

## HISTORY 598: SENIOR RESEARCH SEMINAR

*Topic:* The Living Dead: A Historical Perspective

Dr. Julia Troche | Missouri State University | Spring 2022



*Figure 1: Scene from the KV 57, the tomb of Eighteenth Dynasty King Horemheb, showing Horemheb (right) offering to the god Osiris (left).*

**Professor:** Dr. Julia Troche (she/her)  
**Email:** JuliaTroche@MissouriState.edu

**Office:** Strong Hall 433  
**Office Hours<sup>1</sup>:** Mondays 11am-1pm; Tues/Thurs 2-3pm

### COURSE DESCRIPTION

*Prerequisite:* HST 390; and Writing II or concurrent enrollment; and 90 hours. Concentrated study of a sharply focused topic and the preparation of a bachelor's paper based on primary research. Course content varies each semester. Required for the BA in History. This course is strongly recommended for anyone considering graduate school. Graduating seniors are given enrollment priority. Public Affairs Capstone Experience course.

### COURSE OBJECTIVES AND GOALS

As a Public Affairs Capstone course, we will engage directly with two Public Affairs goals, notably: cultural competence and community engagement. In this class students will develop a novel and major research project within the theme of "The Living Dead: A Historical Perspective." The primary goal of this course is to write a robust and finely edited senior-level research paper that uses secondary sources to provide context and theoretical framing, but offers a unique argument (thesis) drawn primarily from primary sources (in translation where needed). The final paper will be a near publishable (at an undergrad level) paper, about 20 pages, or approximately 5,000 words, in length including footnotes but excluding the bibliography. Additionally, students will present their research in a formal, academic presentation and produce public-facing materials related to their research.

### COURSE REQUIREMENTS & EVALUATION

We will have a number of articles and books assigned in this course.

#### Required Book(s)

In addition to purchasing the required readings, students may alternatively borrow books from the library at Missouri State or through Interlibrary Loan (ILL)/Mobius/local libraries. Please give yourself at least 3 weeks to receive the books you need through ILL or other library borrowing networks. You are expected to have access to

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<sup>1</sup> Office Hours will be in person by default, but I am happy to meet during these times over zoom as well. If meeting over zoom, we will meet in [this zoom room](#) (ID: 958 6166 4705; Passcode: S@rgon!). I won't have the zoom room open though automatically (it is too easy to miss people coming in), so just email me if you want to meet online and I will open up this room. If meeting in person, **masks will be required** for the entirety of the semester, regardless of general changes to the campus masking policy. If you have any issues with this, I suggest setting up a virtual, zoom meeting with me to meet virtually instead. Students who are unwell are also required to meet via zoom. If I am sick, I will move all office hours to zoom and will announce this via BB announcements.

the following book in addition to the books and articles you will need for your own research project (which I **strongly** recommend you borrow and not purchase):

Tarlow, Sarah and Liv Stutz (eds.). *The Oxford Handbook of the Archaeology of Death and Burial*. Oxford: Oxford University Press, 2020. [ISBN: 9780198855255; \$45 new in bookstore]

Turabian, Kate. *Manual for Writers of Research, Papers, Theses, and Dissertations*. Ninth Edition. Chicago: Chicago University Press, 2018. [ISBN: 978-0226430577; \$18 new in bookstore].

## ASSESSMENT

Assignment	Points Possible
<b>a. Class Participation, Preparedness, &amp; Writing Group Check Ins (x4)</b>	<b>100</b>
b. Individual Meetings	25
<b>c. Discussion Board</b>	<b>50</b>
<b>d. Citation Assignment: Sample Paragraph</b>	<b>25</b>
<b>e. Project Prospectus Elements</b>	<b>100</b>
Research Question + Preliminary Bibliography	20
Annotated Bibliography	30
Research Proposal + Outline	50
<b>f. Drafted Elements</b>	<b>200</b>
Section Draft	25
Peer Revisions/workshop of Section Draft	75
Revised Section Draft	50
Full Draft	50
<b>g. Seminar Paper</b>	<b>400</b>
<b>h. Research Presentation</b>	<b>50</b>
<b>i. Public Facing, Community Project</b>	<b>50</b>
<b>Total Points Possible</b>	<b>1000</b>

