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**Senior seminar history topics**

01:30-04:10 T Robinson Hall A243 section information fall 2014 With HIST 499, students build their experiences with HIST 300 and the skills and knowledge they have developed in history majors to write an original research paper of about 20 pages. In this section of HIST 499, we will focus on late 20th century American history (about the 1960s to 1980s) and paper topics that grow out of research related to women and women's history. This approach allows for a wide range of possible topics. In this writing-intensive course, students complete weekly writing assignments, both for necessary reading and research. Students registering for this section should also take into account that their schedules should allow them to spend their time in the library each week outside the class hours. In the first weeks of the semester, students complete a series of research projects. The original research question arises from the original projects. Students will then spend the bulk of the semester doing the original primary research (some of which should be in an archive, such as the EMU Special Collection & Archives), placing the research on relevant secondary literature, and writing the lead thesis paper. They regularly share their achievements and sketches with classmates. In the end, as a capstone of history in his vocational college career, HIST 499 students gain experience in the methods, challenges, and collaboration needed for advanced historical scholarships. View 2 Other sections of this course this semester » The university catalog is the authoritative source of the consultation skurzuses. The scheduling of classes is the authoritative source for information about classes planned for the semester. See the schedule for the latest information and see patriot web to register classes. The department sees HIST 461 as a capstone course in development as a historian. Therefore, research, writing, oral lectures and the evaluation of basic historical knowledge form the backbone of the course. This is why the course is required for all majors and why it is considered both speech and writing intensive. Don't be fooled by the one-hour credit designation: the course is mandatory, the professors take it most seriously. Thus, students note: Satisfactory completion (earning a C or better) in this course, and all requirements (including major field achievement test (MFAT) and questionnaire) are required for all history majors in order to graduate. Nothing's optional here. Course objectives Through this course, students will learn about the historical methodology. Practice methods of research in the field of history. Practice critical and analytical thinking skills. Understand the ethical and epistemological dilemmas Writing. Defend a written assignment in an oral presentation. Required texts I've had many, many, many to read (a real surprise on the Longwood history course, isn't it?). The most important text will be Ms. Turabian's rightfully famous manual, plus readings available through myself or the electronic reserve of the library. Be sure to acquire the text, because your knowledge will also be key to succeeding in this course. Turabian, Kate L. A handbook of writers of Term Papers, Theses, and Dissertations. (7th edition) Classification & ASSIGNMENTS NOTE: Dr. Coles and I are listed as professors in both stages of Senior Seminary. This means that while participating in this section of the class, the tasks (especially the written requirements of the research paper, as well as the portfolio discussion, will be graded either by Dr. Coles or I, primarily on the basis of the topic of the research paper). As many of you know, Longwood has adopted a system in which a letter grade is + or a - weighted into the calculations of the student GPA. Look at my general policies on how I'm going to assign such grades on a numerical basis that I use for the course. In addition, my policies are late work submissions, classroom comporment, general professionalism and all the other expectations I have. Keep in mind, however, that my normal, libertarian approach to participation does not apply to this course. Students have to go to every class, and they're going to check that out. Two un apreetic absences cost a letter in the course; four results in an F for the course. Once again: don't assume that a course with a one-credit sign makes it an easy course! No, it's not. Portfolio/CV/CV: (5%) As the elderly soon graduate, students on this course are also preparing for the job market. To this end, students prepare a portfolio/CV/resum that outlines the knowledge, skills, and skills that make it attractive for job applicants. The first part consists of a CV/resum, and the second part will have a writing pattern as well as any other material that can help showcase relevant talents and successes. For example, those who are about to teach must create a teaching philosophy. Others who have an eye on the doctoral school should write a personal statement. The discussion will be posted on the Longwood Career Center website. Main field test (MFT): (40%) Students must take a departmental exam, which must be completed one afternoon during the semester. This is mandatory, and no student will be able to successfully complete the class or graduate without complying with this requirement. Oral presentations: (15%) One skill to continue perfecting your success beyond Longwood is to make oral presentations. Thus, students can take a shorter, informal lecture and two formal The first presents the student with research questions and resources for all of