

Senior Seminar: Civilization and Barbarism
HIST 4484
CRN 80799
Tues. 3:30 – 6:00 pm
Pafford 202
Fall 2007

Professor: Dr. Tim Schroer
Office: Technology-Enhanced Learning Center (TLC) 3218
Phone: 678-839-6040
Email: tschroer@westga.edu
Office hours: Tues. 1:30 – 3:00 pm
Wed. 8:30 – 12:00, 1:00-2:00 pm
Thurs. 1:30 – 5:00 pm
or by appointment

Course Description

This course provides students with the opportunity to conceive and execute their own original historical study. It represents the capstone of the history major's course of study at the University of West Georgia. In the first part of the course we will explore writings on the theme of civilization and barbarism in history. The purpose of the readings will be to consider the theme, to examine particular works as possible models for students' own studies, and to help students define workable topics for investigation. In the second part of the course, the focus shifts to the research and writing of students' projects. Along the way, there will be several milestones that must be reached.

This course is writing-intensive. Effective writing is essential to the historical discipline and to a liberal education. As stated in the Writing Across the Curriculum (WAC) guidance, the "W" designation for this course indicates that it is a WAC course. Students are required to complete successfully two "W" courses for an undergraduate degree in the College of Arts and Sciences. The WAC program is premised on the idea that writing is a valuable tool for learning and communication. The writing components of this course therefore are designed to help students learn the material and communicate that material.

Prerequisites

Each student must have already completed HIST 2302 and have senior standing. Any student registered for the course who has not completed the prerequisites must see the instructor.

Learning Outcomes

This course is designed to provide students actively engaged in the learning process with:

- An understanding of the methods used in the historical discipline; and
- The opportunity to conceive and execute their own historical study.

Required Materials:

Hellstern, Mark, Gregory Scott, and Stephen Garrison. *The History Student Writer's Manual*. Upper Saddle River, NJ: Prentice Hall, 1998.

Freud, Sigmund. *Civilization and its Discontents*. Translated and edited by James Strachey, introduction by Peter Gay. New York: W.W. Norton, 1961.

Browning, Christopher. *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland*. New York: Harper Academic, 1992.

Grading

Participation	10 percent
Topic statement	5 percent
Question and bibliography	5 percent
Primary source presentation	10 percent
Introduction and historiography section	10 percent
Final presentation	10 percent
Paper	50 percent

Each student will write an original, typed, double-spaced research paper of fifteen to twenty pages in length examining some question of interest related to the course. The paper must assert a thesis and sustain it on the basis of evidence drawn from both primary and secondary sources. The paper must cite its sources in footnotes and list works consulted in a bibliography according to the documentary note style specified in section 5.3 of *The History Student Writer's Manual*. That citation style is based on documentation style one of the *Chicago Manual of Style*.

The project must be an original work undertaken for this course. The paper, like all written work in the course, will be graded on the basis of the quality of the research, the analysis, and the writing, including organization, grammar, punctuation, spelling, and conformity with proper citation format.

The paper is due at the beginning of class on November 27, 2007. Each student must submit **two** copies of the final paper.

The topic statement is a typewritten statement of the topic to be addressed by the paper. A clear, workable topic statement submitted on time will receive an "A." One letter grade will be deducted from that topic statement grade if the statement of the question presented diverges from the topic statement. One letter grade will be deducted if the primary source presented does not address the topic selected. One letter grade will be deducted if the final paper does not address the topic selected in the topic statement.

The written statement of the question to be addressed should represent a refinement of the paper's topic. The question should be sufficiently interesting and important to merit at least a fifteen-page paper. It should be sufficiently narrow to be answerable adequately within at most a twenty-page paper. The question should be answerable in a statement that will be the paper's thesis. A question that meets those requirements and that is supported by a bibliography will receive an "A." One letter grade will be deducted from

the grade awarded for the question presented if the primary source presented does not address the question stated. One letter grade will be deducted if the final paper does not answer the question stated.