### a. Participation & Group Check Ins

- i. This is an advanced undergraduate course, which will require a lot of self-motivated, independent research, reading, and writing, but there will also be required class engagement every week. Weekly attendance and participation is required, not only to ensure your success in the course, but also to support your classmates in group work.
- ii. Participation may take varied forms, including active engagement in class lectures and discussions, reading and responding to class related emails, completing class assignments on time, posting to the discussion boards, and preparing for class activities by completing all of the assigned readings and other activities in a timely fashion. As this is an advanced course I will not be sending you reminder emails regarding minor assignments, and you are expected to keep track of things on your own—I suggest using google calendar or weekly planner notebook to keep track of due dates.
- iii. Group Check-Ins
  - o All students will belong to a small writing group (3-4 students)
  - o Multiple times throughout the semester the writing group is expected to arrange contact—this could be an in person coffee, a zoom meeting, google chat, BB wiki, phone call, etc. This can take many forms depending on students' availability and personal preference. About 1 hour is expected for each meeting.
  - o The purpose of these check-ins is the have an opportunity to meet other students, to hear about their interests and research, and to ask for help or bounce ideas off each other.
  - o Each meeting, each student should share with the group: (1) a brief description of where they are at in their research/writing, (2) outline their goals for the following 3 weeks with at least one specific action item for each week, and (3) identify any potential challenges or questions that remain.

- After/during the check in, all members of the group should write up their responses to these three things in a BB wiki (shared, one wiki for each group) with a note on when/in what form the meeting took and who was in attendance.

#### **b. Individual Meeting(s) with the Professor**

- i. At least once during the semester (in Week 8), students will be expected to set up a 20-minute meeting with the professor. I will post available times; if you are not available during these times you will need to email to set up an alternative.
- ii. Meetings will take place in my office on campus, or over zoom.
- iii. In these meetings we will discuss your research project. The first time we meet (wk 8) will be right after you have submitted your research proposal and paper outline, so we will discuss this item. Please also come with questions/concerns. Additional meetings may be requested by the student, or may be required by the professor depending on student progress and needs.
- iv. I expect all students to be on time to our meetings.

#### **c. Discussion Boards**

- i. Throughout the semester there will be a few discussion board posts required of students
- ii. In all discussion board posts you may use citing shorthand since BB does not make it easy to properly cite:
  - If referring to specifics within the readings, the post should include page numbers referring to where the specifics are mentioned.
  - This does not have to be a full Chicago Style citation, but can be an in-text parenthetical with the page number if the author and article/book is obvious by the context of the thread or post;
    - For example, if discussing the only article assigned by Baines for that week, we can simply include the page number at the end of the sentence (92). If we are reading more than one article or book by a single author, the post should include the date of the publication to make clear which is being referred, such as (Baines 1987, 92).
  - Note, in all other submitted assignments (such as the drafts and final seminar paper) Chicago Manual of Style footnotes will be required.

#### **d. Citation Assignments**

- i. Citing (correctly) remains one of the things students struggle with the most. It is very particular and very important—it can be the difference between an excellent research paper and plagiarism/an XF grade.
- ii. Thus, we will have two citation assignments to address this head one. The first will be a straightforward quiz in class.
- iii. The second assignment is a “Paragraph Citation Sample.” For this assignment you will submit one large paragraph (c. 5-7 sentences) from your research paper. This paragraph should be fully cited—with footnote Chicago manual of style citations (Notes-Bibliography style; see Turabian). A bibliography should also be included for the works cited in the paragraph. A minimum of three sources must be cited. I would encourage you to select a paragraph where you cite the most varied sources (primary and secondary) if possible, so that you can get feedback on your citing format. I will not grade this paragraph for content or clarity, only citing and related elements.

#### **e. Project Prospectus Elements**

- i. Throughout this class you will submit elements that will communicate your research plans to me so that I can intervene at various stages to offer guidance and give feedback.
- ii. There will be three main prospectus assignments:
  - a. Research Question + Preliminary Bibliography (BB word doc/pdf submission)
    - i. This assignment asks you for approximately 1 paragraph that outlines/sets up your research topic (broadly) and ends with specific research questions.
    - ii. A preliminary bibliography (in Chicago notes-bib style) is also required. You must include at least three secondary sources (one of which must be an academic article from 1990 or later), and at least three primary sources.
    - iii. The primary sources may be visual (e.g. a painting), material/architectural (e.g. an artifact or building), or textual (in translation as needed). Citing primary sources can be tricky, especially when we are using translations, photographs, and the like. See BB and Turabian for an explanation of how to cite various types of primary sources.

