

Introductory Research Seminar

HIS 709
Spring 2021

Support

For technical assistance, please reach out to the helpdesk at 336-256-8324. You can also use the ITS website for assistance - <https://its.uncg.edu/Help/>

If you have any general questions about this course, please use the course Q&A forum in the Discussion Board section of Canvas.

For questions about your work in the course you can reach me by email: lctolber@uncg.edu. I will happily schedule Zoom consultation sessions with you by appointment.

Scope and Purpose of the Course

This course is designed as an advanced introduction to professional research practice. You will develop your own research project based on your individual interests. But this course will not operate as if you were pursuing a set of unrelated independent studies. Though your topics will differ widely, you will all be facing similar research and writing problems: finding primary sources, understanding what your evidence means, presenting your findings in an interesting and compelling interpretation. Thus the subject of this course is not based on any particular historical period or topic, rather it is the historical method—the process of historical investigation, and particularly the role of writing in the research process. We will follow the approach of Booth, Colomb, and Williams, who explained in *The Craft of Research* that “writing is not just the last stage of a research project but from its beginning a guide to critical thinking.”

Your primary goal in this course is to write a compelling, evidence-based proposal for an original research project. You will develop the proposal in stages and, as in any professional grant competition, peer review will be an important part of the research process in the course.

Writing Groups

As your topics develop you will have opportunities to work in writing groups that share common topic content, but you will not be assigned to a permanent writing group based on topic. Instead, we will use writing groups in different ways as a research tool at different stages of project development. Sometimes we will work as a whole class, sometimes you will work in teams of three or four, or in pairs. Beyond basic peer review of assignment drafts, writing groups will work on such project development processes as weekly goal setting, concept mapping, and bibliographic development.

Student Learning Outcomes

By the end of the semester you should be able to:

- Recognize and explain the [AHA Standards of Professional Conduct](#) related to research practice.
- Construct a meaningful original research problem with clearly defined research goals.
- Construct a well-designed research bibliography that contains the most relevant primary and secondary sources for your project.
- Demonstrate your mastery of historiography by explaining the significance and contribution of your research to the appropriate historical field(s) of scholarship.
- Identify and apply the best methodologies for effective source analysis to successfully address your research problem.

Evaluation and Grading

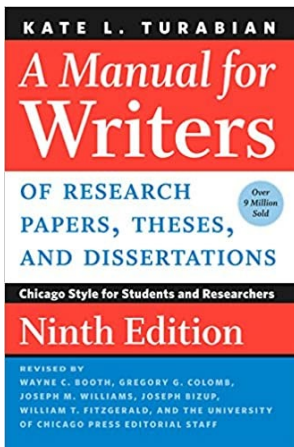
Discussion Board and Zoom Sessions	20%
Historiography and Significance	15%
Methodology and Primary Source Analysis	15%
Annotated Bibliography	15%
Proposal Draft	15%
Final Proposal	20%

Parameters for the research project:

- You can research any topic but you must have access to the most important primary sources for your topic either physically or digitally
- Your final bibliography will contain different types of primary sources and 20-25 scholarly sources relevant to the research problem, including appropriate methodologies for interpreting primary sources with respect to the research problem.
- Use [ACLS guidelines](#) to identify and employ best practices in grant proposal writing in the humanities.

Course Grade Scale: A 94-100 / A- 90-93 / B+ 87-89 / B 84-86 / B- 80-83 / C+ 77-79 / C 74-76 / F 72 and below.

Required Text



The only required book for this course is *Manual for Writers of Research Papers, Theses, and Dissertations, (Chicago Style for Students and Researchers) 9th Edition* by Kate L. Turabian. The most recent edition of Turabian will provide the most current standards for digital research.

All other assigned readings will be provided in Canvas.

Technology Requirements

- Robust internet connection
- Computer or tablet with audio, video, and microphone capabilities
- Latest Chrome browser

Course Structure

The course is organized into four multi-week modules. At the start of each week, you will be provided with a To Do list and you will identify your goals for the week in a shared Goal Setting document. Since you will be working primarily at home on your own, you will want to be consistently measuring your progress on those weekly goals and monitoring your research progress. If you are struggling with this based on the resources and activities scheduled, don't wait to reach out. We will meet twice during each Module for a synchronous Zoom meeting to practice assignment components and address your questions. Due to the ever-changing conditions, I will confirm the dates for these Zoom meetings two weeks in advance. The meetings will be recorded and you will have an opportunity to view the recording and submit a reflection if you are unable to attend the Zoom meeting in person. I also encourage you to meet asynchronously in writing groups.

