

HI 399: Historical Research

INSTRUCTOR INFORMATION	COURSE INFORMATION
Dr. Kelly Watson kelly.watson@avila.edu Office Location: 406 Borserine Office Hours: Tuesday, noon-1pm Thursday, noon-1pm	Fall 2019 – Section 01 Monday/Wednesday, 12:30 – 1:45 PM 402 Borserine Center

COURSE INFORMATION

Course Description

This seminar is a methodologies course that will help prepare students for more advanced work in American history. The course will focus on what historians do and how they do it. To that end, the course will help students to develop critical thinking and research skills, plan for careers after graduation, and have a better understand of the discipline as a whole. Furthermore, students will also learn about integrating technology into the practice of history and the place of technology in the future of historical work. PRE-2015 and 2015 CORE: Students must complete this course at Avila University in order to fulfill the University Functional Computer Literacy/Technology requirement in the major.

Required Course Materials

1. *American Immigration: A Very Short Introduction* by David A. Gerber
 - a. ISBN: 978-0-19-533178-3
2. *A Different Mirror: A History of Multicultural America* by Ronald Takaki. Revised edition.
 - a. ISBN: 978-0-316-02236-1
3. Other materials for the course will be available on Canvas

GENERAL INFORMATION

Academic Honesty

The policy of Avila University concerning cheating and plagiarism will be strictly followed in this class. Cheating and plagiarism are very serious offenses. They carry penalties varying from failing a course to suspension from the college. Any misrepresentation of others' work as one's own in any academic exercise is considered plagiarism and will be reported to the appropriate campus office. If you have any questions/concerns regarding what constitutes plagiarism, please ask me or consult the 2016-2017 Undergraduate Catalog

<http://catalog.avila.edu/content.php?catoid=4&navoid=137#academic-honesty>

E-mail Communication and Canvas

E-mail is a useful and convenient medium for us to communicate with one another; however, I have found that it can also be a source of confusion. With that in mind, please keep the following guidelines in mind:

- It is important to be professional in email communication with your instructor and fellow classmates. This means that you should include a proper greeting with my name and title (Dr. Watson, Professor Watson, etc.) as well as your full name and the course you are in. Be sure to write in complete sentences with proper grammar and spelling. I should not have to decode your message. Finally, **I reserve the right to ignore emails that are not addressed properly, unclear, confusing, or disrespectful.**
- I am always willing to respond to your questions over email, and I will try to respond within 24 hours. Although I strive to make myself available to students whenever possible, I am not accessible 24/7; keep this in mind when it comes time to take an exam or turn in a paper!
- I will not discuss grades with you over email nor will I provide answers to exam questions. If you would like to speak about your grade with me, please do so in person.
- **Lastly, if you email me with a question that is clearly answered on the syllabus, I reserve the right to ignore or message or simply respond that you should check the syllabus on your own.**

I will use Canvas to post assignment sheets, general announcements, etc., so please check it regularly. To access it, please go to <http://avila.instructure.com>

Classroom Expectations

You are all adults and I plan to treat you as such, but it never hurts to be reminded of proper decorum. Therefore, please abide by the following guidelines and remember to be professional and respectful at all times in this course.

- Arrive to class on time and stay for the duration (with the obvious exception of the occasional bathroom break or an emergency). If you must leave early, please let me know before class and exit the classroom quietly. Refrain from packing up your materials until the class is actually over.
- Do not eat during class (a drink is fine). Think of the classroom as your workplace. Would you eat breakfast in a meeting with your boss? I should hope not!
- Refrain from talking while others are speaking, reading non-course related material, listening to your ipod, etc.
- **DO NOT TEXT** or use your cell phone during class. Your phone should not be on the desk or in your lap. It should always be stowed away and silenced. I reserve the right to count any student as absent who is paying more attention to an electronic device than the class in session.
- I think that it should be obvious, but you also need to remove your headphones.
- The use of laptops, tablets, etc. is **STRONGLY** discouraged. However, if you feel that you need to use such a device, then you MUST sit in the back of the

classroom to avoid potentially distracting your classmates. Furthermore, if it comes to my attention that you are habitually using your laptop, tablet, etc. for anything other than taking notes, you may be asked not to bring it back and your participation grade may be impacted.

If you consistently violate these classroom conventions, you will be asked to leave and your grade will be affected.

Attendance Policy

Consistent attendance is mandatory for success in this course, but you do not earn a grade simply for showing up. Every student is graded on participation, and you cannot possibly earn participation points if you are not present. However, I understand that students occasionally need to miss class for a variety of reasons. Students are therefore afforded two absences (or one week of the course) before their grade is negatively affected. Excused absences may be issued at my discretion only and only in cases of genuine emergency. In other words, if you have a cold and don't feel well enough to come to class, your absence will not be "excused." This doesn't mean that you should come to class with the flu that is what your "free absences" are for. Proper documentation will be required for any excused absences.

