

**St. Jerome's University in the University of Waterloo**  
**Department of History**  
**HIST 450: History Capstone Winter 2020**

**Prof. Ryan Touhey**

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**Office Hours:** Mondays 5:30-6pm and Thursdays between 6:00pm-8pm if seminar is not meeting

**Seminars:** SJ1 3020, Thursdays 6:30pm-8:20pm

Students in History 450 will complete a new major research paper (25 pages including bibliography) on a topic of their choosing that they have not previously submitted to another course. The subject of the paper will be based on consultation with the seminar professor. While the seminar professor's interests are on Canadian, and international foreign relations students are encouraged to build upon their knowledge from previous fourth year seminars, or third year courses. The final research paper must demonstrate both the student's familiarity with the relevant secondary literature as well as their ability to locate, analyze, and use primary sources. During the first month of the seminar students will formulate a manageable research project; an identification of their research topic; the central research question(s) they are pursuing; and an annotated bibliography consisting of relevant primary and secondary sources. For the remainder of the term, we will meet periodically as a group and in individual consultations as we discuss the progress of your projects. Near the end of the term, students will deliver oral presentations of their papers, as well as oral commentaries of work conducted by their peers. Given that these presentations will occur before the final due date of the project, this will necessitate that each student completes a rough draft for distribution to the class one week before their scheduled presentation date. A failure to do so will result in a 10% grade penalty. Students should make use of the critical feedback they receive during presentations when polishing their final draft.

**Evaluation:**

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| 1. Draft and final Essay Proposal/Annotated bibliography | 20% |
| 2. Oral presentation of research paper:                  | 20% |
| 3. Oral commentary on peer's papers/participation:       | 15% |
| 4. Research Paper:                                       | 45% |

Note: Each student will submit hard copies of their draft essay proposal/annotated bibliography to their peers on January 30th. We will discuss the proposals in seminar.

The final essay proposal and annotated bibliography are **DUE during office hours February 13<sup>th</sup>, 2020**. The purpose of the assignment is to encourage you to get started on your research early, and our conversations will allow me to recommend other sources and themes that may help to strengthen your research essay. Please note that final papers will not be graded without the prior submission of this proposal.

On February 13th, students will submit a proposal during office hours (4-5 pages) including:

- The historical topic, timeframe, and the main question(s) that they are asking to guide their major research essay (in question form);
- And a preliminary annotated bibliography --including at least 14-15 substantive sources (i.e. monographs and scholarly/periodical articles) of which **at least a third/to a half must be primary sources**. Primary sources relate to people and materials directly related to the topic, generally from the same time frame. Included in the list of primary documents are: any and all government publications i.e. Canadian examples would include Royal Commission reports, Departmental reports, on-line archival material from Library and Archives Canada, the Department of Foreign Affairs historical section etc. Transcripts and tabled documents from debates of national and provincial legislatures, known as *Hansards* and *Sessional Papers* make excellent primary sources. As well, newspaper and other media coverage, such as *Maclean's* magazine, from the time provide excellent primary sources. Book and articles written by those involved, including memoirs, are excellent sources.
- Each annotation should include at least two thoughtful sentences for each source explaining the contents of the source and why it will be useful to your essay. Do not use vague/general phrasing that tells me little about the source i.e. "This work is great.....".
- Encyclopedia, general websites such as Wikipedia are not to be used. Examples of useful exceptions are the on-line Cabinet Conclusions at <http://www.bac-lac.gc.ca/eng/discover/politics-government/cabinet-conclusions/Pages/cabinet-conclusions.aspx> or the Document Collections on External Relations series posted online at [https://www.international.gc.ca/gac-amc/history-histoire/external-relations\\_relations-exterieures.aspx?lang=eng](https://www.international.gc.ca/gac-amc/history-histoire/external-relations_relations-exterieures.aspx?lang=eng)

In late March/early April, students will introduce their draft research essay to the seminar with a formal 12-15 minute presentation (akin to a conference presentation, which we will discuss in class), and then discuss their work with the group. All students are expected to read *every paper* and to provide constructive critical feedback to their colleagues and are expected to prepare and ask questions. Students will also be active and professional listeners during the presentations.

In evaluating your essay, I will look for the following:

1. The extent of the analysis (rather than description) and the sophistication of the research
2. The ability to utilize primary research in your analysis.
3. A clear thesis statement or interpretation that you argue throughout the essay
4. The ability to set your paper within the broader context of historiography.
5. A good writing style, with proper sentences, proper grammar, punctuation, and logic consistent with the high quality of work expected at a fourth year level honours seminar. Make sure that you carefully proofread your work. Essays with more than one spelling or typing error per page will be docked 7.5%. Be sure to number your pages and to staple them together.

