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HIST 492.01B Senior Research Seminar

COURSE SYLLABUS: Fall 2020

INSTRUCTOR INFORMATION

Instructor: Dr. Derrick D. McKisick

Office Location: Ferguson Social Science #119

Office Hours: Tuesday 9:30 – 10:30 am / 2:30 – 3:30 pm

Office Phone: 903.886.5222

Office Fax: 903.468.3230

University Email Address: derrick.mckisick@tamuc.edu

Preferred Form of Communication: **email**

Communication Response Time: within 24 hours, except Friday-Sunday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Arnold, John H. *History: A Very Short Introduction*. NY: Oxford University Press, 2000.

Greenberg, Amy S. *A Wicked War: Polk, Clay, Lincoln, and the 1846 U.S. Invasion of Mexico*. NY: Vintage Books, 2012.

Perdue, Theda. *The Cherokee Removal: A Brief History with Documents*, 3rd ed. Boston, MA: Bedford/St. Martins, 2016.

Robertson, David. *Denmark Vesey: The Buried Story of America's Largest Slave Rebellion and Man Who Led It*. NY: Vintage Books, 2000.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. 9th ed. Boston, MA: Bedford/St. Martin's, 2018.

The syllabus/schedule are subject to change.

Course Description

This course provides senior history majors with an opportunity to conduct original research, gain historiographical insight, and present their findings. Through the semester, students will refine the skills necessary to locate, analyze, and organize primary and secondary source materials. Students will engage in discussions based on the discipline of history; the uses of historiography to frame historical questions and argument; and the value of scholarly debate in the development of historical interpretations. The goal of this course is to produce work that can be presented at an appropriate historical conference or submitted for publication.

Student Learning Outcomes

1. Students will demonstrate an ability to analyze and interpret primary and secondary sources.
2. Students will demonstrate a proficiency in conducting historical research and locate sources appropriate for historical a historical research project.
3. Students will demonstrate an ability to employ the writing conventions appropriate to historical scholarship, including proper citation and grammar.
4. Students will demonstrate an awareness of issues associated with global and cultural diversity through written work addressing the history of non-Western, non-elite, or minority (racial, sexual, ethnic, gender, or other) people, regions, or topics.
5. Students will demonstrate a familiarity with historiography.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students must be able to use D2L, library databases, PowerPoint, and Microsoft Word.

Instructional Methods

Success in this course requires reading various types of materials, listening to lectures, oral presentations, exams, written assignments, and research assignments.

Student Responsibilities or Tips for Success in the Course

Students must complete all reading and assignments by the due date to be successful. This course requires students to engage in the assigned materials and produce a substantial amount of written work. Given the amount of reading and writing required throughout the semester, students must complete each research assignment in sequential order and submit research topic for instructor approval.

The syllabus/schedule are subject to change.

GRADING

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

Grades

A 400- 360 (100%-90.00%); B 359-320 (89.99%-80.00%); C 319-280 (79.99%-70.00%),
D 279-240 (69.99%-60.00%), F 238 (59.99%– below)

The grading criteria of all written work will be based on the following descriptions:

A = Superior mastery of content and reading material; clear organization and factual accuracy; innovative interpretation or argument that responds to the specific directions of the assignment, test, or essay; clearly written.

B = Excellent command of the content and reading material; factual accuracy; a generally solid thesis driven historical argument backed with specific relevant evidence.

C = Average command of content material; reasonable factual accuracy; ability to produce a specific thesis driven argument that may not be original and is not supported by the evidence.

D = Poor command of content and failure to follow directions; historical errors of fact; no real thesis or argument driving the essay.

Assessments

Book Review x1	20 pts.
Reception Report x 2	40 pts.
Presentation	20 pts.
Historiographical Paper	20 pts.
Primary Source Paper	20 pts.
Research Paper Proposal	20 pts.
Completed Portfolio	40 pts.
Peer Review	20 pts.
Paper Revision	20 pts.
Discussion Board x8	80 pts.
Final Paper	100 pts.

The syllabus/schedule are subject to change.

Assessments

Course Specific Procedures/Policies

Assigned Books: The books are available for purchase at internet websites (Amazon), and at a variety of regional retailers.

TURNITIN.COM: All typed assignments, exams, papers, and reviews must be uploaded to the appropriate listing of the course's dropbox. Each assignment dropbox automatically uploads the work to turnitin.com for plagiarism checking. This is a requirement for the course, and the students will not receive a grade until they have completed this process.

