

History of Midwestern State University

HIST 4933 • Spring 2022 • MW 2:00 to 3:20 in PY 202

PROFESSOR: Dr. Mary Draper
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OFFICE: O'Donohoe 233
OFFICE HOURS: MWF – 9am to 10am
MW – 3:30pm to 4:30pm

COURSE DESCRIPTION:

Spring 2022 marks the beginning of Midwestern State University's centennial year! Founded as Wichita Falls Junior College, the school welcomed the first students on September 11, 1922. Since then, the MSU community has witnessed countless events: the Great Depression, the move to the Taft Blvd campus in 1937, World War II, several name changes, court cases over segregation, student organizing in the 1960s, and the growth of various academic and athletic programs, and much more.

Our task this semester is to explore MSU's history. Through primary source research and frequent visits to MSU's Special Collections, we will be researching this history together. By the end of the semester, each student will produce a polished research paper based on the archives in Special Collections. Moreover, we will collectively think about how to better tell this history through walking tours and digital timelines.

OBJECTIVES:

By thoughtfully engaging with course materials, you should:

- Learn how to prepare for and research in an archive
- Interpret a wide range of sources relating to the history of Midwestern State University, Wichita Falls, and higher education
- Construct a narrative out of a diverse primary source materials
- Write thoughtful, well-supported papers based on primary-source research
- Reflect on the role of institutional history in higher education as well as the best ways to tell diverse, inclusive histories
- Be able to account for competing narratives and viewpoints as well as archival silences

READINGS:

You will be reading a number of articles, book chapters, and primary sources (PDFs on D2L) as well as one book this semester.

- Sarah Eppler Janda, *Prairie Power: Student Activism, Counterculture, and Backlash in Oklahoma, 1962-1972* (Norman: University of Oklahoma Press, 2018)

ASSIGNMENTS & GRADING:

Your grade for this course is based on the following percentages:

Reading Engagement (50%)

Discussion & Participation: 10%
Reading Journal: 20%
Response Papers (3): 15%
TBPOAC Presentation: 5%

Research Project (50%)

Proposal: 5%
Research Journal: 5%
Op-Ed: 5%
Walking Tour: 5%
Final Paper: 25%
Presentation: 5%

GRADING SCALE: A = 100-90; B = 89-80; C = 79-70; D = 69-60, F = 59 and below

ASSIGNMENTS: Please note that all papers and assignments will due online to D2L, but you're also welcome to turn in a hard copy if you prefer hand-written feedback.

Reading Engagement (50%):

- **Discussion and Participation (10%):** To succeed in this class, you need to participate. Come prepared to talk about the readings and online activities. This means that most of our classes will be discussion-based. You will find discussion questions posted on D2L to help you prepare for class. If you have perfect attendance but never speak, your discussion grade cannot be higher than a C. Likewise, if you do not attend class, your discussion grade will suffer. Attendance will be taken at the beginning of class. If you miss four or more times, in addition to earning a zero for your discussion grade, your final grade will be penalized two percentage points for each additional class missed.
- **Reading Journal (20%):** As you read the assigned readings, keep a journal. This might be a Google doc (which you could share with Dr. Draper), a word document, a spiral notebook, etc.—it's up to you. For every class period with assigned reading, answer at least one of the discussion questions in 200-300 words. Moreover, identify the author's argument(s), note any important quotations, and reflect on the author's methodology and sources. Dr. Draper will be checking these journals every week. (Note: If you are writing a longer Response Paper for a reading, you do not need to write the shorter response.)
- **Response Papers (15%):** You will write three longer response papers on readings of your choice. To do this, respond in 2-3 pages to one of the discussion questions posted on D2L or listed in your syllabus. One of these **must** be on discussion question from Janda's *Prairie Power*.
- **The Better Part of a Century Paper & Presentation (5%):** Each student will read and present on one chapter of Kindig's *Midwestern State University: The Better Part of a Century*. First, write a 2-3 page summary of the chapter that identifies major themes, dates, people, etc. This summary is meant to help you prepare a formal 8-10 minute PowerPoint presentation on the chapter. In that presentation, introduce your classmates to the era it covers and explain any important events, people, or themes. Your classmates will be learning about this era from you, so be sure to be clear and thorough.

