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dates, and upcoming events. I will be adding new material throughout the semester. Explore the site and let me know if there if you do not find something you would like to see.

History

News

No news is good news.

Senior Seminar

Important Dates

Fall 2015

August 31 – Find at least one primary source you can work with. September 8 – Last day to change classes

September 24 – Convocation

November 6 – Last day to withdraw from classes

Welcome to the Senior Seminar website. Visit to find

Upcoming Events

September 24 – Convocation

September 25–27 [Celtic Fest](#)

important course information,

such as the syllabus, schedule, due

Contact Information

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Syllabus

Course Description

Senior Seminar is 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. First and foremost, this is a writing course, in which you will write a high quality, article-length paper. Your paper will be based on original research from primary sources, but it will also engage the historiographical context of your topic.

Research and writing may seem like a solitary endeavor, but you will soon find that it is a collaborative effort. During the research, writing, and rewriting process, you will be working and consulting closely with several people. I will be the primary instructor for this course and the person you should contact with any questions or concerns. You will also be assigned an "outside advisor" with whom you will meet at least three times during the semester. Outside advisors are faculty whose own areas of expertise are closest to those of the topics you are working. You will also be assigned to a writing group of your colleagues with whom you will exchange work, ideas, and constructive criticism. Our semester will culminate with a 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. I am hoping that you will find this course not only challenging but also very rewarding.

Goals of the Course

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 historiographical debates.
- Appreciate the way in which the conventions of writing change according to format and audience.
- use writing conventions appropriate to the discipline of history.
- give and receive constructive criticism.
- deliver effective oral presentations.

The Role of Writing in this Course

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

1. **Research Paper.** The final paper must be about 25 pages long, written in formal academic prose with footnotes and bibliography for an audience of other historians. All of you should be able to present your work in an academic setting, such as an undergraduate conference or Moravian College's scholarship day. I hope that some of you will consider submitting 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.
2. **Free Writing & Journal Entries.** Throughout the semester, you will be recording frequent reflections on the process of researching and writing. The main audience will be yourself - they will serve as a place for you to untangle ideas, think through research strategies and data, and even vent about frustrations you encounter. The secondary audience will be me - I will often collect and read freewrites as a way to "Take the pulse" of your research progress. In terms of format and style, these freewrites may be less formal. They will be graded for content, regularity, and willingness to engage with ideas, rather than for stylistic concerns such as spelling and grammar.
3. **Feedback to Others.** As part of the ongoing process of rewriting and rethinking, 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 writing group. I will assign you to a writing 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 a copy of Mary Lynn Rampolla's *Pocket Guide to Writing History* from HIST 270. If you do not have this book, then borrow or purchase them.

Attendance

Attendance is mandatory. If you miss class, you cannot participate in the peer workshops that are central to the success of the course. Moreover, much of what we cover will build up previous classes, and those who are absent will find it impossible to keep up. Every unexcused absence will result in 3 points being deducted from your final grade.

Grade Distribution

Journals (6@2% but but I drop the lowest grade)	10%
Index cards or computer equivalents	10%

Writing throughout the semester (background on topic and sources, chunks)	25%
Peer Review	10%
Participation	10%
Draft Paper	10%
Final Paper	20%
Conference Presentations	5%

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.

Academic Dishonesty

I expect that you will complete all assignments in this course individually and independently, and I will refer any cases of suspected cheating or plagiarism to the Academic Affairs Office. I strongly encourage you to ensure that you are familiar with Moravian's Academic Honesty Policy, found in the Student Handbook. As this policy explains, it is possible to commit plagiarism without intending to be dishonest, but serious consequences result regardless of intent.