**To that end**----make sure to purchase Strunk and White *The Elements of Style* from the Bookstore---***it will be invaluable to you in your writing not only this semester but throughout your life.***

6. Proper footnoting/endnoting and bibliographic citations using Chicago style.
7. In terms of the numbers of sources etc. to be included, the History Capstone honours seminar is your opportunity to show to the seminar how far you have come from first year in your development as a student/young scholar. So, take initiative, push yourself, and show the seminar what you have learned during these past four years.
8. Essays will be double spaced, and use 12 pt. Times New Roman font.

### **Meeting Schedule:**

Jan 9: Introduction

Jan 16: Individual meetings w/Professor to discuss research interests

Note: To begin your research, I strongly recommend databases like America History and Life and/or Historical Abstracts available through the UW Library website. The UW Library History Research Guide is a terrific, helpful resource for students.

<https://subjectguides.uwaterloo.ca/history>

Jan 23: Library workshop focusing on topic development/research methods at SJU led by Zack MacDonald (SJU librarian). Professor will confirm room # with seminar

Jan 30: Submit draft essay proposals to students in class where the seminar will review and provide feedback/discuss the various topics.

Feb 6: No class---work on research

Feb 13: Individual meetings w/Professor to discuss progress and to submit final essay proposal/annotated bibliography

Feb 20: \*\*\*\*\***No class---- reading week**\*\*\*\*\*

Feb 27: No class---work on research/pick up essay proposals from Prof. Touhey during office hours

Mar 5: Class Meeting -- report on progress

Mar 12: No class—work on writing and presentations

Mar 19: Oral presentations. Students who are presenting will circulate a draft of their paper at least one week in advance to the professor/course students to receive feedback for their paper/presentation

Mar 26: Oral presentations. Students will circulate a draft of their paper at least one week in advance to the professor/course students to receive feedback for their paper/presentation

Apr 2: Oral presentations. Students will circulate a draft of their paper at least one week in advance to the professor/course students to receive feedback for their paper/presentation

**FINAL PAPERS DUE MONDAY APRIL 13<sup>th</sup> 5pm at essay drop box**

## **Important information**

### **Classroom etiquette and electronic device policy:**

**Questions:** Always feel free to ask questions in seminar or during office hours!

**Talking during the seminar when someone else is speaking:** The fact is that in a small seminar you stick out like a sore thumb when you talk to the person beside you. It is disrespectful to the professor, and to your colleagues.

**Texting during the seminar----**Just don't do it and I reserve the right to deduct participation marks.

### **Correspondence:**

Please feel free to come to talk to me during office hours if you ever have any questions at all. I encourage this. Also, please feel free to e-mail me and I will do my utmost to respond promptly. All I ask is that you observe proper etiquette with e-mails as rude notes will simply be ignored.

### **PROFESSOR'S POLICY ON LATE ASSIGNMENTS/ESSAYS AND MAKE-UP TESTS**

**NOTE:** A late mark of 5% per day will be deducted for assignments. An assignment that is 1 week late will be docked 30% and so on.

**Academic Integrity:** In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.]

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read the St. Jerome's University Policy on Student Petitions and Grievances, [www.sju.ca/sites/default/files/upload\\_file/PLCY\\_AOM\\_Student-Petitions-and-Grievances\\_20151211-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/upload_file/PLCY_AOM_Student-Petitions-and-Grievances_20151211-SJUSCapproved.pdf). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity, to avoid committing an academic offence, and to take responsibility for their actions. [Check [www.uwaterloo.ca/academicintegrity/](http://www.uwaterloo.ca/academicintegrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the St. Jerome's University Policy on Student Discipline,

[www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Discipline\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Discipline_20131122-SJUSCapproved.pdf). For information on categories of offences and types of penalties, students should refer to University of Waterloo Policy 71, Student Discipline, [www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties, check the Guidelines for the Assessment of Penalties, [www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

**Appeals:** A decision made or penalty imposed under the St. Jerome's University Policy on Student Petitions and Grievances (other than a petition) or the St. Jerome's University Policy on Student Discipline may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on Student Appeals, [www.sju.ca/sites/default/files/PLCY\\_AOM\\_Student-Appeals\\_20131122-SJUSCapproved.pdf](http://www.sju.ca/sites/default/files/PLCY_AOM_Student-Appeals_20131122-SJUSCapproved.pdf).

**Note for students with disabilities:** AccessAbility Services, located in Needles Hall (Room 1401) at the University of Waterloo, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term, [www.uwaterloo.ca/accessability-services/](http://www.uwaterloo.ca/accessability-services/).