Capstone

Course Description
As a capstone course, History 601 is designed to enable history majors to have both a culminating research experience and develop a sense of the strengths, limitations, and current issues within the historical profession/discipline. The course, consequently, has a two-pronged set of goals. The first, building upon the student’s experience in History 420, is to examine the current state of the discipline, locating its status within the historical context of the discipline itself. The second is to provide a structured research experience which will enable students to utilize the background and skills which they have developed in previous courses to produce a research product which can be shared with the academic community.

Course Goals:
1) Students will gain an introductory understanding of the history and evolving nature of historical scholarship. Of particular concern will be trends and issues within the historical profession in the 20th and early 21st centuries.
2) Students will further develop their ability to analyze historical writing and place it within its historiographic context.
3) Students will gain a greater insight into and appreciation for the historical profession, its strengths, limitations, and its multiple roles in society.
4) Students will produce a capstone paper based upon primary source research. While the paper (or other form of scholarship) will be the tangible product, the underlying goal is to have the student further develop her/his understanding and appreciation of the historical research process and to carry it out.

Course Outcomes:
After having successfully completed HIS601 students will
1) be able to identify and define the major issues facing the historical profession in the near future;
2) be able to develop appropriate research questions and research project schedule which will lead to the completion of a major research project;
3) be able to describe the major roles of historical scholarship and understanding in U.S. society;
4) be able to document her/his research sources appropriately;
5) be able to structure a historical argument which is well supported by appropriately interpreted primary sources and contextualized by secondary source material;
6) be able to write effectively grammatically and mechanically;
7) be able to structure and deliver a formal oral presentation drawing upon both presentation skills and presentation software;
8) be able to create a poster which succinctly and effectively communicates research findings.

Course Texts:

Required Texts
Horton and Horton Slavery and Public History: The Tough Stuff of American Memory

Optional Texts (one of the following two resources will be needed and should reside on your desk)
The Chicago Manual of Style, 16th or 17th edition
Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 7th or 8th edition
Additional readings as assigned
Grading and Assignments

Midterm Essay, 15% of final grade

Research Product, 60% of final grade (this 60% will be broken down into a series of somewhat smaller interim assignments, the final paper and poster)

Participation (including a series of small in- and out-of-class assignments), 15% of final grade

Presentations/Critique of Project Proposals/Drafts, etc., 10% of final grade

Students presenting their research following the end of the term at either a Phi Alpha Theta conference, the National Council for Undergraduate Research Conference, or the Westminster College Undergraduate Research Symposium will earn a 5% upward “bump” in their final grade percentage (and an upward adjustment in their final grade if appropriate).

No Final Grade will be awarded unless a student has provided an electronic student portfolio. Details for contents of portfolio will be provided by fall break.

Class Participation—This seminar style class will involve minimal lecture. Most class time will be spent in guided discussions and the evaluations of various texts. Student participation is critical for the successful operation of the class, for student learning and, eventually, but least importantly, for grades. Come to class prepared to speak, question, argue and debate. Your ideas are valuable and needed. Additionally, during some portions of the term, discussion assignments (individual and/or team) may be established. Individuals/teams will be charged with the primary responsibility for leading a given day’s discussion.

Make-up Examinations—Make-up exams will only be given in the event of 1) a doctor excuse verified illness or 2) authorized and verified college-related activities. A make-up examination for the final examination will be given only due to illness verified by a doctor's excuse.

Incomplete Grades--Incomplete grades will be awarded only when students contact Dr. Cuff in advance of assigned due dates and explain the reasons for their failure to complete the assigned work on time. Failure to do so will result in a lowered grade for the assignment. Unless all course requirements are fulfilled (or other arrangements are made) by the end of the term you will receive an "F" for the course.

Deadlines--Assignments are due at the beginning of class on the day noted. Do not miss class trying to finish an assignment. It will already be too late. Assignments handed in more than 5 minutes after the beginning of class will be considered late.

Extra Credit -- No "extra credit" will be given.

