



Curtis A. Keim
Reeves Library
3rd floor near elevator
Office Hours:
Monday 2:30–4:00
Tuesday 3:00–4:30
Thursday 3:00–4:00
Or by appointment
ckeim@moravian.edu
610-861-1685

HISTORY 371: SENIOR SEMINAR Spring 2009

Clio, History's Muse

(Muse: "In Greco-Roman religion and mythology, any of a group of sister goddesses of obscure but ancient origin.... They probably were originally the patron goddesses of poets (who in early times were also musicians, providing their own accompaniments), although later their range was extended to include all liberal arts and sciences—hence, their connection with such institutions as the Museum (*Museum*, seat of the Muses) at Alexandria, Egypt. There were nine Muses as early as Homer's *Odyssey*....

"A common but by no means definitive list is the following: Calliope: Muse of heroic or epic poetry (often holding a writing tablet); Clio: Muse of history (often holding a scroll); Erato: Muse of lyric and love poetry (often playing a lyre); Euterpe: Muse of music or flutes (often playing flutes); Melpomene: Muse of tragedy (often holding a tragic mask); Polymnia: Muse of sacred poetry or of the mimic art (often shown with a pensive look); Terpsichore: Muse of dancing and choral song (often shown dancing and holding a lyre); Thalia: Muse of comedy (often holding a comic mask); Urania: Muse of astronomy (often holding a globe)." *Encyclopedia Britannica On Line*

Course Description

Welcome to History 371: Senior Seminar.¹ As the capstone of the history major, this course gives you the freedom and opportunity to explore a topic that most interests you and to put into practice everything you have learned about how to be a historian. During the semester, you will write a high quality, article-length paper. Your paper will be based on original research from primary sources and will also engage the historiographic context of your topic.

Although research and writing may seem like a solitary endeavor, you will soon find it is a collaborative effort. During the research, writing, and rewriting process, you will be working and consulting closely with several people. First, I am the primary instructor for this course and the person you should contact with any questions or concerns. Second, you will be assigned an “outside advisor” with whom you will meet twice during the semester. Outside advisors are faculty whose own areas of expertise are closest to those of the topics you are working. Third, you will be assigned to a writing group of your colleagues with whom you will exchange work, ideas, and constructive criticism. And fourth, our semester will culminate in a mini-conference in which you will present a version of your paper not only to the class but also to members of the history department and invited guests.

Course Objectives

By the end of the course, you will have enhanced your abilities to:

- Approach writing as a process, one that involves considerable ongoing reflection and revision.
- Locate and use primary sources.
- Engage in historiographic debates.
- Use writing conventions appropriate to the discipline of history.
- Write a scholarly paper for a scholarly audience.
- Give and receive constructive criticism.
- Deliver effective oral presentations.

In this course you will undertake three different types of writing, each with a particular set of conventions and each for a different audience.

Research Paper

The final paper must be at least 25 pages long, written in formal academic prose with footnotes and bibliography for an audience of other historians. At the end of the term you will present your papers to each other and, in addition, each of you should be able to present your work in a formal academic setting, such as an undergraduate conference or Moravian College’s scholarship day. I hope that some of you will consider submitting

¹I would like to thank my colleagues in the history department for their contributions to this syllabus. Dr. Sandy Bardsley first offered this course and I have built on her course and subsequent versions offered by Dr. Jamie Paxton and Dr. Heikki Lempa. As a departmental effort, many words, phrases, and ideas of the syllabus have been shared freely.

the final version of your paper to journals for publication. Please note you will be writing this paper in stages throughout the semester with lots of opportunity for feedback and rewriting between each stage.

Journal Entries

Throughout the semester you will be writing weekly journal entries to reflect on the process of research and writing and to keep track of what you have accomplished. Journal entries are in two parts. Part One must be at least one-and-a-half pages long, double-spaced. Part Two may be of any length, but should be long enough to indicate that you are making significant progress on your paper. Send your journal entries to me as attachments to an e-mail (ckeim@moravian.edu) and bring a copy to class for our class discussions.

Part One: Journals can serve as a place for you to untangle ideas, think through research strategies, and even vent about the frustrations you encounter. I will provide a theme or themes for each week and I will read every journal entry to ensure that you are keeping up your journal entries and taking them seriously. In terms of format and style, journal entries may be less formal than your final paper. They will be graded for content, regularity, and willingness to engage with ideas, rather than for stylistic concerns such as spelling and grammar. Nonetheless, I do expect you to proofread your journals before handing them in. Journals are due at the **beginning** of the class in which they are due. Late journals will not be accepted.