- b. Annotated Bibliography (BB wiki)
  - i. This is a working annotated bibliography and will be submitted as a BB wiki that can be continuously updated as needed; other students can also see these to help them grow their own reading lists. Sharing readings is highly encouraged, as appropriate.
  - ii. The version that I look at on/after the due date needs to have at least 7 secondary and 7 primary sources.
  - iii. You should separate your entries into “primary” and “secondary” source sub-headings. Write out each source as a bibliography entry followed by a few sentences that annotate the source.
  - iv. There is no one exact way to write an annotation. This is really a space for you to summarize the work briefly (so you can find it easily again) and to write a note to yourself/me how you envision using this work in your paper. It is okay if you change your mind later.
  - v. Additionally, your annotated bibliography must indicate which sources you have checked out, have requested (e.g. through ILL), and/or where you will find them.
- c. Full Research Proposal + Outline (BB word doc/pdf submission)
  - i. Whereas your first submission included research questions, this proposal should now include *answers* in the form of an argument/thesis, a detailed paper outline, and full bibliography (no longer annotated).
  - ii. The Proposal will include 1. Research Topic Background/Description (including time/place of focus); 2. Research Argument/Thesis; 3. Main evidence that will be used to support argument/thesis; 4. Outline of Paper (more below), and 5. Full Bibliography (no longer annotated, separated into “Primary” and “Secondary” Source subheadings).
  - iii. The Paper Outline should include all major sections/topics of the research seminar paper. Under each major topic/section should be a list of sub-topics. For each sub-topic students should list relevant scholarship from their bibliography that will be used in that section. It is okay to use “abbreviated” or “shortened” note formatting here; e.g.: Troche, “Letters to the Dead” (for an article) or Booth *et al.*, *The Craft of Research* (for a book). This would be a good place to include useful quotations or references to specific page ranges within the source.
  - iv. Bibliography: In the end, students will require different numbers and types of sources based on their individual research projects and so there is not a one size fits all min/max of sources. I would expect, however, that most students will need at least around 15 secondary sources and 7 primary sources to properly cover a topic in enough depth across 20 pages.
    - 1. Usually secondary sources include both articles (shorter, more focused, more up to date, but often more technical) and books (more in depth, usually clearer writing, but slower to be published). Again there is no specific min/max here, but I would expect a both in your bibliography.
    - 2. Dates: depending on your research topic a very important secondary source might be an excavation report from 1898. Or the most recent full length monograph on your topic might have been published in 1977. That being said, you will not want *all* your scholarship to be this out of date, and the majority of your secondary scholarship should be ‘recent’ meaning published in the last 30 years or so (1990 or later, ideally).
    - 3. Primary Sources: Different projects will require different numbers and types of sources. A well-rounded argument, however, will often draw on different types of primary sources (material, visual, and/or textual). There are, however, no min/max requirements for the types of sources you use across the board—individually, though, I might indicate you need to use a certain type of source based on your research questions/argument.

#### f. Seminar Paper Parameters

- i. Content: Students will write a research paper (drawing primarily on primary sources to support an argument that is contextualized historically through the robust use of secondary sources) on the topic of “The Living Dead: a

Historical Perspective.” This means, developing a research project that looks at mortuary culture, funerary practices, engagement with the dead, perceptions of the dead, etc. as a means to better understand a historical moment, or historical group. That means—this is not a religious studies paper examining the theology of a group, or the *belief* of a historical group. Rather, we will be using mortuary culture as a historical lens, always asking “why does this matter for this historical group” and “how did this affect what people did in the past.”

- ii. While this thematic requirement will be strictly enforced, there are otherwise no time period or cultural group limitations in this course. Thus, students may work on any historical group from any time period in history, presuming appropriate sources are available. Because my area of specialty is antiquity and the pre-modern period, I will be most helpful in finding you resources if your topic is related; that being said, I encourage you to reach out to other faculty you have worked with *before* starting your research projects to see if they might could assist in some literature finding for you, or offer you some resources. **Note: this is not required of other faculty, and they have every right to say no, and if they agree, they will need a lot of time to get back to you. So, if you think you want help from someone working in a different field, reach out EARLY and be respectful of their time. They should not read drafts, but only help with source-finding if needed.**
- iii. Approx. 20 pages, or 5,000 words, including footnotes, but excluding bibliography, appendix, captions, etc.
- iv. Cover page with name, title of paper, course info, and word count. (cover page not included).
- v. Each paper should draw explicitly on primary sources to build a novel argument; thus, it is expected that primary sources will be included in the paper, either as texts in translation or as images. For ease in formatting, I recommend putting images in an appendix with captions, and referring to them in-text in the appropriate sections. Longer texts could also be included in this way as appropriate. Remember to cite your images and primary sources, even when in an appendix.

