

Senior Seminar  
University of West Georgia

CRN: 10547

HIST4484 – Spring 2021

Zoom Discussion Sessions: Monday, 5:30-7:30 (or determined by student schedule)

THIS CLASS IS FULLY ONLINE AND WILL NOT MEET IN PERSON

Instructor: Dr. Aimee Genell

Office: TLC 3209

Tel.: (678) 839-6031

Office Hours: Mon./Wed. 10-11 AM and by appointment

E-mail: [agenell@westga.edu](mailto:agenell@westga.edu) (Please do not write to me on CourseDen)



The Calendar Book of Twelve Animals, 1682-1683

### **Course Description:**

This seminar provides students with the tools to conceive, plan, research and write an original piece of historical scholarship. It is the capstone of the History major at the University of West Georgia for which all of your classes have been preparing you. Over the course of the semester, you will formulate a research question, conduct original research using primary and secondary sources, and develop an argument—all of which will culminate in a 20 to 25-page paper. This is a writing intensive course and the bulk of the work you do here will be for your research paper. The first part of the course will focus on what good research and historical writing look like. The second half of the class is designed to help you to produce your final paper. In order to manage this task, you will complete a series of assignments that will help you to structure and write the final paper.

### **Prerequisites**

Students are required to have successfully completed HIST 2302. Any student registered for the course who has not completed the prerequisites must see the instructor.

### **Student Learning Outcomes:**

At the conclusion of this course:

- Students will be able to form a significant research question
- In both written and oral work, students will be able to analyze and interpret primary sources and will be able to formulate historical arguments based upon primary sources.
- Students will develop research skills, including learning how to craft a research question and organize a research paper.

**This class is 100% online. It is your responsibility to complete work on time. I strongly suggest you follow the weekly syllabus. There will be two Zoom lectures with discussions each week on Mondays and Wednesdays. If you cannot attend these sessions, you will watch the lecture and complete a quiz related to the day's class.**

**Please meet with me at twice over the course of the semester!**

### **Evaluation:**

#### **Class Participation: 5%**

(Includes online attendance and participation. If you cannot attend the Zoom session, you must watch the lecture and complete a discussion response on CourseDen)

#### **Primary Source Analysis: 5% - Due Jan. 26**

Analyze and compare three primary sources on the same topic (see worksheet)

#### **Preliminary Research Question: 5% - Due Feb. 9**

Pose your preliminary research question; this should include preliminary hypothesis.

#### **Primary Source Base: 5% - Due Feb. 22**

Identify your primary source base (diaries, archives, newspapers, photographs, paintings, material culture, oral history interviews, etc.)

#### **Historiography: 5% - Due March 1**

Write two paragraphs that will help ground your own paper in the historiography related to your research subject. Include a preliminary bibliography with secondary sources

**Introduction: 5% - Due March 22**

Using the models discussed in class, write a (minimum) 5 sentence introduction. Your introduction should include the following information 1) what happen? 2) what is the conundrum? 3) What have historians said about this topic and what have they overlooked? 4) the argument 5) the broader significance of your argument, i.e. “so what?”

**Paper Outline: 5% - Due March 22**

Outline the body of your essay. You might write section titles for each. What is the purpose of each paragraph? What does the reader need to know?

**Conclusion: 5% - Due March 29**

Write a 2 to 3-page conclusion, it should do much more than restate the argument. Gesture to the broader significance of your work. How is it applicable beyond the narrow confines of your research topic?

**Final Paper Presentation: 5% - See Syllabus (April 19 & 26, May 3)**

You will prepare a conference style presentation of your thesis and present it to your classmates. I strongly suggest that you use PowerPoint as part of the presentation

**Final Research Paper: 50% - Due May 3**

(20-25 pages, double-spaced. This is an iterative assignment, based upon primary research. The final version of your paper is **due on May 3<sup>rd</sup>**)

**Reflection essay: 5% - Due May 3**

For your last assignment, you will submit a 2 to 3-page reflective essay that discusses what you have learned during your time as a History major at the University of West Georgia. See the Course Assignments Module for further guidelines.

**Grade Scale:**

A = 90% and above B = 80-89 % C = 70-79% D = 60-69% F = below 60%

**Classroom Policies:**

**Assignments:** Students are expected to complete ALL assigned readings before class. Pay attention to the due date of written assignment and exams. You will receive a worksheet for each writing assignment along with a rubric. Late submissions will lose half a letter grade per day late.