Research Project (50%):

- **Two Topics Memo** (150-250 words for each topic): Propose two potential research topics. In your proposal, explain what (or who) you are interested in studying. Moreover, you should answer the following questions for each possible topic: What questions are driving your research? What sources do you plan to use? Why does this research project matter? *This is due Wednesday, Feb. 2*
- **Proposal (5%)** (2-3 pages): Write a 2-3 page essay that outlines your research topic, identifies the questions you hope to answer, and explains why this research is important. Your proposal should also include an overview of the primary and secondary sources your plan to use. See the instruction sheet on D2L for more information. *This is due Monday, February 16.*
- **Research Journal (5%)** (Ongoing Google Doc): You will be visiting Special Collections frequently. You will keep a journal of the sources you consult that are related to your project. Make this journal work for you, so it can include pictures, transcriptions, etc. But it needs to include proper citations for relevant sources (i.e. *Wichita* articles, *Wai-Kun* pages, etc.). It might even be helpful to organize it as an annotated bibliography of sorts. *This will be checked in late February. It is due Friday, April 29.*
- **Op-ed: (5%)** (2-3 pages): Write a 2-3 page Op-ed that explains your research project to the university community. This is chance to explain why others should care about your research. *This is due Wednesday, March 9.*
- **Walking Tour Stop (5%)** (2-3 pages): Identify one location on campus that is important to your project. Write a 2-3 page essay that explains what you would say at that site if you were giving a historical walking tour of campus. *This is due Wednesday, March 30.*
- **Excerpt/Draft of Final Paper** (5-8 pages): You will submit a 5-8 page excerpt of your final paper. This will allow you to receive feedback before completing your final draft. *This is due Friday, April 13*
- **Final Paper (25%)** (10-12 pages): You will produce a polished research paper of 10-12 pages—based on primary source research in Special Collections—that explores some aspect of MSU’s history. *This is due Friday, April 29.*
- **Presentation (5%)** (8-10 minutes): You will present your research to the class during the final week of the semester. This will require you to make a
- **Celebration of Scholarship (highly recommended)**: You will have a substantial portion of your paper finished before the Celebration of Scholarship (April 20-21). I highly recommend that students present their research at the Celebration of Scholarship. Not only will it help hone your public speaking, it will also be the perfect time to showcase our class research with the university community.

ATTENDANCE AND CLASS MEETINGS IN THE AGE OF COVID: You are expected to regularly attend class. Your success depends upon your engagement with the course materials and class discussions. But, please do not come to class if you need to quarantine according to the University guidelines (<https://msutexas.edu/coronavirus/index.php>). In addition to using the [Reporting Form for Students](#), please contact me. We'll work together to make a plan that fits your needs.

ACCOMMODATIONS: Students should visit the [DSS webpage for current students](#). If you have never applied for accommodations before you may qualify for them under the vulnerable population designation. The application may be [downloaded](#) or [completed online](#). Once an accommodations letter is provided students will discuss their specific accommodation needs with their professor(s). If a student is unsure if a condition is covered by the ADA or Section 504, and they desire COVID-19 accommodations, they should complete the [Request for COVID Consultation Form](#).

ACADEMIC MISCONDUCT POLICY: *“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else do so.”* Academic misconduct—cheating, collusion, plagiarism, etc.— will not be tolerated and will receive an F. For example, “cutting and pasting” from any internet source or poorly paraphrasing (i.e. changing a few words with the synonym function) without citing that source is plagiarism. It is unacceptable.

DROP DATE: Last Day to drop with a grade of “W” is March 21, 2022. It is the student’s responsibility to visit with their academic advisor prior to withdrawing from a class.

COMPUTER REQUIREMENTS: This class uses D2L. You will find readings, take reading quizzes, submit papers, and livestream class through D2L. It is your responsibility to have (or have access to) a working computer in this class. Computers are available on campus in various areas of the buildings.

NOTICE: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor. Look on D2L for any relevant announcements.

E-mail me (mary.draper@msutexas.edu) or visit me during office hours if you have any questions.