Reading--The assigned reading for a particular date should be completed prior to attending that day's class. As a 600 level class, much of the work of the class will be a function of student discussion and involvement. Your ability to comprehend lectures and benefit from discussions will be enhanced by having completed the assigned reading. Students are responsible for being able to address substantively (i.e. provide an answer/comment based on a thoughtful reading of the material) every reading. (Each student will be given two "passes" (an opportunity to decline to comment on a particular day's readings) per term. Inability to address another day’s material will be the basis for reduction in the participation grade.)
**Work Expectations**—Anticipate an average of 2-3 hours' worth of work outside of class for every hour spent in class for this (and any) college course. You should expect 6-9 hours of outside work per week for this class. [Note: Therefore, students registered for 15 credit hours should expect 30-45 hours worth of work outside of class each week. In other words, college is a full-time job.] For this class this is a conservative estimate.

**Academic Integrity**

“Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.” [Westminster College Undergraduate Catalog, 2017-18, p. 65-69.] In other words, as you learned in kindergarten, do your own work, keep your eyes on your own paper, and treat others as you’d like to be treated.

As suggested in the portion of the College’s academic integrity policy cited above, (and described in full in the College catalog), violations of the expectation of academic integrity will be dealt with seriously. Any work deemed to be plagiarized will, at minimum, result in a grade of a zero for the assignment and potentially failure in the course. Similar consequences will flow from other violations of the expectation of complete academic integrity. Additionally, students should be aware that across the College and in this class, Internet based software operated by Turn-it-in.Com (via D2L) will be in use at Westminster College. This software has been made available both to enable students to verify that their writing is plagiarism free and by faculty to check student work for originality. While Dr. Cuff will not necessarily use Turn-it-in.com for all assignments, be aware that any and all assignments are eligible for such review.

**Needs for Special Accommodation**

Students with special needs of a physical or academic nature should speak with Dr. Cuff so that accommodations, consistent with college policy, can be instituted.

