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HIST 4800 Early America in the Atlantic World  
(Herndon)

HIST 4800

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Spring 1-2014

## HIST 4800 Course Syllabus, Spring 2014

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**History Capstone Seminar: THE ATLANTIC WORLD, 1500-1800**  
**History 4800, Spring 2014**

**Instructor:**

Prof. Ruth Wallis Herndon  
Williams Hall 27  
direct office phone: 419-372-8445  
department phone: 419-372-3020  
department fax: 419-372-7208  
[rwhernd@bgsu.edu](mailto:rwhernd@bgsu.edu)  
<http://personal.bgsu.edu/~rwhernd>

LibGuide created by Prof. Carol Singer:

<http://libguides.bgsu.edu/HIST4800Atlantic>  
Prof. Singer: [singer\\_c@bgsu.edu](mailto:singer_c@bgsu.edu)

**Class meets:**

Tuesdays and Thursdays, 6:00-7:15pm  
Williams 141  
Some class sessions will convene in Jerome  
Library 142; see course session schedule

**Office hours:**

Tuesdays and Thursdays,  
1:00-2:00 and 4:00-5:30pm;  
other times by appointment; I recommend  
appointments at all times

If you are taking this seminar, you are majoring in History. You are probably wondering what you are going to do with your History major. This seminar helps prepare you for the next step: a job in the History field, graduate school, teaching History, or something else. For this seminar, you will devote your time to the work of a professional historian. You will select primary sources and analyze them. You will develop an argument (a thesis) that you can defend with convincing evidence. You will read the relevant secondary sources and set your own project with a discussion of those sources. You will write a major research paper in stages. Your final research paper will be sufficiently polished that you could present it at an academic conference. You will review your fellow students' paper stages in a collegial and positive fashion. You will present your project to the group orally, using professional methods. You will have honed your thinking and writing skills. You will be better prepared for the next step.

**ATLANTIC WORLD HISTORY, 1500-1800—A FEW TOPICS**

The Atlantic Ocean  
Ships  
Sailors / ship crews  
Maritime world  
Transatlantic people migrations  
Transatlantic slave trade  
“The Columbian Exchange”  
Transatlantic transfer of plants and food  
Transatlantic transfer of animals  
Cartography / maps of the Atlantic world  
Paintings / images of the Atlantic world  
Treasures of the Americas  
“The Plantation Complex”

Great Britain and the Atlantic  
Continental Europe and the Atlantic  
Africa and the Atlantic  
South America and the Atlantic  
The Caribbean and the Atlantic  
North America and the Atlantic  
Native Americans meeting the “other”  
Columbus / explorers  
De las Casas / missionaries  
Cortez / conquistadores  
Jamestown / adventurers  
Plymouth / reformers  
Barbados / planters



"The Western Ocean," *The English Pilot: The Fifth Book* (London, 1720)  
Map available on line courtesy of the Smithsonian Institute website:  
[http://amhistory.si.edu/onthewater/exhibition/1\\_2.html](http://amhistory.si.edu/onthewater/exhibition/1_2.html)

**GOALS FOR STUDENT LEARNING IN THIS SEMINAR:**

- Understand the major issues and questions posed by historians of the Atlantic world.
- Understand the major arguments/interpretations offered by historians of your topic.
- Formulate an original and significant question that pertains to the issue you will research.
- Design an original thesis/argument that engages the question you have formulated.
- Conduct independent research in primary sources that relate to your question.
- Weave together information drawn from primary and secondary sources.
- Use this information to support your original thesis/argument.
- Produce a well written, logically argued, 20-page research paper in good academic form.
- Critique your classmates' written work in a constructive, professional manner.
- Present your research orally in a clear, organized way to an audience of your peers.
- Understand the significance and practical usefulness of your own research.

### **SPECIAL COURSE INFORMATION**

**PROFESSOR SINGER'S COURSE LIBGUIDE**

Prof. Carol Singer, Reference Librarian, has created an online guide to primary and secondary sources on Atlantic World history: <http://libguides.bgsu.edu/HIST4800Atlantic> . The LibGuide has excellent information about doing historical research in general and research on the Atlantic World in particular. Prof. Singer will walk us through her LibGuide early in the semester and will attend most of our library sessions. You can ask her questions about finding and using sources on your topic. I encourage you to browse the excellent LibGuide on your own and contact Prof. Singer with questions about your sources at [singer@bgsu.edu](mailto:singer@bgsu.edu)

**CONVERSATION WITH PROFESSOR SMITH**

On February 27, Prof. Billy G. Smith of Montana State University will have a video conversation with us in Olscamp 109 (video conference room). Dr. Smith is the author of our second reading, Ship of Death. This is a unique opportunity to "Ask the Expert" about his book and your project.