**Attendance and Participation:** Attendance and participation are essential to perform well in the class. Because this is an online course, this means attending Zoom sessions on Mondays and Wednesdays. **If you are unable to attend the Zoom sessions, please send me an email before class. You will NOT be penalized. I ask that you watch the session, which will be posted on CourseDen, by Monday evening, and take write a brief response to the discussion posted under the day’s class. Your class participation grade will be made up of either attending and participating in Zoom sessions, AND/OR writing discussion posts for the classes you miss. You may find the discussions under “Content” / Class Day / “Discussion Question”**

Here is the Zoom link and password (I will resend this link before class every Monday and Wednesday):

Aimee Genell is inviting you to a scheduled Zoom meeting.

Topic: Senior Seminar

Time: Jan 11, 2021 05:30 PM Eastern Time (US and Canada)

Every week on Mon, until May 3, 2021, 17 occurrence(s)

Jan 11, 2021 05:30 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:

[https://us02web.zoom.us/meeting/tZUutfuyoqjMpGdAslw2cwusw\\_oIMPK5ixHDu/ics?icsToken=98tyKuGprjIvGtCdsxqDRpwcAor4Z\\_TwiFxejad8jxPyUSNEdxDhCe1rH4JURdHI](https://us02web.zoom.us/meeting/tZUutfuyoqjMpGdAslw2cwusw_oIMPK5ixHDu/ics?icsToken=98tyKuGprjIvGtCdsxqDRpwcAor4Z_TwiFxejad8jxPyUSNEdxDhCe1rH4JURdHI)

Join Zoom Meeting

<https://us02web.zoom.us/j/81095048334?pwd=bi9DbHVIM2hvZHNmUDFiM2Q5a2tWUT09>

Meeting ID: 810 9504 8334

Passcode: 635209

One tap mobile

+13017158592,,81095048334#,,,,\*635209# US (Washington D.C)

+13126266799,,81095048334#,,,,\*635209# US (Chicago)

Dial by your location

+1 301 715 8592 US (Washington D.C)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

Meeting ID: 810 9504 8334

Passcode: 635209

Find your local number: <https://us02web.zoom.us/u/kdIVSxF0Mv>

**Academic Honesty:** Students are required to abide by the University's Honor Code. **Plagiarism or cheating will result in the automatic failure of the course. The code can be found here:**

<https://www.westga.edu/administration/vpsa/assets/docs/2016-2017-code-of-conduct.pdf>

**Student Resources:** I encourage all students to meet with me at least once during the semester.

If you have any questions about the readings, material covered in lectures or the written assignments, please send me an email or visit me in my office.

For assistance with writing, please make use of the University Writing Center (UWC) located in TLC 1201: <https://www.westga.edu/academics/coah/writing/>.

For assistance with developing study skills and time management please visit the Center for Academic Success (CAS) located in UCC 200: <https://www.westga.edu/student-services/cas/index.php>.

**Disability Services and ADA (Americans with Disabilities Act):** The Office of Disability Services will help you understand your rights and responsibilities under the Americans with



Disabilities Act and provide you further assistance with requesting and arranging accommodations. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify me using the course email system by the end of the second full week of class and attach a PDF copy of your SAR (Available from the Office of Disability Services).

**For important policy information**, i.e., the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the Common Language for Course Syllabi documentation at: [http://www.westga.edu/assetsDept/vpaa/Common\\_Language\\_for\\_Course\\_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

### **CourseDen:**

All readings, **including all primary sources**, are posted on CourseDen.

**Please check CourseDen a few days before class for any syllabus adjustments!!!**

### **Weekly Syllabus**

#### **January 11 – Introduction**

Syllabus overview and course expectations

#### **January 18 – NO CLASS – Martin Luther King Jr. Day**

**Homework:** What kind of historical primary sources would you like to know how to use? In “Discussion” for January 18 class upload 2-3 source bases (online archives, British newspapers, government records, objects, architecture, material culture, art, letters, diaries, political correspondence, maps, court records etc.) that you have thought about using but may not know how to access fully.

**Due 11:59 PM on Jan. 19!**

#### **January 25 – Using Digitized Archival and Printed Sources**

In class lab on primary sources – Zoom Meeting

“How to Read Primary Sources: A Handy, Quick Guide”

#### **Homework:**

Brainstorm possible project proposals – select two! Write down possible primary courses for the project.

Upload under “Discussion for today’s class by 11:59 PM!

