HIS 470: Senior Seminar
FALL 2018

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Course Description
This course is designed to refine the research and writing skills of undergraduate history majors, giving them the opportunity to complete a research project based on the use of primary documents.

Assignments and Grades
The assignment breakdown for this semester is as follows:

• Podcast [50%]
The main focus of this seminar will be the creation of a history-centered podcast. You will complete a project (15-20 minutes) that will incorporate a wide range of historical skills and will result in both an aural project (35%) as well as a written component (15%).

• Essays [25%]
You will be submitting three essays this semester: One is a brief response essay (500 words) worth 5%. The second essay will be a comparative podcast review, and the third essays will be a comparative book review on two historical monographs approved in conjunction with the professors. These 1000-1200 word essays are each worth 10%.

• Meetings [10%]
You will have two planned meetings with Drs. Carney and Hampton. One of these will occur early in this semester to help establish your project. The second meeting will fall later and will onsite more of a progress report. It is your responsibility to plan accordingly for these meetings and be prepared regarding your work. You will be submitting a brief email “abstract” of the meeting as a follow up.

• Presentation [10%]
You will prepare a PowerPoint presentation (6-8 minutes) of your topic and scope of your podcast near the end of the semester. Your presentation will include outline your project, thesis statement, sources, and bibliography.

• Discussion [5%]
Throughout this semester you will be asked to post in a discussion board regarding various topics in the course. These discussions will occur in D2L.
Major Due Dates

Essays: 8/29, 9/19, 10/17
Presentations: 11/5, 11/7, 11/12
Final Podcast: 12/10

Course Responsibilities

You are responsible for all registration deadlines. All of the assignments are required. To pass this class you must complete and turn in all of the assignments. Also, course schedules occasionally change and all major changes will be announced on D2L. Other than opportunities I provide for the entire class, no extra credit assignments will be offered during the course of the semester, after the semester is over, or on an individual basis. All work must be submitted by the due date. Late work will incur a ten-point penalty for each day past the due date.

Program Learning Outcomes:
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:

1. The student will evaluate the role of the historian in society.
2. The student will assess the significance of historical events/phenomena and analyze their historical contexts.
3. The student will locate, identify, and critically analyze primary and secondary sources appropriate for historical research.
4. The student will interpret evidence found within primary sources and place those sources within their appropriate historical context.
5. The student will effectively communicate historical arguments in support of a central thesis, including the proper citation of sourced using the most recent edition of the Chicago Manual of Style.

This course will incorporate to varying degrees each of these PLOs.

Student Learning Outcomes:
The more specific Student Learning Outcomes (SLOs) for this particular course are listed below:

1. In this senior-level capstone class, students will incorporate all of the skills learned in earlier history classes to create a primary-source-defined project that connects to the breadth of historical inquiry.
2. Students will complete writing projects of various lengths that relate to the analysis of historical context, the analysis of multiple perspectives, and the evaluation of change over time.
3. Students will write essays that compare and contrast as well as synthesize other historical works.
4. Students will build a podcast that offers an interpretive thesis. This assignment will measure proficiencies in the following areas: thesis definition, structure and organization, interpretation of evidence, clarity and general organizational skills, and citation and documentation.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the
falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Withheld Grades (Semester Grades Policy, A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
Course Schedule:

**Unit One: Drawing the Map**
- 8/27 Introduction
- 8/29 Podcast Discussion [Free Brian Williams]
- 9/3 Dr. Carney: Defining Sources
- 9/5 Dr. Hampton: Building a Historical Project
- 9/10 Nacogdoches Tour with Dr. Jeff Roth
- 9/12 East Texas Research Center Orientation [SFA Library]
- 9/17 Guest Speaker: Mr. Drew Fitzgerald [Building a Podcast]
- 9/19 Guest Speaker: Dr. Brian Franklin [Texas History as a Source]
- 9/24 Guest Speaker: Dr. Kurt Kemper [Broadening the Field]
- 9/26 Guest Speaker: Dr. Scott Sosebee [Defining Texas]

**Unit Two: Building the Topic**
- 10/1 Topic Meetings
- 10/3 Topic Meetings
- 10/8 In Class Collaborative Work Time
- 10/10 In Class Collaborative Work Time
- 10/15 In Class Collaborative Work Time
- 10/17 In Class Collaborative Work Time
- 10/22 In Class Collaborative Work Time
- 10/24 In Class Collaborative Work Time
- 10/29 In Class Collaborative Work Time
- 10/31 In Class Collaborative Work Time

**Unit Three: Presenting the Project**
- 11/5 Presentations
- 11/7 Presentations
- 11/14 In Class Collaborative Work Time
- 11/19 Thanksgiving Break
- 11/21 Thanksgiving Break
- 11/26 Progress Update Meetings
- 11/28 Progress Update Meetings
- 12/3 In Class Collaborative Work Time
- 12/5 In Class Collaborative Work Time

*Historical sense and poetic sense should not, in the end, be contradictory, for if poetry is the little myth we make, history is the big myth we live, and in our living, constantly remake.*

Robert Penn Warren