**CONVERSATION WITH FORMER STUDENTS**

On February 13, three students from last semester's 4800 course will visit our class: Mary Bogart, Joe Lueck, and Devon Proudfoot. We will have an open conversation with them about how they produced excellent papers. They will answer your questions and explain their secrets to success. (We will also have pizza.)

## **COURSE REQUIREMENTS**

### **THIS IS A “GREEN” COURSE**

My goal is to use as little paper as possible. The syllabus is the only paper I will distribute. You are responsible to download all course materials; I hope you will chose electronic formats. The syllabus, all handouts, and all course assignments are posted on SugarSync. This is the link to the main folder: [https://app.sugarsync.com/iris/wf/D8617940\\_85749462\\_898250](https://app.sugarsync.com/iris/wf/D8617940_85749462_898250)

All assignments should be submitted as documents with .doc or .docx extensions. Word is the standard academic format, but other software allows you to save files as .doc or .docx. Submit all assignments electronically by email to me at [rwhernd@bgsu.edu](mailto:rwhernd@bgsu.edu) I will evaluate all assignments using Word’s track changes feature and will return them to you by email.

### **CHICAGO DOCUMENTATION STYLE**

This course requires that you learn and use Chicago documentation style, which is the standard for professional historians. Most university presses and scholarly journals in History require Chicago style. Numerous guides exist on the web to help you learn Chicago style. One of the best is here: [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

**COURSE ATTENDANCE.** Your presence and participation are keys to success in this course. The course will function like a seminar, with a small number of students to cultivate discussion and develop professional relationships among students and between the students and the professor. I expect everyone to be an active member of the seminar, ready to discuss in a courteous and productive way. If you have to miss a session, I expect you to contact me.

**MEETING WITH PROFESSOR HERNDON.** On February 25, class will not convene so that I can meet individually with each of you for 15 minutes. All these meetings will take place in my office, Williams 27, and you will sign up in advance for a 15-minute spot. We will discuss your project prospectus, which you will have submitted the week before.

**COURSE READINGS.** We will read two books in the first few weeks of term:

Karen Ordal Kupperman, *The Atlantic in World History* (Oxford, 2012)

Billy G. Smith, *Ship of Death: A Voyage That Changed the Atlantic World* (Yale, 2013)

Our reading of *Ship of Death* will be capped by a conversation with the author on February 27.

All other readings will be your choice and will pertain to your specific research project. Over the course of the semester, you can expect to read 10-12 books and/or articles on your topic.

**REFLECTIONS.** Every week, you will submit a reflection on what you learned in this class and what progress you have made on your research project. Email the reflection to me before midnight Saturday. Every Thursday I will end class with the prompt for that week. I will respond to your reflection with comments and suggestions. These reflections should help you move your project forward significantly each week. Each reflection is worth up to 10 points. Collectively, the reflections constitute 150 points, or 15% of your grade. The quality and depth of your reflections will help me determine your final grade.

**RESEARCH PAPER.** The research paper is the goal of this course. Accordingly, 85% of your grade (850 points) rests on the stages of this paper. The purpose of all course activity is to build a better paper. You will write the paper in 10 stages and each stage will be due in sequence. See the grade worksheet and the assignment due dates below.

### **RESEARCH PAPER STAGES**

NOTE: A checklist (cover sheet) for each stage is posted on SugarSync.

Stage 1. Research Question and Sources. (Due Feb 8)

In two pages, state the research question(s) you propose to investigate. State the sub-questions that connect to it. Explain why you framed that question. Connect your research question to Kupperman's *Atlantic World* and Smith's *Ship of Death*. Explain the specific primary sources you expect to use in your project.

Stage 2. Prospectus with Bibliography. (Due Feb 22)

In this short paper (3-5 pages), put your research question into historical and historiographic context. Format the bibliography in Chicago style, and provide samples of footnotes in Chicago style. Your primary sources must be sufficient to sustain extended analysis. Your secondary sources must include at least ten books and/or articles.

Stage 3. Source Annotations. (Due Mar 8)

Annotate two primary sources and two secondary sources for your project. Each annotation includes two paragraphs: one paragraph is an abstract of the source; the second paragraph describes why you selected the source and how it helps your project.