Part Two: A research journal should comment on the specific sources and ideas you are working with. A model is provided in the handout by Patrick Rael.

Feedback to Others

As part of the process of writing, you will help others with their papers and they will do the same for you. During each stage of writing, you will write up comments to help other members of your small writing group. I will assign you to a group once the semester is underway. The main audience will be that of your peers, although I will also collect a copy of your comments in order to help you with the important (if often overlooked) skill of offering useful feedback and constructive criticism.

Required Texts

No texts have been assigned for this course. I assume that you have copies of *The Bedford Handbook* from Writing 100 and Mary Lynn Rampolla's *Pocket Guide to Writing History* from HIST 270. If you do not have these books, then borrow or purchase them.

Grade Distribution

Journals (11 entries; 1% each)	11%
Table of secondary and primary sources	10%
Abstracts of primary sources	5%
Note cards or computer equivalents	15%
Writing throughout the semester	15%
Participation	15%
Final Paper	20%

Attendance

Attendance is mandatory and three points will be subtracted from your final grade for the second and each subsequent class that you miss. Consistently late arrivals will be considered subjectively but fairly by the instructor and may result in points being subtracted from your final grade.

Participation

The participation grade reflects the quality and quantity of your contributions to the class and your writing group. It is not an attendance grade.

Late Policy

Papers turned in after the beginning of the class on which they are due will be assessed a penalty of 10% for the first day they are late and 5% for each day thereafter. Computer and printing problems are not acceptable reasons for lateness. If you need to miss class you may submit your work in an e-mail attachment so as to confirm that you have met the deadline, but I also need a hard copy as soon as you are able to provide one.

Academic Dishonesty

According to the Moravian College Student Handbook, the following constitutes plagiarism: “as the use, deliberate or not, of any outside source without proper acknowledgment.” Plagiarism will result in a zero in the course. Please consult the Student Handbook for fuller details.

Inclusive Language

Moravian College strongly encourages the use of inclusive, non-discriminatory language in all academic writing and communication. For example: “man” or “mankind” becomes “humankind”; “he” referring to an abstract person becomes “they” or “he/she.”

Students with Disabilities

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the office of Learning Services.

Syllabus modifications

The instructor reserves the right to change the syllabus with appropriate notification.

Class Schedule**Week 1****Sept. 4 - Introduction**

- *In class: Read the Syllabus.*
- *In class: Library search strategies; Note taking.*
- *Due: First draft of bibliography.*

- Read notes by Patrick Rael entitled “Research Papers: Keeping a Research Journal,” “Research papers: Paper Writing Steps,” and “Research Papers: Taking Notes.” <http://www.bowdoin.edu/writing-guides/>

Week 2

Sept. 11 Beginning Research

- Meet with you Expert Consultant. Include a summary of what you talked about in your journal.
- Locate, order, and start to read secondary sources: Library, Interlibrary Loan, databases.
- *In class: Anatomy of an article.*
- *In class: Secondary sources (in library with Ms. Fuchs)*
- Read: Mary Lynn Rampolla. *A Pocket Guide to Writing in History*, pp1-100, for brief quiz on September 18.
- *Due: Journal 1: Focus on finding a topic.*

Week 3

Sept. 18 Locating and Using Primary Sources

- Locate, order, and start to read primary sources: Library, Interlibrary Loan, databases.
- *In class: Quiz: Rampolla.*
- *In class: Work with citations*
- *In class: Primary sources (in library with Ms. Fuchs)*
- *Due: Second draft of bibliography.* E-mail to me and to Expert Consultant.
- *Due: Note cards.*
- *Due: Journal 2: Focus on historiography. How is your thinking evolving about your topic changing as you see what other scholars have done in the secondary sources you are uncovering? Are you disqualifying some topics because they have been done too thoroughly? Are you identifying topics that others have ignored?*

Week 4

Sept. 25 Research Methods

- *Due: Abstracts (basic summaries) of primary sources.*
- *Due: Note cards.*
- *Due: Journal 3: How are your ideas developing new that you are engaged with the primary sources? What themes do you see in them? Which look like they will be most helpful to you? Are your impressions of the historiography changing at all as you examine the sources scholars have used?*

Week 5

Oct. 2 Individual Conferences with Me and Outside Advisors (times to be arranged)

- Continue to take notes on primary and secondary sources.
- *Due: Journal 4: How are the latest primary sources you’ve examined shaping your thinking about the topic? Are you noticing anything that has surprised you?*

- *Due:* Compile an agenda for our meeting, containing at least three questions or issues on which you would like help. Print this out and bring to the meeting.
- *Due:* *Note cards.*

Week 6

Oct. 9 Writing Workshop I

- *Due:* *Chunk 1* (at least 5 pages, focusing on historiography). E-mail to me and to your writing group members by 4pm October 7. **Don't miss this.**
- Read: "Useful Feedback & Constructive Criticism."
- *Due:* *Feedback for group members for in-class distribution* with copy for others in your group and copy for me. **Don't miss this.**
- *Due:* *Journal 5:* What did you learn from your meeting with your expert consultant? How did it feel to start the writing process? Are you happy with what you have written? What thoughts do you have about where to go next? What new things are you noticing in the primary sources?