Please remember that attendance requires both a physical and mental presence. With this in mind, things like sleeping in class, texting, wearing headphones, using your phone or laptop, reading outside materials, talking, etc. will negate your physical presence in that day's class and will be counted against you in your participation grade.

****N.B.:** If you participate in any Avila activities (i.e. a sports team, theater, etc.) that may interfere with your attendance in this class, you **MUST** provide me a physical list of games, highlighting those that will affect your attendance in this class. Failure to provide this will result in unexcused absences.**

Class Cancellation Policy

If it is necessary for me to cancel class for some unexpected reason (illness, family emergency, inclement weather, etc.) I will inform you as soon as possible via e-mail. Please get in the habit of checking your e-mail before class. If there is a last minute emergency, at the very least someone will leave a note for you on the board advising you that class has been cancelled. If for some reason none of those fail-safes work, feel free to invoke the 15-minute rule.

Disability Services

If you have a disability and require accommodations, please contact the office of Disability Services early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the Disability Services before any accommodations are arranged. Disability Services is located in the Learning Center on the lower floor of Blasco Hall and can be reached at 816-501-3666 (telephone and TTY).

Late Work and Make-up Policy

I will **NOT** accept late work unless you have obtained prior approval from me or provide proof of the emergency (i.e. doctor's note, obituary, etc.) in a timely fashion. If you are having difficulty, please talk to me **BEFORE** the assignment is due. If you miss class on a day in which we have an in-class assignment, a quiz, or a test, and cannot provide documentation of an emergency I will **NOT** allow you to make up the work. However, if you speak to me ahead of time, we may be able to work something out.

Progress

It is your responsibility to keep track of your grades throughout the semester. I will not issue tentative grades or grade projections. I will not assign the participation grades (or tally attendance) until midterm and after the final exam and I will not issue preliminary grades. Assignment grades will be posted on Canvas for your convenience, but only after they have been returned to you. I am happy to meet with you in person to discuss your progress and contributions to the course.

ASSESSMENT

Participation

Your participation in class discussion is a significant part of your grade and is **not optional**. I will take attendance every class period and your presence is vital to your success and the overall success of the course. You must earn your participation grade; you do not get a C for showing up to class. Rather, your grade will be assessed based on the quality and quantity of your participation in discussions as well as your overall attentiveness (remember that you cannot earn participation points if you are not there). Your participation grade will be given in two parts, once at mid-term and once at the end of the course. If you have a particular concern about participating (such as a diagnosed anxiety disorder) please come to talk me ASAP and we can discuss strategies and options. If you wait until the end of the semester, I will not be able to assist you.

General Rubric for Grading Participation: This rubric is provided for you as a guide to gauge your participation throughout the semester. Please remember that not all items listed are applicable to all students and it is not always necessary to exhibit each characteristic in order to earn the associated grade.

- A: Attends class regularly and is well prepared. Takes good notes and/or remains consistently engaged in classroom activities. Asks meaningful questions regularly. Provides comments and new information in a consistent and equitable manner. Interacts with a variety of participants. Reveals a solid understanding of the topic and readings as evidenced by thoughtful responses and questions.
- B: Attends class regularly and is prepared. Takes good notes and/or remains consistently engaged in classroom activities. Asks meaningful questions regularly. Provides comments and some new information consistently. Interacts with a variety of participants. Reveals an adequate understanding

of the topic and readings as evidenced by comments that rarely contain only superficial knowledge.

- C: Attends class regularly and is usually prepared. Takes notes and/or is mostly engaged in classroom activities. Asks meaningful questions on occasion. Sporadically provides comments and new information. Interacts with other participants. Reveals a shallow understanding of the topic and readings as evidenced by loosely related comments.
- D/F: Attendance is spotty and/or is rarely prepared. Does not demonstrate active engagement with the class. Rarely asks meaningful questions. Provides minimal comments and information to other participants. Reveals a lack of understanding of the topic and readings as evidenced by irrelevant or absent comments.

Other Assignments

Throughout the course, there will be other assignments at my discretion including in-class exercises, response papers, etc. These assignments will be tabulated as part of your participation grade.