Stage 4. Draft 1. (Due Mar 22)

This is a rough draft of your entire paper, emphasizing argument and evidence, in very detailed outline form or in prose. Email the draft to Prof. Herndon and your peer evaluator.

Stage 5. Peer Review of Draft 1. (Due Mar 29)

This is a thoughtful critique of another seminar member's Draft 1, following a checklist of questions.

Stage 6. Footnote Forensics. (Due Apr 5)

Trace two footnotes in a secondary source. One should take you to a published primary source. The other should take you to a published secondary source. Critique the accuracy and usefulness of the footnotes in your secondary source.

Stage 7. Draft 2 with Annotated Bibliography. (Due Apr 12)

This is a full prose draft of your entire paper. Respond to feedback from Prof. Herndon and your peer evaluator. This draft must include a bibliography of your primary and secondary

sources, each one annotated. Email the draft to Prof. Herndon and your peer evaluator.

Stage 8. Peer Review of Draft 2. (Due Apr 19)

This is a thoughtful critique of a seminar member's Draft 2, following a checklist of questions.

Stage 9A. Oral Presentation. (Due Apr 24 or 29)

Present your paper to the seminar. Do not read it. You may use note cards, visual aids, and PowerPoint. Your presentation should be 10-15 minutes long. You should distribute an abstract of your project to all seminar members.

Stage 9B. Evaluations of Oral Presentations. (Due Apr 24 and 29)

Evaluation of each class member's oral presentation, following a checklist and giving freeform comments.

Stage 10. Final Draft. (Due May 8)

Your final paper should be about 20 pages long, written in formal academic style of prose and citation. Respond to feedback from Prof. Herndon and your peer evaluator. This paper will be submitted to the History Department for assessment of student performance.

**FINAL PAPER REQUIREMENTS**  
(HISTORY DEPARTMENT GUIDELINES)

- Begins with an effective introduction that states a clear thesis/argument.
- Uses Chicago style citations that are consistent, complete, and appropriate.
- Builds and defends an argument, rather than simply narrates a story.
- Supports the argument with primary sources, rather than uses the primary sources as illustrative material.
- Contextualizes the research with relevant secondary sources.
- Discusses the interpretations found in secondary sources.
- Reaches thoughtful conclusions that explain the historical significance and contemporary relevance of the research.
- Provides an annotated bibliography (in addition to the 20-page text).
- Has been revised twice in response to critiques by instructor and peer evaluators.
- Uses library research, rather than just assigned course materials and web sources.
- Is expressed in academic style, with no contractions (it's), informal language (that was a heck of a revolution), or colloquialisms (as you can see).
- Is about 20 pages long (3-page leeway either side of 20) in 12pt, double-spaced and one-inch margins.
- Uses at least ten secondary sources, including both scholarly books and academic journal articles, in addition to assigned course readings.
- Uses an equivalent amount of varied primary sources—newspapers, court records, military reports, personal correspondence, local/state/federal government documents, etc.
- History Department guidelines for 4800 research papers state: “Students are to be evaluated on the relevance and originality of the thesis and its historiographic importance, evaluation of evidence, depth of research, and quality of expression. How these are balanced is up to the discretion of the instructor.”



## **ASSESSMENT POLICIES**

### **DUE DATES:**

- All assignments are due by midnight on the day indicated.
- There is a grace period of 24 hours for every assignment.
- If you submit your work after the grace period, I will subtract 10% for each day late.

### **EVALUATION PROCEDURES:**

- I will evaluate your work, comment on it, and return it to you electronically.
- I will comment via Word's "Track Changes" feature.
- I aim to return all assignments via email within a week of submission.

### **GRADING SCALE AND CRITERIA:**

Over 90 points = A

Outstanding quality; only minor problems with content or presentation of ideas

80-89 points = B

High quality; some problems with content or presentation of ideas

70-79 points = C

Acceptable quality; persistent problems with content or presentation of ideas

60-69 points = D

Below acceptable; failure to address key questions or serious problems presenting ideas

### **DETERMINATION OF FINAL GRADE:**

Reflections (15 reflections at 10 points each):	150 points
Research Paper:	<u>850 points</u>
	1000 total course points

### **SEMINAR GRADE SCALE:**

900+ pts = A                  800-899 pts = B                  700-799 pts = C                  600-699 pts = D