us, invites both criticism and useful suggestions for ongoing research.. More details will be on canvas for the final, official presentation of the class, but here the student presents the lead thesis through argument and the evidence gathered. Starting in 2017, the elderly (through a poster presentation) will also be presented at Longwood University Research and Evaluation Day. Senior dissza - Research paper: (40%) Finally, the fun part of the course. You'll get to explore any topics you've chosen (provided that I've approved, of course). This paper should be 12-16 pages long, double distance, show original scholarship in both basic and secondary material, and follow the quote style in Turabian's manual. More details and mechanics will be available canvas. There are a number of preparatory tasks built into the curriculum that you will want to stick to. The omission of these grades concerns both this grade and the degree of participation. These preliminary deadlines peak in the first draft, which itself is 15% of the course level (5% goes to previous assignments). Schedule topics & tasks If there are measured assigned, you can expect to come to the class with them already read, ready to discuss them. Date Theme Readings & Assignments Jan 22 Intro course Go through Syllabus: expectations, tasks, grades, etc. January 29 Getting Started... Wineburg, Historical Thinking and Other Unnatural Acts Turabian, Chapters 1-2 February 5 Library research Turabian, chapters 3-4 February 12 Career Center presentation Brian Rose, Career Center Research Question Data Sheet Due February 19 Research & Citation Workshop Turabian, Chapters 15-17 Bring resources to the paper class with which to practice. February 26 Short Oral Presentations Annotated bibliography due mar 5-9 spring break What a great opportunity to do some serious research and writing!! Mar 12 MFT Practice Workshop Mar 19 MFT Practice Workshop Mar 26 Rough draft due to paper! Already 29/30 MFT testing (3:30-5:00 pm) April 2 Oral presentations April 9 Oral presentations April 16 Oral presentations April 23 Final preparations/printing of research day presentations April 24 Research Day presentations April 30 Final draft paper due (Ruffner 226-A) May 4 portfolios due (Ruffner 226-A) Contact Dr. Isaac Office: Ruffner 226-Office Phone: 395-2225 Working hours: 1:00 MWF Send an email Feel free to drop at any time; If we can't see each other then, I'd be happy to make an appointment as soon as it suits you. The History 101 seminar aims to guide you through the capstone experience of university education as a history principal: researching and writing your leading professional work. Successful completion of this challenging but rewarding end to the to see how Ultimately, it translates into producing a piece of scholarship-in-this case, a 25-30-page final paper in which you articulate and defend your historical interpretation/argument rooted in extensive primary source research, informed by a thorough secondary source of reading. See the preparation guidelines below. Click on the Senior dissza on the right for the full instructions on the history of leading defectors. Spring 2021 Registration If you want to make history 101 this fall, the best chance of first choice for the seminar please fill out this online form at 17:00 on Friday, 10/23: 101 Seminar Preferences Form PLEASE NOTE: Be sure to log into your Berkeley.edu account to access this form. Please give us the first three choices and a brief explanation of why the best choice makes the most sense to you. If you have a serious scheduling problem, please mention it. We want to make sure that every 101 students are in the best possible section. If you miss the deadline, please write to Leah when you realize you missed it. There's still a place on 101, just maybe not your first choice. On 26 October, we will place you in section 101. You won't be able to enroll in class yourself. When added, we will try to override the units and any time conflicts, but please note that you need to resolve real-time conflicts. 101 classes do not meet all scheduled sessions, but should be available at these posted times. Spring 2021 Course descriptions Here are the instructors, schedules and descriptions of the spring 101 courses. 101.001: Ancient and Medieval Themes Instructor: Christopher Bonura TuTh 11:00-13:00Class #24749 This class is designed to support students in thesis projects on ancient and medieval subjects. Class meetings and assignments revolve around independent research and writing, building toward a 25-30-page final research paper. We will work together to develop research issues, find and analyse primary sources, get engaged to the original analysis on the previous scholarship, and develop a well-written final document. The seminar requires students to work with historians, i.e. produce solid, fascinating, and well-organized pieces of scientific research. In the process, students can hone their valuable transferable skills in time management, research, critical thinking, and clear writing. 101.002: Early Modern Europe Themes Instructor: Ethan Shagan TuTh 2-4Class #:24750 This class is designed to support students in thesis projects in early modern Europe. Class meetings and assignments revolve around independent research and writing, building toward a 25-30-page final research paper. We will work together to develop research issues, find and analyse primary sources, and the development of a well-written final document. The seminar requires students to work with historians, i.e. produce solid, fascinating, and well-organized pieces of scientific research. In the process, students can hone their valuable transferable skills in time management, research, critical thinking, and clear writing. 