#### g. Presentation: Research Poster and Video

- i. Students will be required to formally share their research. This will include creating a research poster (3x5 feet, or 4x6 feet) that will be put up in Strong Hall and a 3-5 minute video summarizing your main research points that is linked to on your poster via QR code. If it is safe and advisable to do so, we will have a conference day where posters will be presented in person and family/friends/faculty/colleague can attend to discuss. If it is not advisable to do so, we will instead do this virtually.
- ii. Research Poster, definition: A research poster presents your research in a visually stimulating and concise way. It should include your thesis and/or research questions, data analyzed, and conclusions drawn. It is similar to a formal research paper in that it is cited and professionally presented. Research posters are a staple of scientific academic conferences and are becoming more common in the humanities as well.
- iii. Citing in a Research Poster: You need to cite in Chicago style. Typically, I require all citations to be in footnotes; however, this is challenging to do in a research poster. Thus, I suggest you instead use in-text Author-Date Chicago style citing (and include a bibliography somewhere on the poster or via google doc linked by QR code). You may, of course, though still use footnotes if you want.
- iv. Elements of a Research Poster
  - a. Introduction + Research Q: This section should introduce your research topic, contextualizing it historically, and define your research question(s) and thesis (i.e. your guiding questions and answers). This is similar to an “abstract.”
    - i. Approx. 150-200 words
  - b. Visual Components: The poster should be visual in its presentation of data. Your research poster should include a minimum of two images (these can be primary sources, graphs, maps, etc.)
    - i. All photos and images need to be captioned and cited. A caption is a brief statement that identifies the image. If photo is your own, write (Photo by Your Name).
  - c. Data: The focus and majority of your poster should be dedicated to your data. This can be presented in many different ways, and is really where you can show your creativity, but also it should work together to create a cohesive argument (in summarized form). This is the equivalent to “body paragraphs” in a research paper.
    - i. Word count for this is broad ranging and dependent on whether you are dealing with textual documents, material/visual sources, etc. But I would expect a couple hundred words probably. Approx. 100-400 across various sections.

- d. Conclusions/Analysis: A conclusion or analysis section should answer the research question set out in your introduction, and explain how you were able to arrive at that conclusion based the evidence presented. This will in essence be the same as your thesis, but more detailed and elaborate.
  - i. Approx. 100-200 words
- e. You will probably have approximately 500-800 words in your research poster. This word count does not include citations or your bibliography. Your bibliography should also follow Chicago style and it does not need to be annotated. It should be organized by author's last name.

#### **h. Public Facing, Community Project**

- i. Too often historical discoveries are left underexplored in dusty history books. As part of our Public Affairs university mission, and as a Public Affairs Capstone course, this class includes an element of community engagement in which your novel research is packaged in an accessible way for the public. This can take many forms, such as:
  - a. A new Wikipedia page essay on your topic, written for a general audience, c. 1000 words, including robust citations and a bibliography.
  - b. A class lesson plan that you share with area history teachers (Middle School-High School levels). Students must identify a specific area teacher and share their materials with them OR go to the classroom to present on their topic.
  - c. An exercise or activity that can be used in a museum for a specified group (children or adults). A specific museum must be identified and students must reach out to their education outreach coordinator (or similar) to share their materials.
  - d. A virtual exhibit (using ArtSteps or similar, [see an example here](#)).
  - e. Other public-facing project ideas will be considered on an individual basis as well.
- ii. All students must also write an approx. 100-200 word blog for the History Department about their public-facing project, that includes one visual.