Let me clarify two particular occasions when it is legitimate (and even desirable) to use the help of others. First, while I expect that you will write all assignments on your own, I do encourage you to discuss with other the ideas and arguments contained in our course, both within class and outside of it. For example, you might run into a friend in the library and start talking about how your paper is going. Perhaps you are having difficulty interpreting a primary source. Your friend, after listening, might make an observation or suggestion. As you write your paper, it is legitimate to explain or respond to that comment, *as long as you do not claim the idea as your own*. You might, for example, write something like, "In talking about this reading with [your friend], he/she suggested that this primary source reflected [your friend's suggestion]. This makes good sense to me because ..." In other words, signal clearly which things are someone else's opinion and which are your own. You should also insert a footnote that acknowledges your debt to someone else's ideas or thoughts. By the end of the semester, you will have accumulated a good number of such debts from colleagues and faculty and should acknowledge them appropriately. Second, I encourage you to seek help with writing. It is perfectly legitimate to ask others to read over your paper and look for errors of grammar, spelling, and expression. You might ask others to comment on structure and organization. With enough advance warning, I am happy to read over papers. I also encourage you to use the Writing Center. Again, use footnotes to acknowledge any help you receive.

Accommodations

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Please make these arrangements in the first weeks of the semester, as accommodations cannot be provided until authorization is received from the Academic Support Center.

Schedule

Class meets Wednesdays 1:10–3:45.

Please note that major writing assignments are due the Sunday before class.

The schedule is subject to change. In the event that a change is made, I will inform you in class and, if the change is major, to revise the schedule on the website.

<p>Week 1 Aug. 31-Sept. 4</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Primary sources and the questions they can answer • Anatomy of an article • Paper topics • Databases and library research strategies • <i>Reminder.</i> Schedule a meeting with your Advisor for next week.
<p>Week 2 Sept. 7-11</p>	<p>Meetings with Outside Advisor (times to be arranged)</p> <ul style="list-style-type: none"> • Schedule two meetings: Please schedule a meeting with your Advisor for this week. Faculty will be busy with the start of classes. Once the meeting is scheduled, schedule a meeting with me for <i>after</i> that meeting. For each meeting compile an agenda of three questions or issues on which you would like help. Send me a copy the agenda for the meeting with the Advisor. • Due: Journal 1: Things are a bit chaotic at this point. That's normal. Keep working one step at a time. Ask for help. Write about what you are finding and the challenges you face. • Read: Patrick Rael, "Research Papers: Paper Writing Steps." • Locate, order, read, and take notes on primary sources: What questions can your sources answer? • Locate, order, read, and take notes on primary sources: How do the secondary sources help you interpret the primary sources and frame a research question?
<p>Week 3 Sept. 14-17</p>	<p>Research Methods & Introduction to Writing Workshops</p> <ul style="list-style-type: none"> • Due: Write and turn in a background on your topic and sources (3-5 double-spaced pages). This background material should explain who wrote your sources, when and where they lived, what is known about their lives, their perspectives, and their motives for writing. Try to identify assumptions implicit in the sources and possible inferences one can draw. In addition, provide a brief background of the place and period about which you will write (eg. identify country and century, major issues of the time, etc.). Please share this paper with me and your writing group by 4pm on Sunday Sept. 13. • Read: Patrick Rael, "Research Papers: Taking Notes." • Read: "Useful Feedback and Constructive Criticism" • Reminder: Chunk 1 will be due Sunday Sept. 20.

<p>Week 4 Sept. 21-25</p>	<p>Writing Workshop 1</p> <ul style="list-style-type: none"> • Due: Writing chunk 1 (at least 5 pages, focusing on historiography) and share with me and your writing group members by 4pm on Sunday Sept. 20. • Due: Write feedback to group members for in-class distribution. Please bring copies for me also.
<p>Week 5 Sept. 28-Oct. 2</p>	<p>Writing Workshop 2</p> <ul style="list-style-type: none"> • Due: Writing chunk 2 (at least 5 pages, focusing on primary source analysis) and share with me and your writing group members by 4pm on Sunday Sept. 27. • Due: Write feedback to group members for in-class distribution. Please bring copies for me also. • Bring to Class: At least one example of your primary source(s). In class you will discuss the context of the source, the questions and problems it raises, how you are using it, and question related to the text that would like the class to work on.
<p>Week 6 Oct. 5-9</p>	<p>Individual Meetings with Me and your Advisor (times to be arranged)</p> <ul style="list-style-type: none"> • Schedule a meeting: Schedule a meeting for the three of us. Compile an agenda for our meeting, containing at least 3 questions or issues you want help with. Print this and bring 3 copies. • Due: Bring your index cards to meeting. • Due: Journal 3:What have been some of the most helpful suggestions you have received from the writing workshops? What issues are arising in your research and writing?
<p>Week 7 Oct. 12-16</p>	<p>Writing Workshop 3</p> <ul style="list-style-type: none"> • Due: Writing chunk 3 (at least 5 pages, focusing on primary source analysis) and share with me and your writing group members by 4pm on Sunday Oct. 11. • Due: Write feedback to group members for in-class distribution. Please bring copies for me also. • Bring to Class: At least one example of your primary source(s). In class you will discuss the context of the source, the questions and problems it raises, how you are using it, and question related to the text that would like the class to work on. •
<p>Week 8 Oct. 19-23</p>	<p>Individual Meetings with Me (times to be arranged)</p> <ul style="list-style-type: none"> • Due: Compile an agenda for our meeting, containing at least 3 questions or issues you want help with. Print this and bring 2 copies. • Due: Bring your index cards to meeting. • Due: Bring a list of the databases you have searched and search terms used. • Due: Journal 2: How are your ideas developing now that you are engaged with the primary sources, the questions and problems they raise? What