101.003: Modern Europe Themes Instructor: John ConnellyMW 2-4 Class #:24751 This class is designed to support students in thesis projects in modern Europe, as well as transnational or comparative tests in Europe in the world. Class meetings and assignments revolve around independent research and writing, building toward a 25-30-page final research paper. We will work together to develop research issues, find and analyse primary sources, get engaged to the original analysis on the previous scholarship, and develop a well-written final document. This challenging but rewarding seminar requires students to do the work of a historian, that is, produce a solid and fascinating piece of scientific research. In the process, students can hone their valuable transferable skills in time management, research, critical thinking, and clear writing. 101.006: Us Topics: America of the Twentieth Century Instructor: Daniel KellyTuTh 3-5 Class #:24754 This class is designed to support students' thesis projects in the U.S. in the twentieth century, including intellectual and cultural history, and the history of conservatism. Class meetings and assignments revolve around independent research and writing, gradually building toward a 25-30-page final research paper. We will work together to develop research issues, find and analyse primary sources, get engaged to the original analysis on the previous scholarship, and develop a well-written final document. This challenging but rewarding seminar requires students to do the work of a historian, that is, produce a solid and fascinating piece of scientific research. In the process, students can hone their valuable transferable skills in time management, research, critical thinking, and clear writing. 101.007: Latin America and Caribbean Topics Instructor: Rebecca Herman WeberTuTh 2-4 Class #:24755 This class is designed to support students in thesis projects in Latin America and the Caribbean, as well as transnational or comparative studies in Latin America around the world. Class meetings and assignments revolve around independent research and writing, gradually building toward a 25-30-page final research paper. We will work together on the development of research issues, the finding and analysis of primary sources (especially in Spanish and Portuguese, if possible), the engagement of the original analysis on the previous scholarship and the development of a well-written final document. This challenging but rewarding seminar requires students to do the work of a historian, that is, produce a solid and fascinating piece of scientific research. In the process, students can hone their valuable transferable skills in time management, research, critical thinking, and clear writing. Instructor: Lewis BremnerMW 2-4pmClass #:33056 This class is designed to support students in thesis projects in East Asia from 1500 to 1950. Class meetings and assignments revolve around independent research and writing, gradually building toward a 25-30-page final research paper. We will work together on research development, development, and analysis of primary sources, situating original analysis in relation to previous scholarships, and developing a well-written final paper. This challenging but rewarding seminar requires students to do the work of a historian, that is, produce a solid and fascinating piece of scientific research. In the process, students can hone their valuable transferable skills in time management, research, critical thinking, and clear writing. Preparation Guide: Identify/write a topic that you want to examine for 101 (thesis). The topic should be narrowly focused on what can be examined thoroughly rather than superficially. As a rule, it is always better to cast your research net deep rather than wide to cover less in order to explore further. The initial description of the topic should be provided by a preliminary examination of both primary and secondary sources (see #3 and #4 below) in order to demonstrate how the topic of your choice is handled and informed. This will help to determine the feasibility and viability of the thesis. In other words, #1 means nothing, you need to make sure that #3 and #4. Spell out a question (or two or three) on your chosen topic that you want to answer with you or your dis. Your question(s) must be an evaluator, i.e. the how/why variety and not the normative, i.e. the need or need variety. Evaluation questions require you to take a position and protection in order to respond to the break-up claim (i.e. interpretation/argument). Do the necessary research to (a) identify the primary source base or primary source bases, and then (b) begin a preliminary assessment of the primary sources. Ultimately, the final paper depends on whether a wealth of primary resources are available to address the research issue(s) that represents (#2) the topic (#1). Many good research questions simply cannot be answered because of a lack of primary resources. Consequently, it is important to choose a research topic and issue(s) that has plenty of available and accessible primary resources. Ultimately, the strength of the thesis will be the function of the persuasion/forcefulness of the thesis to claim to advance to the last 101 in light of the narrowly concentrated thoroughness of the overwhelmingly primary evidence marshal to support the thesis claim. Learn about some of the history (secondary) sources for the selected topic, including their advanced interpretations and the primary sources they use. Employs.

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