Writing Assignments

All writing assignments must be typed in 12 pt. New Times Roman font, doubled spaced, stapled and paginated with a 1" margin. Additionally, all assignments must include, on the first page, your name, assignment, my name, course number, and date. Students must submit an electronic copy to dropbox that turnitin.com can analyze. If the student does not do both, the assignment will not be graded, and the student will receive a zero.

Attendance

Class attendance and participation, whether face-to-face or online, are an expectation and vital component of this course. This course is blended with both face-to-face and online components. The class will meet on Tuesday this semester and the remainder of the week the course will be online. Obviously, if you have underlying health conditions or feel ill, the course material will be available online.

Discussion Board

During the second portion of this course, there will be weekly discussion board questions based on assigned readings. All students must post an answer to the discussion prompt, create an original question, and respond to the questions of two different classmates. To receive full credit for the assignment, each student must respond to the discussion question with a 150-word post and respond to at least two classmate's questions with at least 100-word responses each that directly address their response. **If you do not participate in all parts of each discussion board thread, you will not receive full credit for your response.**

The syllabus/schedule are subject to change.

Discussion Board Post (Quantity)

- You are required to post one original message for each topic.
- The post should be 150-words that directly address the discussion question, not merely describing the historical events or person in the discussion prompt. Each response should indicate awareness of historical context and importance.
- You must respond to at least two of your classmate's questions and your response must be at least 100-words each that directly address your classmate's response and question.

Discussion Board Post (Quality)

- Your posts must demonstrate your knowledge and understanding of the topic being discussed.
- You must demonstrate connections between lecture materials, textbook content, and discussion.
- You should relate discussion responses to material covered earlier in the course to give your responses clarity and context.
- Your post should be grammatically correct and proofread.
- Your post should go beyond reciting facts, but it should examine the material at a critical level and include facts from the assigned reading.

Discussion Board (Timeliness)

- You must provide at least three days for your classmates to respond, so it is incumbent on each student to post and respond as soon as possible to give each person an opportunity to participate. If you do not post a response with an ample amount of time for your classmates to respond, you will not receive credit for your discussion board post.
- You will be given one week to respond to each topic.

Essays (Book Reviews and Reception Reports)

The students of this course are required to complete several essays during the course of the semester and to write book reviews or reception reports for each of the assigned books. Book reviews are due on the day the book is discussed. Students must provide a paper copy to the professor and submit an electronic copy to the dropbox. Each student is required to complete three reception reports and one book review for books assigned during the semester. The book review and reception reports guides will be posted in D2L.

Presentation

All students are required to make a class presentation regarding their research paper. Each presentation should include: a brief statement regarding the historical relevance of the topic, a statement of the research question, an analysis of the different historical arguments on the topic, a discussion of the primary and secondary sources, and finally, statement of the student's position. Additionally, all presentations must include a PowerPoint presentation. The presentations will last approximately 10-15 minutes.

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Historiographical Paper

A five to seven-page historiographical paper is required of all students in the course. Students are free to consider any topic within the course theme, but the topic must be cleared with the instructor. The paper must have five to seven secondary sources (history monographs- books and peer-reviewed journal articles).

Research Paper Proposal

Students will turn in a prospectus (20 points) during the seventh week of class. A late proposal and final paper will be docked (5 points) per day without approval from the instructor. The instructor will post a Research Proposal Guide in D2L. Bibliography and footnotes or endnotes are required in the prospectus and final draft of the paper in accordance with *The Chicago Manual of Style*, Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, or Mary L. Rampolla, *A Pocket Guide to Writing History*

Final Paper

A final paper (twelve to fifteen pages) based on original research is required for this course. In consultation with the instructor, each student will submit a research proposal, complete a research paper, and participate in the revision process. The instructor will post complete instructions in D2L.

Peer Review

Students will be assigned to groups and provide peer reviews for two research papers and submit their comments to the author and instructor. The use of feedback from peer reviewers and instructor will be used to calculate the revision score for the final paper. Note: If your paper has not been submitted, you will not be assigned any papers to peer review.

Primary Source Paper

There are a variety of paper assignments that you can use the information gathered from primary sources to address specific questions, make comparisons, and evaluate change over time. In this exercise, I will provide specific questions that students must use primary sources as the basis of their response. Additionally, students are required to produce essays that contain a thesis and specifically respond to the question. For this specific assignment, students are limited to the materials provided in class and encouraged not to do additional research. All sources must be cited in the paper. If students fail to cite their sources, they will receive a failing grade for the assignment.

Portfolio

A student portfolio is a requirement for this course. All students will submit an electronic portfolio for their midterm assignment.