Week 7

Oct. 16 Writing Workshop II

- Read: "Initial Paper Outline."
- Continue to research and write.
- *Due:* *Chunk 2* (at least 5 pages, based on primary sources research). **Don't miss this: based on primary sources.** E-mail to me and your group members by 4pm on Oct. 14. **Don't miss this.**
- *Due:* *Initial paper outline.* E-mail to me and your group members by 4pm on Oct. 14)
- *Due:* *Feedback to group members for in-class distribution.* **And don't miss this either.**
- *Due:* *Note cards.*
- *Due:* *Journal 6:* What were some of the most helpful suggestions you received from the first writing workshop? What is the topic of your second chunk and why? What issues are arising in your research and writing?

Week 8

Oct. 23 Writing Workshop III

- Continue to research and write.
- *Due:* *Chunk 3* (at least 5 pages, based on primary sources with secondary sources as background). E-mail to me and your group members by 4pm on Oct. 21.
Same drill
- *Due:* *Revised outline.* E-mail to me and your group members by 4pm on Oct. 21.
- *Due:* *Feedback to group members for in-class distribution.*
- *Due:* *Journal 7:* What new ideas are you coming up with as you encounter new sources? Are you mostly confirming patterns you have already seen, or are you finding new patterns and going off in new directions?

Week 9

Oct. 30 Individual Meetings with Me

- *Due: An agenda for our meeting* containing at least three questions or issues on which you would like help. Print this out and bring two copies to the meeting.
- *Due: Note cards.*
- *Due: Journal 8:* Are things beginning to come together for you? What major concerns do you still have? What research do you still have to do?

Week 10

Nov. 6 Writing Workshop IV

- Read Rael's "Introduction & Conclusion."
- *Due: Introduction, conclusion, revised outline, and bibliography.* E-mail these to me and your group members by 4pm on Nov 4.
- *Due: Feedback to group members for in-class distribution.*
- *Due: Journal 9:* How are you feeling about things at this stage? What needs to be done before you can put the complete draft together?

Week 13

Nov. 13 Writing Workshop V

- Read Rael's "Research Papers: Revising the Draft."
- Discussion of presentations.
- *Due: Complete first draft.* E-mail to me and your group members by 4pm on Nov.11.
- *Due: Feedback to group members for in-class distribution.* Plan ahead so you will have the time to read and comment on the drafts.

Week 12

Nov. 20 Practice Presentations and

Individual Meetings with Me and Expert Consultant (times to be arranged)

- *Due: Second draft based on your own perceptions and on group feedback.* E-mail to me and to Expert Consultant before 10am Monday, Nov 16.
- *Due at appointment with me: Journal 10:* What do you think are the main strengths and weaknesses of your paper? Which parts of your work are you most pleased with? Where will you be focusing your efforts in the next two weeks? Where would you like help? Print this out and bring two copies to the meeting.
- *For appointment with Expert Consultant, discuss use of sources and thesis.*
- *Due: 7-minute presentation of paper at Friday's class. Present (don't read ☺) your topic, your thesis, topic's historiography, and your evidence.*

Week 13

Nov. 25

- *Due: Third draft based on your own perceptions and on meetings with me and your Expert Consultant.*
- No class. Thanksgiving. Work on revisions and on preparing and practicing your presentation.

Week 14

Dec. 4 Conference Papers

- *Due: E-mail your final paper to me by December 1.*
- *Due: 15-minute presentation. This presentation will be given sometime on Friday, December 4. We will develop our schedule as we approach the date and we will invite faculty and students who are not in our class to join us.*
- *Due: Journal 11: As this is your last journal entry, you might use it as a chance to reflect on the overall process to date. How have your ideas evolved over the semester? What aspects of the paper do you still need to nail down before next week?*

Final Examination Period

If issues arise in the presentation of your paper at the conference on December 4, you may submit a revised final paper until Monday December 14 at 1:30 pm.