#### **PARAMETERS FOR ALL WRITTEN ASSIGNMENTS (EXCEPT DISCUSSION BOARD POSTS)**

- a. All written assignments in this class (except for discussion board posts) should abide by the following parameters (points will be taken off if they do not and/or an assignment may not be accepted): typed, double spaced, 12-point font, 1-inch margins, Times New Roman. **Word doc or pdf submissions only.**
- b. All written assignments must be submitted to their appropriate Blackboard assignment page and will not be accepted by email or any other means, unless specifically directed. In the case that Blackboard is temporarily down or not working, you may email me a copy of your assignment to time stamp its completion, but you must still upload the assignment to Blackboard for it to be graded. Failure to do so may result in a "0" grade.
- c. All written assignments must include footnote citations and a bibliography, both in Chicago Style, unless explicitly stated otherwise. You should cite direct quotes, paraphrased statements, and general references. Footnotes and Bibliographies do not count towards total page or word mins/max.
- d. All submissions should include page numbers.
- e. All assignment submissions will be run through plagiarism detection software. Note that I have a zero-tolerance policy on plagiarism. Papers that show evidence of plagiarism (which the online system finds or that I find independent of the software) will be assigned a "0" grade and the case will be forwarded to the office of academic integrity.
- f. If there is evidence of a student trying to cite, but not doing it correctly, I will sometimes allow a student to re-do parts of the assignment (but only on the earlier assignments, and never on the final seminar paper submission), but this is only in exceptional cases. In general plagiarism is a black and white issue and I do not consider intent. As this is a graduate level history course, you are expected to fully understand what constitutes plagiarism—if you are unsure, find out now. I am more than happy to help educate you on this topic. More on this policy under "policies" below.
- g. You are responsible for all submitted materials; it is your responsibility to double or triple check what you are submitting is the correct document and that your document includes citations. Accidentally submitting notes or other materials without citations could result in a plagiarism case.
- h. All written assignments for this course must be wholly original. This means you may not use an assignment from another class unless you have received written approval from both me and the professor of the class whose work you wish to use. This also means your assignment should be no more than about 10% quotations. Quote directly only

when absolutely necessary, and instead paraphrase (and still cite!) when possible to make the writing your own. If quoting yourself, you still must cite. You can plagiarize yourself if not properly cited.

- i. A submitted assignment/document/project that does not follow the directions or parameters of the assignment as outlined in this syllabus and/or online and/or via class lecture or other class communication (such as email or BB announcements) may receive a “0” regardless of quality. Read directions carefully and email me with any questions you might have well *before* the due date.

### **GRADING SCALE & POLICIES**

90-93 = A-	94-100 = A	
80-83 = B-	84-86 = B	87-89 = B+
70-73 = C-	74-76 = C	77-79 = C+
	60-66 = D	67-69 = D+
	0-59 = F	

Note: I do not round grades. A 93.99% is an A-. An A is a 94.0 and above. The same goes for + and – of other letter grades.

All assignments are expected to be wholly original for this course. Assignments that show evidence of plagiarism (which includes submitting the same assignment for multiple classes without written approval from both faculty members) could result in a 0 and/or XF grade. Similarly, if an assignment is not on topic, or does not match the requirements or formats described, students may receive a “0”. For example, if a research paper is assigned and a student submits a historiography paper instead, even though the assignment may be well written and researched, it may receive a “0” since it is the wrong type of assignment and does not follow the requirements outlined by the professor. Similarly, if a paper that is supposed to be about ancient Egyptian kingship, instead is on ancient Mesopotamian kingship, it may receive a “0” even if brilliant. The lesson here is to read directions closely and ask questions early. I will provide rubrics that will act as guides for grading, but certain circumstances, such as those mentioned here (e.g. writing on the wrong topic/format, plagiarism), may supersede the rubric. Rubrics are meant to act as guides for students while they are completing an assignment and/or for the professor to keep grades consistent, but in the end, all grades are assigned by the professor based on their requirements for the assignment, whether explicitly detailed in a rubric or not.

### **TECHNOLOGY STATEMENT**

- a. Certain technologies, such as computer access, PDF readability, writing in Microsoft Word, accessing Blackboard, and working with stable internet are required for this course. These resources can be accessed free of charge on Missouri State University campus.
- b. You should plan your time accordingly and not wait until the last minute to complete your work. Blackboard sometimes unexpectedly goes down for short periods of time and I will not consider this a valid excuse for not completing quizzes or submitting other assignments on time.
- c. You should identify a back-up option in case of technical failure (bad internet, computer crash, etc.). Find a library nearby where you may use a computer and internet for cheap/free. If you live nearby Missouri State University’s campus, the Meyer Library offers free access to computers and internet. If you are not nearby and have a laptop, identify local internet hotspots, etc.

