

# UNIVERSITY OF COLORADO AT COLORADO SPRINGS

## HIST 4990: SENIOR THESIS IN MEDIEVAL AND EARLY MODERN EUROPEAN HISTORY



**Professor:** Dr. Roger L. Martínez    **Office:** Columbine Hall 2046

**Office Hours:** Tue 3-4:30 pm, Wed 12-1:30 pm, and by appt.

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**Term:** Spring 2013  
**Call#:** 27948  
**Course Room:** Columbine Hall 114

**Course:** HIST 4990  
**Course Section:** 2  
**Course Time:** Tue 4:45 – 7:20 pm

### COURSE DESCRIPTION AND OBJECTIVE

In this seminar of the European history (600 c.e. to 1700 c.e.) students will research and write a substantial, original piece of scholarship known as the “Senior Thesis”. The primary course objective is to guide students in their own research and writing of a significant academic work that evaluates and proposes new scholarship pertaining to medieval or early modern European history. To be successful, students will prepare a 25 to 30 page paper that advances a thesis, incorporates a discussion of the relevant historiography, analyzes primary and secondary sources, and does so with convincing and grammatically correct prose.

### REQUIRED TEXTS AND READINGS

- Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition.* (Univ. of Chicago Press) ISBN: 978-0226823379
- Internet Medieval Sourcebook: <http://www.fordham.edu/Halsall/sbook.asp>
- Gale Virtual Reference Library: <http://www.uccs.edu/library/find/onlineref/encyclopedia.html>
- JSTOR and Academic Search Premier: <http://www.uccs.edu/library/databases/history.html>

### COURSE REQUIREMENTS, ASSIGNMENTS, AND ATTENDANCE

#### **COURSE REQUIREMENTS – THREE BASIC TASKS**

- Read all texts.
- Complete all assignments.
- Attend and participate in class.

## ASSIGNMENTS

### ▪ Senior Thesis Project

- **Task 1: What Interests You? Finding Your Topic (5% of grade)**
  - Read *Turabian's* Part 1, Sections 1.1 through 1.2 (pp. 3-11)
  - In particular focus on *Section 1.1: How Researchers Think About Their Aims* (pp. 6-7)
  - Prepare a 1-page document that:
    - Describes what topic interests you? (1 paragraph)
    - Answers Kate Turabian's questions on pp. 6-7. (2 to 3 paragraphs)
  - Prepare to discuss this document in class.
  - Submit your 1-page document in class.
- **Task 2: Moving from a Topic to a Question to a Working Hypothesis (5% of grade)**
  - Read *Turabian's* Part 1, Sections 2.1 through 2.4 (pp. 12-23)
  - Prepare a 2-page document that:
    - Finds a question in your topic.
    - Proposes working answers to your question.
    - Build a storyboard to plan and guide your work.
  - Prepare to discuss this document in class.
  - Submit your 2-page document in class.
- **Task 3: Finding Useful Sources (5% of grade)**
  - Read *Turabian's* Part 1, Sections 3.1 through 3.5 (pp. 24-35)
  - Perform the tasks that Kate Turabian advises in 3.3. *Search for Sources Systematically*.
  - Prepare a 3 to 5 page document that:
    - Identifies at least 10 secondary sources and 3 primary sources.
      - For each source, write one paragraph that explains why and how it is relevant to your topic. (See Section 3.4.1)
      - For each source, write one paragraph that explains why the source is or is not reliable. (See Section 3.4.2)
  - Prepare to discuss this document in class.
  - Submit your 3 to 5 page document in class
- **Task 4: Engaging Sources (5% of grade)**
  - Read *Turabian's* Part 1, Sections 4.1 through 4.6 (pp. 36-47)
  - Perform the tasks that Kate Turabian advises in this section: engage your sources, take notes systematically, take useful notes, and write as you read.
  - Prepare and submit a 1 to 2 page document that discusses “creative agreements” and “creative disagreements” that you have located in your sources. Prepare to discuss this document in class.
  - Prepare a “blank” note-taking template and be ready to discuss what you included in it and why you did so.
  - Prepare to discuss this document in class.
  - Prepare and submit notes for at least five secondary sources and two primary sources. Be sure your notes meet Kate Turabian's criteria of “useful notes”. (See Section 4.3.)

- **Task 5: Planning Your Argument (5% of grade)**
  - Read *Turabian's* Part 1, Sections 5.1 through 5.6 (pp. 48-61)
  - Prepare a 1 to 2 page document that assembles your argument. (Section 5.4.) This document should:
    - State and evaluate your claim.
    - Support your claim with reasons and evidence.
    - Acknowledge and respond to the reader's point of view.
    - Establish the relevance of your reasons.
  - Note: You may wish to compare your document against the brief example in Section 5.6
  - Prepare to discuss this document in class.
  - Submit your 1 to 2 page document in class.
  - Select a course colleague to work with as a peer-reviewer.
  
- **Task 6: Planning Your First Draft (5% of grade)**
  - Read *Turabian's* Part 1, Sections 6.2 through 6.3 (pp. 62-70)
  - Prepare a 3 to 5 page plan per Kate Turabian's advice. Be sure to:
    - Write a "working introduction".
    - Identify and use key terms to create paper sections.
    - Be cognizant of how you will "order" each section.
    - For each section, "sketch in evidence, acknowledgements, warrants, and summaries".
    - Write a "working conclusion".
  - Prepare to discuss this document in class.
  - Submit your document in class.
  - Submit your document to your peer reviewer for comment.
  - Return one page of constructive feedback and advice to your course colleague within one-week. (Please email your comments to Professor Martinez as well.)
  