**HIST 4800 GRADE WORKSHEET (Spring 2014)**

**RESEARCH PAPER STAGES: 850 points possible**

1. Research Questions and Sources 50 points Due Feb 8	6. Footnote Forensics 50 points Due Apr 5
2. Prospectus with Bibliography 100 points Due Feb 22	7. Draft 2 with annotated bibliography 100 points Due Apr 12
3. Source Annotations 50 points Due Mar 8	8. Review of another person's Draft 2 50 points Due Apr 19
4. Draft 1 50 points Due Mar 22	9A. Oral presentation 100 points Due Apr 24 or 29
5. Review of another person's Draft 1 50 points Due Mar 29	9B. Evaluation of oral presentations 50 points Due Apr 24 and 29
	10. Final draft 200 points Due May 8

**Total for RESEARCH PAPER:** \_\_\_\_\_

**REFLECTIONS: 150 points possible: 10 points per reflection**

Jan 18 (10 points)	Feb 8 (10 points)	Mar 1 (10 points)	Mar 29 (10 points)	Apr 19 (10 points)
Jan 25 (10 points)	Feb 15 (10 points)	Mar 8 (10 points)	Apr 5 (10 points)	Apr 26 (10 points)
Feb 1 (10 points)	Feb 22 (10 points)	Mar 22 (10 points)	Apr 12 (10 points)	May 3 (10 points)

**Total for REFLECTIONS:** \_\_\_\_\_

**TOTAL COURSE POINTS:** \_\_\_\_\_

## DR. HERNDON'S PHILOSOPHY OF TEACHING

### **My Goals for Your Learning:**

- Identify the cultural assumptions YOU bring to a study of the past.
- Find your own analogies to connect the past to the present day.
- Read/view primary sources critically, assessing the creator's motive and perspective.
- Read/view secondary sources critically, assessing the creator's motive and perspective.
- Understand how the past is "used" politically and culturally today.

### **Civil Discourse in the Classroom:**

- I will respond to any questions and listen to any concerns. I expect you to refrain from publicly raising private questions that are not relevant to the whole class. Bring such questions to me privately.
- I will begin class on time and end on time. I expect you to arrive on time and stay until the end of class. If you have special circumstances that make it necessary for you to be late or leave early on occasions, I expect you to discuss these with me privately.
- If you need to leave the classroom during the class session, I expect you to do so as quietly as possible.
- I will evaluate written materials and return them to you in a timely manner. I expect you to submit written work in a timely manner.
- I will do my best to evaluate your work fairly. If you have any questions concerning my evaluation, I expect you to bring them directly to me before taking them to another party.
- I will respect your privacy and not single you out in any embarrassing way. I expect you to be prepared to respond to direct, courteous questions about the material assigned.
- Class time will be devoted to intellectual exchange of information and ideas. I expect you to refrain from doing anything that would disrupt this intellectual environment. I will turn off my cellphone; I expect you to do the same. I also expect you to refrain from using your electronic devices for activity that is not relevant to the class session.
- I will treat your opinions with courtesy and respect. I expect all students to likewise treat each others' views — however different — with courtesy and respect. Racist, sexist, or any other demeaning language has no place in our discussions. *"You don't always have to chop with the sword of truth. You can point with it, too."* (Anne Lamott, *Bird by Bird* [1994], 156)
- I hold myself to a rigorous standard of integrity in my own scholarship and teaching; I expect the same from you. (See the statement on Academic Integrity on the last pages of this syllabus.)

### **The Seminar Syllabus:**

- The syllabus explains how I will administer the seminar, what I require from you, how I will evaluate your work, and when/how I am available to meet with you.
- The syllabus lays out my professional commitment to you and my professional expectations of you. Barring serious illness or other emergency, I will follow what is stated in the syllabus.

### **Keys to success in this course**

- Take the course seriously. Know what is required of you. If this isn't the kind of work you want to do, drop the course. If this is what you want to do, read and sign the contract.
- Take responsibility for your own learning. Recognize the difference between teaching and learning. I am responsible to teach—to present material in a way that stimulates your thinking. You are responsible to learn—to think in new ways.
- Come to class prepared. Do the reading in advance and have some contributions to make to the class as a whole. Stay tuned-in during class. There is no substitute for regular attendance and focused attention.
- Communicate with me in a professional manner. If you are having problems with the assignments, send me an email, call my office during office hours, or see me directly after class. Construct your emails in professional style; do not use “textspeak”. Address me as “Dr. Herndon” or “Prof. Herndon.” In your signature block, identify yourself by first and last name and the course number.
- Use the resources designed to help you succeed. Investigate the course LibGuide. Consult Professor Singer. Download the materials I post on SugarSync.
- Learn to become your own best editor. If you have writing problems, please meet with the writing tutors at BGSU’s Learning Commons (419-372-2221). There is no charge for their professional services. They are there to help. For more information, visit their website at: <http://www.bgsu.edu/offices/learningcommons/>
- College life can be stressful. If you reach a point where you feel overwhelmed and cannot psychologically handle your academic work, call BGSU’s Counseling Center (419-372-2081). They are there to help. They provide free and confidential services. For more information, visit their website at: <http://www.bgsu.edu/offices/sa/counseling/index.html>