In the primary source presentations, each student will pick one important primary source from among the primary sources used for the paper. The presentation will describe the source to the class and explain how the paper will make use of the source in its argument. Students should come to class with copies of the source or relevant extracts of the source for everyone in the class. The presentation should address questions such as: Who wrote the document? Who was the audience of the document? What was the purpose of the document? What does it say? Why is it significant? Each student will also answer questions from the group about the source. Grades will be based primarily on the quality of the analysis.

On October 30, students will turn in the introduction and historiography section of their papers. That section should be about three pages in length. It should introduce the historical question the paper examines and briefly state the paper's answer to that question. It should also place the paper in its historiographical context and identify the paper's original contribution to the existing historical writing related to the question under examination. Note that the section handed in **should not be a rough draft**. It should be a polished draft, as good as it can be, since it will be graded, and that grade will weigh 10 percent the final grade for the course.

I will comment on the introduction and historiography section and assign it a grade. Each student should take into account those comments in the final paper and incorporate a rewritten introduction and historiography section in the final paper. The final paper should represent an improvement over the earlier version of the section. The marked-up draft of the introduction and historiography section must be turned in along with the final paper.

In the final presentations, each student will describe the paper's argument and supporting evidence to the class in a ten-minute talk. Students should not simply read excerpts from their paper. Students will then answer questions from the group. Grades will be based on the quality of the oral presentation of the paper's argument and evidence and responses to questions posed.

Students must take the assessment examination on November 13. The examination is not graded, but no student will pass the class without writing the examination.

Thoughtful contributions made in class discussions will be credited in the class participation grade. Behavior (such as tardiness) that impedes other students' learning will be penalized.

No extra credit will be offered.

Policies

I expect each student to understand and to comply with the University of West Georgia's policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at <http://www.westga.edu/documents/catalogs.php>.

Academic honesty prohibits taking credit for someone else's work. Justice requires that punishment fit the infraction. Egregious academic dishonesty will result in failing the course and may also bring additional penalties imposed by the university.

I encourage any student who has questions or needs help with the course to come to my office hours or send me an email to set up a time to talk. In addition, students may wish to consult with the Writing Center (<http://www.westga.edu/~writing>).

In accordance with the Americans with Disabilities Act and university policy, I will make reasonable accommodation for any recognized disability. Students should contact me during the first three weeks of the course and present documentation from the University's Student Development Center.

I strongly encourage students to attend class. Students who attend class tend to learn more and get better grades than those who do not. Class discussion sometimes affords new insights that cannot be planned or even predicted. In case of absence, it is the responsibility of the student to obtain notes from a classmate covering what was missed. I do not penalize students for absences, but students receive no credit for participating or on any tests or quizzes on missed class days. A student who does not take a quiz or test in class with the rest of the class receives a zero. I do not permit students to take any test, quiz, or other graded work at any time other than in class as administered except in rare cases of prior approval by the instructor or with a physician's note.

Students should regularly check their University of West Georgia email account.

Late assignments will be penalized by deducting one letter grade for each day the assignment is late.

Course Schedule

Aug. 21	Introduction
Aug. 28	Freud, <i>Civilization and its Discontents</i> <i>Writer's Manual</i> , pp. 118-22 <i>Writer's Manual</i> , ch. 2
Sep. 4	Elias reserve readings <i>Writer's Manual</i> , ch. 10
Sep. 11	Written topic statement due

Sep. 18	<i>Ordinary Men</i>
Sep. 25	Coleman reserve readings and the structure of a history paper
Oct. 2	Written statement of question to be addressed and bibliography due
Oct. 9	Individual meetings
Oct. 16	Presentations of primary sources
Oct. 23	Presentations of primary sources
Oct. 30	Introduction and historiography section due
Nov. 6	Individual meetings
Nov. 13	Assessment examination (required, but not graded)
Nov. 20	Final presentations
Nov. 27	Final presentations Paper due