### **EMAIL ETIQUETTE & EXPECTATIONS**

The primary mode of communication in this course will be Blackboard and email. I will post all major course updates and any changes to the Blackboard Announcements page; important messages will also be emailed out. The best way to reach me is via email: [JuliaTroche@MissouriState.edu](mailto:JuliaTroche@MissouriState.edu). I usually respond to emails within 2-3 days during the work week. During holidays and over the weekend, I may take longer to respond. Please do not send multiple emails on the same topic within 48 hours. Our communications are professional, and they should be written, then, with care, respect, and professionalism (this goes both ways). Please address all emails with appropriate salutation (this is true for all emails you send to all your professors and university personnel); for me

this would be “Dr. Troche” or “Professor Troche”. In your emails make sure to make explicit the course in which you are enrolled and to include your full name (and M# depending on what you are requesting/asking about).

To ensure student privacy and uphold FERPA regulations, I will only respond to university emails—I will not respond to student emails that come from personal servers, such as gmail. For similar reasons I try to avoid talking about grade specifics over email—Blackboard will always have the most up-to-date information on your grade, and it is via Blackboard that I will share feedback on assignments.

### **CHOSEN NAME & PRONOUNS STATEMENT**

If you have a name you (prefer to) go by that is not reflected in the name listed in my registration list, please let me know. I will do my best to use your preferred names, and accurate names and pronouns. By the way—mine are she/her/hers, and I prefer to be addressed as either Dr. Troche or Professor Troche (pronounced Tro-shay). If I mispronounce your name or make a mistake, please correct me.

### **MUTUAL RESPECT STATEMENT**

By enrolling in this course, you are signing up to be a part of a learning community. I require everyone in this community to show mutual respect—to me (and me to you) and to your classmates. I do not tolerate bullying or disrespect in my classes (physical classrooms and online, virtual spaces included). That being said, in this class your ideas will be challenged, and your writing skills will be critiqued. In this class we will be doing a lot of peer-reviews, and giving each other critical feedback on our writing, in addition to the feedback I provide. This feels, for many, incredibly personal and it is common for students to react defensively, to be a bit angry at (real or perceived) negative feedback, and/or to feel hurt. Critical feedback is required for growth. You cannot become a better historian, researcher, and writer without your weaknesses being pointed out. This can be intellectually uncomfortable. The ultimate goal, though, is to make each other’s research and writing better. If we keep this in mind as our shared goal, support shared growth, and encourage mutual respect, this process can be much more enjoyable and effective. I recommend taking 24 hours after reading particularly critical feedback before responding, to give yourself time to process.

## **ACCOMMODATIONS AND POLICIES**

*Note additional grading and attendance policies are also discussed above.*

See also the “University Policies” tab on BB for the most up-to-date syllabus policies.

### **ACADEMIC DISHONESTY**

All students are responsible for understanding and following the university’s academic integrity policies and additional policies for specific classes. The University policy, formally known as “Student Academic Integrity Policies and Procedures” are available at the Reserves Desk in Meyer Library and online, at [http://www.missouristate.edu/policy/Op3\\_01\\_AcademicIntegrityStudents.htm](http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm). The student code of conduct is available online at <https://www.missouristate.edu/StudentConduct/12331.htm>. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

This includes, but is not limited to, cheating and plagiarism. Cheating and/or plagiarism will be reported to university officials in every single case whether intent is clear or not. There is zero tolerance for cheating or plagiarism. Cheating and plagiarism can take many forms, including (but not limited to): using notes or resources when otherwise not allowed; facilitating cheating for someone else (telling someone what is on an exam who hasn’t taken it yet); copying and pasting text from the textbook or any other source without quotation marks and a citation; copying someone’s (including the textbook) argument, which includes general organization and structure; paraphrasing without citation; poor “paraphrasing” in which a student changes only one or two words or re-orders sentences. Cheating and plagiarism is not limited to these infractions.

Furthermore, all work for this course is required to be original and wholly your own. This means, for example, you may not submit for this class work that was submitted for another course or purpose, nor may you submit an assignment simultaneously in two classes without written explicit consent by all involved parties. Your work should be wholly originally, meaning it should be approx. 90% your own words. Quotations should account for 10% or less of your written work. Use quotes only when absolutely essential to your argument. Otherwise cited paraphrasing is preferred. You will not receive credit for an assignment that is entirely, or majority, composed of quotes.

Note that all paper assignments will be run through plagiarism detection software that compares your submission to published works, online sources, and other students’ papers. Seek help before an assignment is submitted and double check that you are submitting your intended assignment. Once your work is submitted you are held responsible for that submission.



Every student is responsible for understanding the full extent of plagiarism and academic honesty, which is outlined in the policy mentioned above. Discovery of academic dishonesty usually results in you failing the assignment and/or class, but actions could be more severe. You cannot drop a course to avoid a charge of academic dishonesty. You do have the right to appeal a charge of academic dishonesty.