### **ACCESSIBILITY**

Any student with a disability who seeks accommodations to complete the requirements of this course must register with the Office of Disability Services, 413 South Hall, 419-372-8495 (<http://www.bgsu.edu/offices/sa/disability/>). I will make all reasonable efforts to accommodate such students as required by law and BGSU policy.

## COURSE SESSION SCHEDULE

### Week 1: Course Overview

Jan 14 (T): Introductions / How the course works / academic honesty / paper models

Jan 16 (Th): Jerome 142 / LibGuide introduction / primary sources / White-DeBry images

Jan 18 (S):  **REFLECTION 1 due at midnight**

### Week 2: Atlantic World Projects

Jan 21 (T): No class – Dr. Herndon out of town

Jan 23 (Th): **Special speaker: Dr. Shirley Green / An Atlantic world story**

Jan 25 (S):  **REFLECTION 2 due at midnight**

### Week 3: Atlantic World Historiography

**READING DUE: Kupperman, *Atlantic in World History* (all)**

Jan 28 (T): **Discussion of Kupperman** / Themes in Atlantic World History

Jan 30 (Th): Jerome 142 / **Special speaker: Mr. Michael Kneisel / “Voyages” database**



Feb 1 (S):  **REFLECTION 3 due at midnight**

### Week 4: Atlantic World Historiography

**READING DUE: Smith, *Ship of Death*, 1-97**

Feb 4 (T): **Discussion of Smith** / Connecting your project to the Atlantic world

Feb 6 (Th): Jerome 142 / primary and secondary sources for your project

Feb 8 (S):  **STAGE 1: RESEARCH QUESTION AND SOURCES due at midnight**  
 **REFLECTION 4 due at midnight**

Week 5: The Central Research Question

**READING DUE:** Smith, *Ship of Death*, 98-186

Feb 11 (T): **Discussion of Smith** / Focusing and bounding your research question

Feb 13 (Th): **Special speakers: Q-&-A with Veterans of HIST 4800: Bogart, Lueck, Proudfoot**

Feb 15 (S):  **REFLECTION 5 due at midnight**

Week 6: Building a Prospectus

**READING DUE:** Smith, *Ship of Death*, 187-256

Feb 18 (T): **Discussion of Smith** / Listening to primary sources

Feb 20 (Th): Finalizing the Prospectus

Feb 22 (S):  **STAGE 2: PROSPECTUS WITH BIBLIOGRAPHY due at midnight**

 **REFLECTION 6 due at midnight**

Week 7: Prospectus Discussions

**READING DUE:** Investigate Dr. Billy G. Smith, starting here:

<http://www.montana.edu/history/2010/FacultyWebPages/History/Smith.html>

Feb 25 (T): No class / individual meetings / discussion of prospectus

Feb 27 (Th): Olscamp 109/ **Special speaker: Dr. Billy G. Smith videoconference**

Feb 29 (S):  **REFLECTION 7 due at midnight**

Week 8: Historical Method

Mar 4 (T): Discuss one of your primary sources / Abstracts and Annotations

Mar 6 (Th): Discuss one of your secondary sources / Abstracts and Annotations

Mar 8 (S): **🔄 STAGE 3: SOURCE ANNOTATIONS due at midnight**

**🕒 REFLECTION 8 due at midnight**

Week 9: NO CLASS March 11 and March 13—Spring Break

Week 10: The First Draft

Mar 18 (T): Organizing the argument and evidence

Mar 20 (Th): Engaging the scholarship

Mar 22 (S): **🔄 STAGE 4: DRAFT 1 due at midnight**

**🕒 REFLECTION 9 due at midnight**

Week 11: Peer Review

Mar 25 (T): Shaping the argument / How can you help?

Mar 27 (Th): Talking back to the scholars / How can you help?