At the end of each module, you will submit an assignment that applies the reading and methods we studied in the module. The Discussion Board will offer different kinds of opportunities to practice the skills and concepts that are the focus of each module.

Course Facilitator Expectations

- The course facilitator will provide timely and constructive feedback on all graded assignments.
- The course facilitator monitors all discussion posts and provides feedback when appropriate.
- The course facilitator will answer all emails from students within 24 business hours.
- Any course updates and new information will be sent via course announcement in Canvas as early in the week as possible.

Participant Expectations

- Plan to spend at least 3-5 hours a week completing this course. This time includes reviewing the module, submitting your assessments, and participating in the discussions.
- If you are unable to meet a deadline or experience a personal issue, please notify the course facilitator immediately.
- Be respectful of others in your discussion posts and replies. Your feedback should be constructive and sensitive. Think about the replies that you would want to receive.
- If you have a specific question about your course, email the course instructor.

COURSE POLICIES

LATE WORK POLICY

You will do best in this course if you work on schedule. If something gets in the way of this, please reach out immediately.

ACCESSIBILITY/ACCOMMODATIONS

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS). If you wish to request accommodations, please start the process by contacting OARS at 215 Elliott University Center, 336-334-5440, ods.uncg.edu ([Links to an external site.](#))

ACADEMIC INTEGRITY POLICY

Each student is required to adhere to the Academic Integrity Policy on all major work submitted for the course. Refer to the following URL: <http://sa.uncg.edu/handbook/academic-integrity-policy/> ([Links to an external site.](#))

COVID-19

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#) ([Links to an external site.](#))
- Observing [social distance](#) ([Links to an external site.](#)) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#) ([Links to an external site.](#))
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS \(Links to an external site.\)](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

HEALTH AND WELLNESS

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> (Links to an external site.), or visiting the Anna M. Gove Student Health Center at 107 Gray Drive.

For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> (Links to an external site.) or reaching out to recovery@uncg.edu

CONTRA POWER STATEMENT

!! As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes and course evaluations. Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent) 336.256.0362 or mechappe@uncg.edu
- University Police (reporting agent) 336.334.4444

For more information on UNCG's policies regarding harassment, visit http://policy.uncg.edu/university-policies/sex_gender_harrassment/sex-gender-harrassment.pdf (Links to an external site.)

RELIGIOUS HOLIDAYS

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit: https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing (Links to an external site.)

ELASTICITY STATEMENT

It is the intention of the instructor that this syllabus and course calendar will be followed as outlined, however, as the need arises there may be adjustments to the syllabus and calendar. In such cases, the instructor will notify the students in class and via e-mail with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.

ADVERSE WEATHER

In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates
- In the UNCG Mobile App: You can even set it to provide you alerts
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News)
- Visit Spartanalert.uncg.edu or the UNCG homepage: UNCG posts up-to-date information on the main University web site (uncg.edu) and on the main Spartan Alert page (spartanalert.uncg.edu).

FINAL EXAMINATION

There is no final exam in this course.

TOPICAL OUTLINE/CALENDAR

Week 1. January 19-22 Introductions

Check the Modules in Canvas for any assigned readings each week.

Module 1: Defining the Research Problem

Week 2. January 25-29
Monday, Feb 1 Preliminary concept mapping
Zoom Session
Week 3. February 1-5 Preliminary bibliographic development
Week 4. February 8-12 Defining the research problem

Module 2: Explaining the Historical Significance of the Research Problem

Monday, Feb 15 **Zoom Session**
Week 5. February 15-19 Historiography as a Research Tool

Monday Feb. 22 **Zoom Session**
Week 6. February 22-26 Historiography as a Research Tool
Week 7. March 1-5 (March 3/no classes)

Module 3: Methodology and Primary Source Analysis

Monday, March 8 **Zoom Session**
Week 8. March 8-12 Methodology: What is Historical Method?
Week 9. March 15-19 Methodology: Interdisciplinary Methods
Monday, March 22 **Zoom Session**
Week 10. March 22-26 Primary source analysis

Module 4: Proposal Writing

Week 11. March 29-2 (April 2/no classes)
Concept Mapping and Revising the Research Problem
Monday April 5 **Zoom Session**
Week 12. April 5-9 Proposal Draft
Week 13. April 12-16 Proposal Revision
Monday April 19 **Zoom Session**
Week 14. April 19-23 Final Proposal
Week 15. April 26-28 (April 28/last day of classes)