**Assignment (5%):** Primary Source Analysis (see worksheet), upload to CourseDen under “Assignments” / “Primary Source Analysis.” Due Jan. 26 by 11:59PM

#### **February 1 – The Conundrum**

In class discussion – Zoom Meeting

Before class, listen to episode 1 of the podcast *Serial*:  
<https://serialpodcast.org/season-one>

**Written Homework:**

Listen to the piece above. Outline the structure while listening. The piece has a conundrum, or a puzzle, a problem that the podcast seeks to address overall.

- 1- What is the conundrum that animates the project?
- 2 – A podcast can create a sense of mood and emotion, in part through sound design, but pay very close attention to the structure. Outline the structure
- 3 – How could you bring the drama created here by the conundrum into your own research project?

Upload under “Discussion for today’s class by 11:59 PM!

**February 8 – How to Pose Research Question**

In class workshop – Zoom Meeting

Read: “How to Write an Argument”

**Assignment - Preliminary Research Question (5%):**

Pose your preliminary research question; this should include preliminary hypothesis.  
upload to CourseDen under “Assignments” / “Preliminary Research Question” Due Feb. 9 by 11:59PM

**February 15 - Narrative and Structure**

In class discussion – Zoom Meeting

Christopher Michael Low, “Ottoman Infrastructures of the Saudi Hydro-State: The Technopolitics of Pilgrimage and Potable Water in the Hijaz,” *Comparative Studies in Society and History*, 57, 4 (2015): pp. 942-974

Yuri Slezkine, “The USSR as a Communal Apartment, or How a Socialist State Promoted Ethnic Particularism,” *Slavic Review*, Summer, 1994, Vol. 53, No. 2 (Summer, 1994), pp. 414-452

**Written Homework:**

Read the essays above. While reading, outline the structure of the essays overall.

- 1 - What is the argument of each?
- 2 - What sources does each author use in order to make their argument.
- 3 - Did they state their argument in the introduction?
- 4 - What does the conclusion look like? Does it simply restate the argument and material from the introduction?

Upload under “Discussion for today’s class by 11:59 PM!

**February 22 – What have the Historians Said?**

In class workshop – Zoom Meeting

**Homework:**

Identify at least three secondary sources related to your final paper.

**Assignment - Primary Source Base (5%):**

Identify your primary source base (diaries, archives, newspapers, photographs, paintings, material culture, oral history interviews, etc.)

Upload to CourseDen under “Assignments” / “Primary Source Base” by 11:59PM

**March 1 – Historiography & Bibliography – NO CLASS MEETING****Assignment - Historiography: (5%)**

Write two paragraphs that will help ground your own paper in the historiography related to your research subject. Include a bibliography with secondary sources

Upload to CourseDen under “Assignments” / “Historiography” by 11:59PM

**March 8 – How to Write an Introduction**

In class workshop – Zoom Meeting

Read 3 sample introductions for homework before class! (Pedersen, Mazower, Manela)

This workshop is very important! Please attend!

**March 15-19 – NO CLASS – SPRING BREAK****March 22 – NO CLASS – WRITE YOUR INTRO****Assignment - Introduction - 5%**

Using the models discussed in class, write a (minimum) 5 sentence introduction. Your introduction should include the following information 1) what happen? 2) what is the conundrum? 3) What have historians said about this topic and what have they overlooked? 4) the argument 5) the broader significance of your argument, i.e. “so what?”

**Paper Outline: 5%**

Outline the body of your essay. You might write section titles for each. What is the purpose of each paragraph? What does the reader need to know?

Upload to CourseDen under “Assignments” / “Introduction” by 11:59PM

**March 29 – The Conclusion & The Mechanics of Writing**

In class workshop – Zoom Meeting

Michael Provence, “Ottoman Modernity, Colonialism, and Insurgency in the Arab East,” *International Journal of Middle East Studies*, 43 (2011)

**Assignment - Conclusion: 5%**

Write a 2 to 3-page conclusion, it should do much more than restate the argument. Gesture to the broader significance of your work. How is it applicable beyond the narrow confines of your research topic?

Upload to CourseDen under “Assignments” / “Introduction” on April 1 by 11:59PM

**April 5 – NO CLASS - WRITE**

**April 12 – NO CLASS - WRITE**

**April 19 – Final Presentations**

**April 26 – Final Presentations**

**May 3 – Final Presentations**

Reflection essay and final paper are due at 11:59 PM on May 3

**Please upload a copy to CourseDen – “Assignment” / “Reflection Essay” “Assignment” / “Final Research Paper”**