Research Project

The culmination of your seminar will be a research project (detailed in a separate assignment sheet) that will be completed in several parts including:

- Topic Proposal*
- Historiography Section*
- Argumentative Section*
- Final Paper*
- Oral Presentation*
- Digital History Project*

Assessment Breakdown

A	1000 – 900	(100% - 90%)	D	699 – 600	(69.9% - 60%)
B	899 – 800	(89.9% - 80%)	F	599 – 0	(59.4% - 0%)
C	799 – 700	(79.9% - 70%)			

	<u>POINTS POSSIBLE</u>
Participation & Other Assignments	100 points
Research Project	
Topic Proposal	50 points
Historiography Section	150 points
Argumentative Section	150 points
Digital History Project	150 points
Presentation	100 points
Final Research Paper	300 points

	1000 points

INTENDED LEARNING OUTCOMES (ILOs)

Departmental Outcomes

History Program Outcomes

1. Knowledge: Identify and characterize the major questions of American and World history in terms of continuity and change using relevant political, economic, social, religious, and cultural institutions, traditions, and beliefs. *All history courses provide instruction and practice relevant to this outcome.
 - a. Typical Means of Assessment: Readings, Discussions, Presentations, Papers and Written Assignments
2. Theory: Demonstrate an understanding of the effects of race, gender, class, ethnicity, or religion on the experiences of ordinary and extraordinary people of the past using current historical theory and methodology. *Formal instruction and practice occurs in, HI 399 Historical Methods, but preliminary instruction and practice are components of every upper-division history courses.
 - a. Typical Means of Assessment: Readings, Discussions, Presentations, Papers and Written Assignments
3. Praxis: Using the “knowledge” and “theory” of the outcomes above, examine and analyze primary documents, pose a historical question (i.e., offer an interpretation or thesis) that the weight of evidence seems to answer, then provide context for one’s historical question and evidence using the available secondary literature synthesized in a well-written work of historical scholarship.
 - a. Typical Means of Assessment: Readings, Discussions, Presentations, Papers and Written Assignments

SCHEDULE

Assignments and schedule are subject to change with reasonable notice

Readings/Assignments must be completed by the date listed

DATE	TOPIC	READING	ASSIGNMENT
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WEEK 1

Wed. 8/21	INTRODUCTION TO COURSE		
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WEEK 2

Mon. 8/26		<ul style="list-style-type: none"> • Cronon, "Why the Past Matters" [CANVAS] 	
Wed. 8/28		<ul style="list-style-type: none"> • Gerber, Introduction 	

WEEK 3

Mon. 9/2	LABOR DAY – NO CLASS		
Wed. 9/4		<ul style="list-style-type: none"> • Gerber, Chapters 1 and 2 	

WEEK 4

Mon. 9/9		<ul style="list-style-type: none"> • Takaki, chapter 1 	
Wed. 9/11		<ul style="list-style-type: none"> • Takaki, chapters 6 	

WEEK 5

Mon. 9/16		<ul style="list-style-type: none"> • Takaki, 7-8 	
Wed. 9/18		<ul style="list-style-type: none"> • Gerber, Chapter 3 	Topic Proposal Due

WEEK 6

Mon. 9/23		<ul style="list-style-type: none"> • Gerber, Chapter 4 	
Wed. 9/25		<ul style="list-style-type: none"> • Takaki, chapters 10 and 11 	

WEEK 7

Mon. 9/30		<ul style="list-style-type: none"> • Takaki, chapter 12 	
Wed. 10/2		<ul style="list-style-type: none"> • Takaki, chapter 14 	

WEEK 8

Mon. 10/7		<ul style="list-style-type: none"> • Gerber, chapter 5 	
Wed. 10/9	Citing your sources in Chicago Style	<ul style="list-style-type: none"> • Chicago style documents (CANVAS) 	

WEEK 9

Mon. 10/14	Working with Sources		Historiography Section Due
Wed. 10/16	NO CLASS – FALL BREAK, OCT. 16 – 20		

WEEK 10

Mon. 10/21	INDIVIDUAL RESEARCH MEETINGS		
Wed. 10/23	INDIVIDUAL RESEARCH MEETINGS		

WEEK 11

Mon. 10/28	Digital History		
Wed. 10/30	Digital History		

WEEK 12

Mon. 11/4	Digital History		
Wed. 11/6	Digital History		

WEEK 13

Mon. 11/11	Visit to campus archives?		Argumentative Section Due
Wed. 11/13	INDIVIDUAL RESEARCH MEETINGS		

WEEK 14

Mon. 11/18	INDIVIDUAL RESEARCH MEETINGS		
Wed. 11/20	Writing an effective Intro & Conclusion		

WEEK 15

Mon. 11/25	STUDENT PRESENTATIONS		
Wed. 11/27	NO CLASS – THANKSGIVING BREAK NOV 27-30		

WEEK 16

Mon. 12/2	STUDENT PRESENTATIONS		
Wed. 12/4	STUDENT PRESENTATIONS		

FINAL EXAM WEEK

FINAL PAPER DUE on Canvas Monday December 9 by 11:59 PM DIGITAL HISTORY PROJECT DUE Thursday December 12 by 11:59 PM			
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