- **Task 7: Drafting Your Senior Thesis and Peer-Review (5% of grade)**
  - Read *Turabian's* Part 1, Sections 7.1 through 7.11 (pp. 71-81)
  - Follow Kate Turabian's advice.
  - Prepare and Submit a 25 to 20 page working draft of your thesis to your peer-reviewer and to Professor Martinez (at class). I expect that your thesis will be incomplete, but it should be proofread and use grammatically correct language.
  - Prepare to discuss this document in class.
  - Return one page of constructive feedback and advice to your course colleague within one-week. (Please email your comments to Professor Martinez as well.)
  
- **Task 8: Revising Your Senior Thesis and Peer-Review (5% of grade)**
  - Read *Turabian's* Part 1, Sections 9.1 through 12.2 (pp. 98-121)
  - Follow Kate Turabian's advice.
  - Re-submit your working draft with at least 50% of the your revisions completed.
  - Prepare to discuss this document in class.
  - Return one page of constructive feedback and advice to your course colleague within one-week. (Please email your comments to Professor Martinez as well.)

○ **Task 9: Your Final Senior Thesis (60% of project grade)**

- Submit your final thesis to Professor Martinez by 12 p.m. on Friday, May 11<sup>th</sup>, 2012. You should either give your final paper to Professor Martinez by this date or leave it in his departmental mailbox.
- NOTE: At the end of the semester, each student will receive an official senior thesis evaluation form. Your thesis will be read and commented upon by myself and by a second reader from the History Department Faculty.

**STUDENTS WITH DISABILITIES**

If you have a disability for which you are requesting an accommodation, you are encouraged to contact Disability Services within the first week of classes. Disability Services is located in Main Hall #105. The DS phone # is 255-3354. Additional information can be found at <http://www.uccs.edu/~dservice/index.htm>.

**ACADEMIC INTEGRITY**

You are expected to abide by the university's *Student Code of Conduct* and policies pertaining to academic integrity. All cases of academic dishonesty, cheating, and plagiarism will be handled per the university's policies. You should complete all of your assignments independently, unless you are given specific instructions to the contrary. For the specifics of *Student Code of Conduct*, please read <http://www.uccs.edu/~dos/studentconduct/studentcode.htm>. More information on academic dishonesty can be found at <http://www.uccs.edu/~dos/studentconduct/academicdishonesty.html>.

**CLASS SCHEDULE**

<b>Class Meeting Dates</b>	<b>Class Session Overview</b>
<b>Tue, January 22</b>	Course introduction, overview of syllabus, and review of assignments.
<b>Tue, January 29</b>	Task 1
<b>Tue, February 5</b>	Task 2
<b>Tue, February 12</b>	Library Research Day. Meet at Columbine 114.
<b>Tue, February 19</b>	Task 3
<b>Tue, February 26</b>	No Class. Independent Work Day.
<b>Tue, March 5</b>	Task 4.
<b>Tue, March 12</b>	Task 5.
<b>Tue, March 19</b>	Task 6.
<b>Tue, March 26</b>	Spring Break
<b>Tue, April 2</b>	No Class. Required Individual Appointments with Professor Martinez (1 <sup>st</sup> half of all students)
<b>Tue, April 9</b>	No Class. Required Individual Appointments with Professor Martinez (2 <sup>nd</sup> half of all students)

<b>Class Meeting Dates</b>	<b>Class Session Overview</b>
<b>Tue, April 16</b>	Task 7.
<b>Tue, April 23</b>	No Class. Independent Work Day.
<b>Tue, April 30</b>	Task 8.
<b>Tue, May 7</b>	No Class. Independent Work Day.
<b>Tue, May 15</b>	Task 9. Final Senior Thesis Due at 12 p.m.

## SENIOR THESIS SUMMARY EVALUATION FORM

Student's Name \_\_\_\_\_

Advisor's Name \_\_\_\_\_

Second's Reader's Name \_\_\_\_\_

Title of Senior Thesis

\_\_\_\_\_

\_\_\_\_\_

Date Submitted \_\_\_\_\_

### PART ONE: SKILLS ASSESSMENT

Scale: 100 points total.

Poor = 0–59, fair = 60–69, average = 70–79, good = 80–89, excellent = 90–100

Overall skills assessment score is combined average of the five categories.

Category	Poor	fair	average	good	excellent
Knowledge					
Research Skills					
Cognitive Skills					
Writing Skills					
Reasoning Skills					

Overall Score in Skills Assessment: \_\_\_\_\_

#### Definitions Used in Skills Assessment (identical to departmental goals)

**Knowledge:** have developed knowledge and understanding of historical processes, people, and events

**Research Skills:** have developed research skills to locate information, collect data, and continue productive inquiry on historical problems

**Cognitive Skills:** have developed cognitive skills to make sense of information collected in research on historical questions

**Writing Skills:** have developed skills in writing clearly, succinctly, logically, and persuasively

**Reasoning Skills:** have developed reasoning skills to follow logic in historical argumentation

**PART TWO: GRADING OF SENIOR THESIS**

<b><u>Grade on Senior Thesis Project:</u></b>	
<b><u>Final Grade in History 499:</u></b>	

**Advisor's Comments:**

**Second Reader's Comments:**

**Signatures: Advisor: \_\_\_\_\_**

**Second Reader: \_\_\_\_\_**

**(turn over for skills assessment)**