## **ATTENDANCE AND MAKE UP POLICY FOR ONLINE CLASSES**

### **Attendance & Make Up Policies**

- a. This is an advanced undergraduate course, which will require a lot of self-motivated, independent research, reading, and writing, but there will also be required class engagement every week. Thus, you should be in attendance, actively participating, and ready to engage each day we hold class, and actively working on class materials when not in class (as appropriate to assignments), as I will sometimes not hold regular class in favor of group work, one-on-one meetings, library visits, and similar research and writing activities.
- b. As a general rule, no make up's or extensions will be granted.
  - a. The exception to this, would be in the case of a true medical emergency, or otherwise difficult to re-schedule medical event. In these instances, I require medical documentation (a vague note from a nurse or doctor is appropriate—I do **not** want or need specifics beyond the dates you were being seen and that it was due to an unforeseen medical event). In these sort of circumstances, I may only provide brief extensions, though, as students are expected to be working on assignments for many weeks, leading up to the due-date.
  - b. Similarly, if there is a major life event (a death and/or funeral, birth, etc.) that considerably affects your ability to complete an assignment within the timeframe detailed in the syllabus, I may consider a brief extension on rare occasions. Again, while awkward, I do ask for documentation to ensure equitable treatment of all students.
- c. In general, if you contact me beforehand, I will be able to be more flexible and consider your case. Requests for an extension after-the-fact will almost always be rejected, except in the case of a medical emergency.
- d. I will not give an extension for general illness or sickness, computers crashing, cars breaking down, or other extracurricular demands.
- e. If you do miss an exam or assignment due to a medical emergency (and so you were not able to contact me ahead of time), you must email me as soon as is reasonably possible—this will depend on your situation but normally this is within 24-48 hours. I will also always require documentation from your doctor or a medical professional. Students have a right to privacy, so your doctor does not need to give me details, but they will need to explicitly state that you were under their care during the time of the exam/assignment.

### **STATEMENT OF NONDISCRIMINATION**

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836- 4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at [Missouri State Equity Statement Weblink](#).

### **RELIGIOUS ACCOMMODATION**

Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

### **DISABILITY ACCOMMODATION**

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) ([Missouri State University Disability Resource Page](#)), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of

approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively. Note that the accommodations office normally requires 48 hours or more advance notice to set up an exam—do not expect to show up to the scheduled exam and tell me then you have an accommodation, this is something you need to plan ahead for.

### **DROPPING A CLASS**

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. See Academic Calendars ([University Calendar](#)) for deadlines.

### **AUDIO AND VIDEO RECORDING OF COURSE ACTIVITY**

Students who wish to record lectures or class activities for study purposes should inform the faculty member first. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9).

Course materials, including powerpoints, course notes, posted lectures, online materials, etc. are all governed by copyright laws and cannot be shared or distributed by students without explicit written permission. This includes any recordings and/or photographs and/or slides shared with the students by the instructor or taken by the student of course materials. These materials may not be shared or distributed without proper permissions. Of note, students may not take notes and sell or share those notes with students outside of class or to a third party (including online websites). While the notes belong to the student, the wording, organization, and/or structure being copied by the student is the unique intellectual creation of the professor and university. Notes posted online, distributed outside of the class, etc. generally do not follow intellectual property laws.

### **MENTAL AND EMOTIONAL HEALTH**

As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at [Counseling Center Website](#).

### **OTHER RESOURCES**

If you are nearby Missouri State University's campus, there are a number of other resources students (seated or online) may take advantage of and are offered in support of our students' academic success and mental, emotional, and physical well-being. For example, we have a food pantry (<https://www.missouristate.edu/cce/bear-pantry.htm>) for those dealing with food insecurity. The office of the Dean of Studnets is also a great resources for those who need help but may not know exactly who to ask: <https://www.missouristate.edu/dos/>. If you have any questions about resources available at Missouri State University, you may always reach out to me and I will put you in contact with people better able to assist you.

### **FOR ALL OTHER POLICIES**

For all other policies, see the Provost's [syllabus statements webpage](#).