- Cover Letter detailing student's assessment of skills they gained in the program and explanation of how each assignment fits into the assigned categories.
- Primary Source Analysis or Book Review
- Elements of Research Process (proposals, outlines, and bibliographies)
- A 12-15-page research paper, Turabian-formatted footnotes or end notes and bibliography
- Three assignments that show: Engagement with issues of race, ethnicity, and/or gender, Interpretation of non-Western sources, or historical analysis of non-Western states or cultures.
- Four assignments of students' choice (one for each category): Non-US content, US content, Content in periods before 1500, and Content in periods after 1500
- CV/Resume
- This assignment must be submitted HARD COPY in a binder or folder that will hold all the contents.

A sheet with student's name and date should be the first page of the portfolio. The remaining items of the electronic and hard copy of the portfolio should follow the order listed above.

Late Submissions

All students are required to submit their assignment to the class dropbox. For the book reviews and reception report, there will be a five-point penalty for each day the assignment is late. For the historiographical paper, there is a ten-point penalty for every day the assignment is late. The assignment is not complete unless the student has submitted an electronic copy that dropbox can scan for plagiarism.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce 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

The syllabus/schedule are subject to change.

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

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

COMMUNICATION AND SUPPORT

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

The instructor will respond to emails within twenty-four hours, except on weekends, starting at 5:00 pm Friday to 8:00 am Monday.

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COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

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).
<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>

TAMUC 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 Texas A&M University-Commerce 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](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 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

Texas A&M University-Commerce 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.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce 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 A&M-Commerce 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 A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Week One

August 25/27

Topic: History and Historians, Review of Syllabus, and Focus of Course (Building an Empire of Liberty)

Assigned Reading: Arnold, *History: A Very Short Introduction*

Discussion Board

Week Two

September 1/3

Discussion of Arnold, *History: A Very Short Introduction*

Identifying Topic and Finding Sources

Discussion Board

Week Three

September 8/10

Jefferson and the Building of American Empire and Analyzing Primary Sources

Assigned Reading: Perdue, *The Cherokee Removal*, 1-22:

Northwest Ordinance of 1787: Primary Source Assignment: Discussion Board

Young, "Conflict Resolution on the Indian Frontier," *Journal of the Early Republic*, Vol. 16, No. 1 (1996): 1-19.

John Sugden, "Early Pan-Indianism: Tecumseh's Tour of the Indian Country, 1811-1812," *American Indian Quarterly*, Vol. 10, No. 4 (1996): 273-304.

Edwin A. Miles, "After John Marshall's Decision: Worcester v. Georgia and the Nullification Crisis," *The Journal of Southern History*, Vol. 39, No. 4 (1973): 519-544.

F.P. Prucha, "Andrew Jackson's Indian Policy: A Reassessment," *The Journal of American History*, Vol. 56, No. 3 (1969): 527-539.

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Week Four

September 15/17 - Historiography

Assigned Reading: Robertson, Denmark Vesey, 1-87.

Proposal Due

Discussion Board

Week Five -- Historiography

September 22/24

Herbert Aptheker, "Militant Abolitionism," *The Journal of Negro History*, Vol. 26. No. 4 (1941):438-484.

Ulrich B. Phillips, "The Historic Civilization of the South" *Agricultural History*, Vol. 12, No.2 (1938): 142-150.

Walter Rucker, "I Will Gather all Nation": Resistance, Culture, and Pan-African Collaboration in Denmark Vesey's South Carolina," *The Journal of Negro History*, Vol. 86, No. 2 (2001):132-147.

Discussion Board

Week Six

September 29/October 1

Robertson, Denmark Vesey, 87-142

Class Discussion -- Research Proposal

Primary Source Writing Assignment Due

Discussion Board

Week Seven

October 8/10—Historical Interpretation – Manifest Destiny

Robertson, Vesey, Reception Paper Due

Denmark Vesey Discussion

Historiographical Paper Due

Week Eight

October 6/8 – Historical Interpretation

Assigned Reading: Greenberg, *A Wicked War*, 3-63

Discussion Board

Portfolio Due

Week Nine

October 13/15

Assigned Reading: Greenberg, *A Wicked War*, 64-176

Discussion Board

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Week Ten
October 20/22
Greenberg, *A Wicked War*, Reception Paper Due.
Greenberg, *A Wicked War*, Discussion
Research Paper Due
Peer Reviewers Assigned

Week Eleven
October 27/29
Peer Reviews Due

Week Twelve
November 3/5
Presentations

Week Thirteen
November 10/12
Presentations

Week Fourteen
November 17/19
Presentations
Paper Revision

Thanksgiving Break 25-29 – No Class November 24

Week Fifteen -
Final Portfolio Due

TBA
Final Paper Due

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