Mar 29 (S): **🔄 STAGE 5: PEER REVIEW OF DRAFT 1 due at midnight**

**🕒 REFLECTION 10 due at midnight**

Week 12: Footnotes

Apr 1 (T): Creating footnotes / your best discursive footnote

Apr 3 (Th): Tracing footnotes / following an intriguing footnote

Apr 5 (S): **📌 STAGE 6: FOOTNOTE FORENSICS due at midnight**

**📌 REFLECTION 11 due at midnight**

Week 13: The Second Draft

Apr 8 (T): Quoting from the sources / your best quotation

Apr 10 (Th): Building Annotations / your best annotation

Apr 12 (S): **📌 STAGE 7: DRAFT 2 WITH ANNOTATED BIBLIOGRAPHY due at midnight**

**📌 REFLECTION 12 due at midnight**

Week 14: Scholarly Reviews

Apr 15 (T): Peer reviews / The scholarly convention

Apr 17 (Th): Reading well so you can review well

Apr 19 (S): **📌 STAGE 8: PEER REVIEW OF DRAFT 1 due at midnight**

**📌 REFLECTION 13 due at midnight**



Week 15: Your presentations

Apr 22 (T): Preparing an oral presentation

Apr 24 (Th): Jerome 142 / **🔄 STAGE 9A: YOUR ORAL PRESENTATIONS**  
Jerome 142 / **🔄 STAGE 9B: YOUR PRESENTATION EVALUATIONS**

Apr 26 (S): **🕒 REFLECTION 14 due at midnight**

Week 16: Your presentations

Apr 29 (T): Jerome 142 / **🔄 STAGE 9A: YOUR ORAL PRESENTATIONS**  
Jerome 142 / **🔄 STAGE 9B: YOUR PRESENTATION EVALUATIONS**

May 1 (Th): Final questions / Celebration

May 3 (S): **🕒 REFLECTION 15 due at midnight**

May 8 (Th): **🔄 STAGE 10: FINAL DRAFT OF RESEARCH PAPER due at midnight**

HIST 4800, Spring 2014  
**Senior Seminar: The Atlantic World, 1500-1800**

On the next page of this syllabus is a contract form to sign and return to Dr. Herndon in person. At that time Dr. Herndon will sign this page and the next. Dr. Herndon will keep the next page; you will keep this page. This indicates that both you and she take seriously your participation in the course. By signing you agree to:

- Attend class regularly.
- Treat fellow students with respect.
- Keep up with course materials to the best of your ability.
- Complete all required assignments.
- Remain academically honest in all coursework, paying special attention to this statement:

The work that you submit in this course must be your own. In the research paper, you must cite in a bibliography any books, articles, or websites you consulted, and you must footnote any passages either quoted or paraphrased. If, in discussing the paper with a friend, that person suggests an important idea that you use in the paper, you should credit that person in the first footnote of acknowledgments.

We will have an open discussion of plagiarism and other forms of academic dishonesty early in the semester. The American Historical Association defines plagiarism this way: "The expropriation of another author's work, and the presentation of it as one's own, constitutes plagiarism and is a serious violation of the ethics of scholarship." (Source: <http://www.historians.org/pubs/Free/ProfessionalStandards.cfm>)

Dr. Herndon will vigorously enforce the University's "Code of Academic Conduct (Academic Honesty Policy)," which starts on page 25 of the 2013-14 Student Handbook. A copy of the handbook is available on-line at: <http://www.bgsu.edu/offices/sa/studentconduct/> Dr. Herndon expects all students to read and follow these guidelines. Direct any questions you may have about this to Dr. Herndon. Ignorance of the guidelines is not an excuse.

Your signature: \_\_\_\_\_

Date: \_\_\_\_\_

Dr. Herndon's signature: \_\_\_\_\_

After getting Dr. Herndon's signature, keep this page for your records.

HIST 4800, Spring 2014  
**Senior Seminar: The Atlantic World, 1500-1800**

I have read the previous page of this syllabus.

I have paid special attention to this statement on academic dishonesty:

The work that you submit in this course must be your own. In the research paper, you must cite in a bibliography any books, articles, or websites you consulted, and you must footnote any passages either quoted or paraphrased. If, in discussing the paper with a friend, that person suggests an important idea that you use in the paper, you should credit that person in the first footnote of acknowledgements.

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I understand and I accept the terms and conditions described in this syllabus.

Your printed name: \_\_\_\_\_

Your signature: \_\_\_\_\_

Date: \_\_\_\_\_

Dr. Herndon's signature: \_\_\_\_\_

Dr. Herndon will sign and keep this page for her records.