets*)**

- **Assignment** (25 points)**:** Introduction discussion post is due **29 August @ 11.59pm**
- Group discusses course expectations
- Schedule bi-weekly check-in meetings with Dr K

Week 2   **3 September (*class meets*)**

- **Assignment** (50 points)**:** Submit pick your topic, due 2 September @ 11.59pm
- Group discusses topics
- Group discusses comprehensive exam committees
- Read for group discussion on 3 September:
  - https://www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline/statement-on-standards-of-professional-conduct
  - https://ncph.org/about/governance-committees/code-of-ethics-and-professional-conduct/

Week 3   **10 September**

- **Assignment** (25 points)**:** Discussion post is due **9 September @ 11.59pm**
- Attend bi-weekly check-in meetings

Week 4   **17 September**

- **Assignment** (25 points)**:** Discussion post is due **16 September @ 11.59pm**
- Attend bi-weekly check-in meetings

Week 5   **24 September**

- **Assignment** (25 points)**:** Discussion post is due **23 September @ 11.59pm**
- Attend bi-weekly check-in meetings

Week 6   **1 October (*class meets*)**

- **Assignment** (100 points)**:** Proposal is due **30 September @ 11.59pm**
- Research & write
- Group discusses progress

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- Group discusses comprehensive exam process — *By now, you should be getting your comprehensive exam committee lined up to schedule your exam*

Week 7   **8 October**
- Research & write
- Attend bi-weekly check-in meetings

Week 8   **15 October**
- Research & write
- Attend bi-weekly check-in meetings

Week 9   **22 October**
- Research & write
- Attend bi-weekly check-in meetings

Week 10   **29 October (*class meets*)**
- **Assignment** (200 points)**:** Annotated bibliography is due **28 October @ 11.59pm**
- Group discusses notated bibliographies and progress

Week 11   **5 November**
- **Assignment** (300 points)**:** Complete first submission is due **4 November @ 11.59pm**

Week 12   **12 November (*class meets*)**
- **Assignment** (200 points)**:** Submit feedback for each paper
- Group peer reviews paper submissions

Week 13   **19 November**
- Begin revisions
- Attend check-in meetings as needed
- ***Comprehensive Exam Report due to Graduate School 21 November***

Week 14   **26 November**
- Continue revisions
- Attend check-in meetings as needed

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Week 15 **3 December**

- Continue revisions
- Attend check-in meetings as needed

Week 16 **10 December**

- **Assignment** (300 points)**:** Complete final submission is due **9 December @ 11.59pm**