Course Description: This course is required of all history majors as they enter their senior year of study. The Capstone In History allows a select group of students, our talented majors, to conduct extensive research in both primary and secondary materials, write a substantial research paper of 20-25 pages (6000-8000 words) on the assigned topic, carefully document their sources, vigorously discuss their research with their peers, and critique the research of their classmates. The capstone experience is similar to the scholarly pursuits of professional historians.

Course Goals: In History 590, we learn that our discipline is far more than dusty dates and places. As historians, we explore dynamic forces which shape our society and our world. We draft a research prospectus, discuss our research with our colleagues and Dr. Lee, prepare thorough written analyses, and orally defend our work. We will learn how to identify archival treasures, newspaper accounts, government documents, diaries, journals, and interviews. You will assess a significant body of primary materials, learn how to interpret and cite the sources, consult relevant secondary sources, and ultimately craft a sharply-focused and carefully argued original historical research project. Then, you will share your capstone research and conclusions with the class.
Course Theme: In pursuit of the goals listed earlier, this semester our capstone theme is “From College To University: Defining Moments In Winthrop’s History.” During our orientation session, Dr. Lee will provide an overview of the 129 year history of our institution. He will identify and assign “defining moments” for each of you (e.g., Re-Location From Columbia, Transition From President Johnson to President Kinard the Great Depression and World War II Years,, the End of Required Uniforms, Integration, Co-Education, the Attainment of University Status). After the first class, give some thought to your assigned research topic and notify Dr. Lee if you would prefer a different topic. Your research should be a significant contribution to our understanding of Winthrop’s past. Consider your research projects to be chapters in a “new” history of this institution of higher education.

Course Connection To Broader Institutional Goals: As the capstone seminar, this course contributes significantly to five (of six) History B.A. program learning objectives. The SLOs are: SLO 1-demonstrate ability to comprehend and explain major issues in historiography, SLO 3-demonstrate ability to conduct independent research, applying basic research methods in history such as using search tools, finding primary and secondary sources, and assessing critically those sources, SLO-4 communicate effectively core themes, ideas, and subject matter, in both written and oral form, SLO-5 understand and critically discuss important development of global history, especially issues and events significant to areas outside the United States, SLO-6 understand and critically discuss significant issues and themes of United States history.

History 590 also contributes to Winthrop’s University Level Competencies (ULCs) and is connected most directly to ULC 1-Winthrop graduates think critically and solve problems, ULC 3-Winthrop graduates understand the interconnected nature of the world and the time in which they live, ULC 4-Winthrop graduates communicate effectively.

The capstone seminar supports the Global Learning Initiative. As we research Winthrop University’s past, we will consider international developments.
The Instructor: Dr. Edward Lee has taught at the university level for twenty-nine years. He is the author or co-author of fifteen books, including *South Carolina In The Civil War* and an award-winning history of his hometown of York, where he serves as mayor. He is a past president of the South Carolina Historical Association and serves on the State Archives Commission. He is a third generation Winthrop graduate and presented the convocation address for the university’s 125th anniversary.

**Assigned Book:** Kate L. Turabian’s *A Manual For Writers Of Term Papers, Theses, And Dissertations* (University of Chicago Press).

**Course Requirements:** A successful performance in the capstone course requires the completion of several tasks. These requirements will be discussed in detail with you during our orientation and are briefly listed here.

- Research Prospectus, due 2/16, worth 10% of semester grade.
- A Minimum Of Four Conferences During The Semester With Dr. Lee, worth 10% of semester grade.
- Submission Of Complete Research Project To The Instructor, due 3/30, worth 40% of semester grade.
- Oral Presentations/Critiques In Class, beginning 4/8, worth 40% of semester grade.

**Schedule:**

1/12-Orientation

1/19-Dr. Martin Luther King, Jr. Day

1/21-A Walking Tour Of Winthrop University (meet in classroom)

1/26 Conferences With Dr. Lee Begin

1/28 Louise Pettus Archives, Cherry Road

2/16 Prospectus Due

2/23 Peer Discussion Begins (in classroom)
3/16-3/16 Spring Break

3/30 Complete Research Projects Due To Dr. Lee

4/8 Presentations/Critiques Begin (in classroom)

4/27 Last Class Meeting

The Capstone Seminar In History is an opportunity to meet with other talented senior history majors and discuss a significant research project. There will be numerous opportunities for this “conversation” to occur this semester as we examine the defining moments in the history of Winthrop University. Welcome to History 590! Contact Dr. Lee if you need any guidance.

History 590, Capstone Seminar In History, Dr. Edward Lee

Research Prospectus Guidelines

Your research prospectus should be 4-5 double-spaced pages in length. Be succinct, clear, and assertive. The following elements should be included in your research proposal:

- Tentative Title.
- What’s your thesis/point?
- How will you prove your thesis?
- What primary sources have you identified?
- What’s your assessment of existing secondary sources on the topic?
- What contribution will your research make to our understanding of Winthrop University’s history?
Below you will find key defining moments and significant individuals who shaped the history of Winthrop University. Scan this list and be prepared to select one of these research topics.

- David Bancroft Johnson and the original benefactor, Robert C. Winthrop.
- The first instructor, Mary Hall Leonard.
- The Tillman influence.
- Winthrop College comes to the upcountry.
- Johnson’s death and transition to James P. Kinard.
- Surviving the Great Depression.
- Supporting the war.
- Uniforms discontinued.
- Integration.
- Coeducation.
- Winthrop admitted to NCAA
- Martha Kime Piper, the first female president.
- Hurricane Hugo slams campus.
- University status.
- Faculty “no confidence” vote.
- Enrollment tops 6000
- West Building and DiGiorgio Campus Center constructed.
- End of an era.

Conclude with your name.