**Office Hours**— I will be available for student consultation (or friendly visits) on Mondays and Wednesdays, from 9:15-10:45 a.m.; Tuesdays and Thursdays, from 10:45 a.m. – 12:15 pm; and other times by appointment. Please feel free to contact me by email with questions or concerns at other times. **Periodically, I will send assignment clarifications, notices, and/or items of interest to each member of the class by email. Be sure to check your email several times each week for such items.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Focus</th>
<th>Preparation</th>
<th>Activity</th>
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<tbody>
<tr>
<td>August 28</td>
<td>Review the purposes of History 601: Capstone</td>
<td>Choose time for project review</td>
<td>Primary and secondary source research</td>
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<tr>
<td>August 30</td>
<td>Review Project and Project Status with classmates</td>
<td>Prepare powerpoint, project thesis and status</td>
<td>Primary and secondary source research</td>
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<tr>
<td>Sept 4</td>
<td>Project Review sessions, meet with Dr. Cuff</td>
<td>Prepare summary of work done, fall plans</td>
<td>Primary and secondary source research, develop work plan</td>
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<tr>
<td>Sept 6</td>
<td>Project Review sessions, meet with Dr. Cuff</td>
<td>Prepare summary of work done, fall plans</td>
<td>Primary and secondary source research, develop work plan</td>
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<tr>
<td>Sept 11</td>
<td>Article/Paper Structure</td>
<td>Read and reflect on handouts and reserved reading (Bender, pp 3-14; Iwo Jima)</td>
<td>Primary and secondary source research</td>
</tr>
<tr>
<td>Sept 13</td>
<td>Writing Historiography</td>
<td>Read and reflect on handouts and reserved reading (Internationalizing Student Learning, 3 articles)</td>
<td>Prepare outline and bibliography</td>
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<tr>
<td>Sept 18</td>
<td>Review paper outlines and bibliographies</td>
<td>Prepare and submit revised outline and working bibliography by 5 pm, Sept. 17. Email to all HIS601-01 colleagues.</td>
<td>Primary and secondary source research</td>
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<tr>
<td>Sept 20</td>
<td>Current Status of the History of Slavery in the United States</td>
<td>Read Parish, Horton and Horton (H&amp;H), Introduction and Chapter 1</td>
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<tr>
<td>Sept 25</td>
<td>History vs Memory</td>
<td>H&amp;H, Chapters 2 and 3</td>
<td>Continue primary and secondary source research, begin writing</td>
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<td>Sept 27</td>
<td>Case Studies: Slavery and Public History</td>
<td>H&amp;H, Chapters 4, 5, and 6</td>
<td>Continue primary and secondary source research, begin writing</td>
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<tr>
<td>Oct 2</td>
<td>Present Working Thesis and Outline of Historiography to Class</td>
<td>Prepare 2-slide presentation</td>
<td>Continue primary and secondary source research, begin writing</td>
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<tr>
<td>Oct 4</td>
<td>Case Studies: Slavery and Public History</td>
<td>H&amp;H, Chapters 7, 8, and 9</td>
<td>Continue primary and secondary source research, begin writing</td>
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<tr>
<td>Oct 9</td>
<td>Case Studies: Slavery and Public History</td>
<td>H&amp;H, Chapters 10 and epilogue</td>
<td>Continue primary and secondary source research, begin writing</td>
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<tr>
<td>Oct 11</td>
<td>Historiography Section and Working Bibliography Due</td>
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<td>Continue primary and secondary source research, begin writing</td>
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<tr>
<td>Oct 16</td>
<td>Making a Poster with Powerpoint and Writing Abstracts</td>
<td>Bring/have available: draft thesis, working bibliography, a few appropriate images on flash drive</td>
<td>Begin work on Mid-term Essay</td>
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<tr>
<td>Oct 18</td>
<td>Practice/Begin Poster</td>
<td>Final version midterm essay due</td>
<td>Write</td>
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<td>Oct 23</td>
<td>Fall Break, No Class Meeting</td>
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<td>Write</td>
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<td>Oct 25</td>
<td>Meetings with Dr. Cuff</td>
<td>Meet with Dr. Cuff as necessary</td>
<td>Write</td>
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<tr>
<td>Nov 1</td>
<td>NO CLASS MEETING</td>
<td>SSHA Meeting: Montreal, QC, Canada</td>
<td>Write</td>
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<tr>
<td>Nov 6</td>
<td>Make presentation of research findings</td>
<td>Prepare poster for presentation, discussion with classmates</td>
<td>Draft poster</td>
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<td>Nov 8</td>
<td>NO CLASS MEETING</td>
<td>Meet with Dr. Cuff</td>
<td>Write</td>
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<tr>
<td>Nov 13</td>
<td>NO CLASS MEETING</td>
<td>Meet with Dr. Cuff</td>
<td>Write</td>
</tr>
<tr>
<td>Nov 15</td>
<td>NO CLASS MEETING</td>
<td>Finalize initial full draft</td>
<td>Relax, Work on Poster</td>
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<tr>
<td>Nov 20</td>
<td>Meet to discuss first drafts</td>
<td>Read 2 assigned drafts and prepare comments, email comments to authors and Dr. Cuff by noon, Nov. 19</td>
<td>Read drafts, revise poster draft</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Action</td>
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| Nov 22 | Thanksgiving Break  
No class meeting                                           | Revise paper                                |
| Nov 27 | Posters Ready for review  
(submit to Dr. Cuff)  
Present and discuss posters with classmates | Revise paper, finalize poster               |
| Nov 29 | No class meeting  
(final poster submitted for printing)  
Meet with Dr. Cuff according to meeting schedule | Finalize poster  
Revise paper                                |
| Dec 4  | No class meeting  
Meet with Dr. Cuff as necessary | Revise paper                                |
| Dec 6  | Discuss poster session  
Final draft of final paper due | Revise paper  
Finalize paper                                |
| Dec 8  | History/Sociology/Political Science  
Capstone Poster Session  
Witherspoon Rooms |                                           |
| Dec 11 | Final Exam Period  
Meet at 11:30 a.m. for final debriefing | Revise paper based on comments during poster session  
Submit final Senior Portfolio (electronic) |
| Dec 18, 4 pm | Final post-comment  
draft of paper due (optional) |                                           |