	<p>themes do you see in them? Which look like they will be the most helpful? Are your impressions of the historiography changing as you examine the sources scholars have used?</p> <ul style="list-style-type: none"> • Reminder: Continue to read and take notes on primary and secondary sources.
<p>Week 9 Oct. 26-30</p>	<p>Writing Workshop 4</p> <ul style="list-style-type: none"> • Read: "Introduction and Conclusion." • Due: Writing chunk 4 (introduction and conclusion) and share with me and your writing group members by 4pm on Sunday Oct. 25. • Due: Write feedback to group members for in-class distribution. Please bring copies for me also. • Preparation and expectations for the draft.
<p>Week 10 Nov. 2-6</p>	<p>Individual Meeting with Me</p> <ul style="list-style-type: none"> • Due: Compile an agenda for our meeting, containing at least 3 questions or issues you want help with. Print this and bring 2 copies. • Due: Bring your index cards to meeting. • Due: Journal 4: Are things beginning to come together? What major concerns do you have? What needs to be done to complete the draft?
<p>Week 11 Nov. 9-13</p>	<p>Writing Workshop 5</p> <ul style="list-style-type: none"> • Due: Writing chunk 5 (complete draft) and share with <i>me, your outside advisor, and your writing group members</i> by 4pm on Sunday Nov. 8. <i>Print and deliver a copy to your Advisor by Wednesday.</i> *Please note: you will need to plan ahead to ensure you have the time to carefully read and comment on these drafts. • Due: Write feedback to group members for in-class distribution. Please bring copies for me also. • Read: Patrick Rael, "<u>Research Papers: Revising the Draft.</u>" • Preparation for the Conference
<p>Week 12 Nov. 16-20</p>	<p>Meeting with Me and your Advisor</p> <ul style="list-style-type: none"> • Schedule a meeting: Schedule a meeting for the three of us. Compile an agenda for our meeting, containing at least 3 questions or issues you want help with. Print this and bring 3 copies. • Due: Bring your index cards to meeting. • Journal 5: What do you think are main strengths and weaknesses of your paper? Where will you be focusing your efforts in the last few weeks? Where would you like help?
<p>Week 13 Nov. 23-27</p>	<p>No Class - Thanksgiving</p>
<p>Week 14 Nov. 30-Dec. 4</p>	<p>Individual Meeting with Me</p> <ul style="list-style-type: none"> • Due: Compile an agenda for our meeting, containing at least 3 questions or issues you want help with. Print this and bring 2 copies.

	<ul style="list-style-type: none">• Due: Journal 6: Use this last journal entry to reflect on the overall process to date. How have your ideas evolved this semester? What aspects of the paper do you still need to nail down?• Due: Bring your index cards to meeting.
Week 15 Dec. 7-11	Senior Seminar Conference <ul style="list-style-type: none">• Reminder: Make an appointment ASAP if you plan to use the Writing Center. They book up quickly this time of year.• Reminder: Before handing in your final paper read Patrick Rael, "Research Papers: Writing Checklist."
Dec. 14 at 4pm.	<ul style="list-style-type: none">• Final, fully-revised, and polished paper due in electronic format to me and in hard copy to your Advisor.