**COVID CONTINGENCY PLAN:** In Spring 2020, we witnessed the University mostly shut down due to the covid-19 pandemic. A similar event would have minimal effects on our class. Our class does require research that many students will access through the Missouri State University library or a neighborhood library. These resources may become limited in the event of a closure. Nevertheless, our research efforts will continue as many resources are available online and/or I may be able to make select resources available to students so that they can complete their research projects. All assignments can be completed online and we will hold meetings via zoom as needed. Any changes to our course will be communicated clearly via email and the Blackboard course announcements page.

Week/Date	Topic	Readings	Assignments
1: Jan 17-21	Approaches & Introduction to Course Theme	Tarlow Ch. 1, 2, 4	<ul style="list-style-type: none"> <li>Disc #1: "How do you start research?" [Th. 1/20]</li> </ul>
2: Jan 24-28	Mortuary Evidence	Tarlow Ch. 6, 10	<ul style="list-style-type: none"> <li>Disc. #2 (BB): Write a mini chapter/article review of Tarlow Ch. 11-36.</li> <li>Writing Group Mtg #1 [Th. 1/27]</li> </ul>
3: Jan 31-Feb 4	Defining a Project	Turabian Ch. 1, 2 (esp. section 2.1)	<ul style="list-style-type: none"> <li>Research Q due Th 2/3</li> <li>Disc. #3: Share your research question [Th 2/3]</li> </ul>
4: Feb 7-11	Finding Sources & Library Visit, 12:30 on T 2/8  Research Organizational Resources (Zotero, excel, etc.)	Turabian Ch. 3	<ul style="list-style-type: none"> <li>Writing Group Mtg #2 [T 2/8]</li> <li>Disc. #4 (BB): Biggest challenge finding sources? Best strategies? [Th 2/10]</li> </ul>
5: Feb 14-18	Ethics	Tarlow Ch. 39, 44	<ul style="list-style-type: none"> <li>Annotated Bibliography due T 2/15</li> <li>Disc. #5: Best Primary Source so far [Th 2/17]</li> </ul>
6: Feb 21-25 No Class Tues Feb. 22	Citing	Turabian Ch., 15, 16, 17, 18	<ul style="list-style-type: none"> <li>Citation Quiz in Class [Th 2/24]</li> <li>Disc. #6: TBA</li> </ul>
7: Feb 28-Mar 4	Writing Best Practices	Review Turabian Part III as needed	<ul style="list-style-type: none"> <li>Citation Paragraph due Tues 3/1</li> <li>Disc. #7 (BB): Writing Strategies [Th 3/3]</li> </ul>
8: Mar 7-11	Building an Argument	Turabian Ch. 5	<ul style="list-style-type: none"> <li>Research Proposal &amp; Full Outline due *Monday* March 7, 11:59pm</li> <li>Individual Meetings [3/8-11]</li> <li>Disc. #8 (BB): Biggest Research Challenges [Th 3/10]</li> </ul>
Spring Break			
9: Mar 21-25	Research & Writing	Read as part of your research	<ul style="list-style-type: none"> <li>Disc. #9: Where are you at in your</li> </ul>

<u>Tuesday</u> = In-class Planning Day <u>Thursday</u> = No Class; Finish section draft!			research? What are your immediate goals? Revised timeline? [T 3/22] • Work on Section Draft
10: Mar 28-Apr 1	Learning from Feedback	Turabian Ch. 12	• Section Draft <b>due Tuesday 3/29</b> • Peer Reviews <b>due Thursday 3/31</b>
11: Apr 4-8	Revising		• Writing Group Mtg #3 [class time, T 4/5] • Revised Section Draft <b>due Th. 4/7</b>
12: Apr 11-15* Fall holiday, no class 14-15	Research & Writing		• Class Writing Session, class time T 4/12. Bring computer, readings, etc. to work on
13: Apr 18-22 No Class Th Apr 21	Planning a First Draft	Turabian Ch. 6, 7	• Writing Group Mtg #4 [class time Th 4/21, on your own]
14: Apr 25-29 No Class T. Ap 26 Class Th Ap 28	Drafting		• Full Draft <b>due Th 4/28</b>
15: May 2-6 No Class; Individ. Mtgs as needed	Revisions & Preparing your Poster and Outreach Materials	Turabian Ch. 13	• Disc. #10 (BB): What advice would you give yourself if you were starting again? [Th 5/5]
16: May 9-13* *Last Day Classes on May 12	Finalizing your Introduction and Conclusion	Turabian Ch. 10	• Research Poster <b>Due Tues May 10</b> • Public Facing Community Project <b>Due Thurs May 12</b>
Finals Week			• Seminar Research Paper <b>due Wednesday May 18</b>