HIST 2270/05: Introduction to the History Profession

Instructor: Dr. Kay A. Reeve
Social Science 4102
Office Hours: MWF by Appt.
T&Th 1:00-2:00pm (Typically)

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*Please use the VISTA email for course related communications.

Class Meetings: TR 11:00-12:15 SS 3032 / SS 5074 (Or at a designated site.)

Course Description & Content: This course is reading, writing, and exercise-intensive. It covers core methods and concepts relevant to the discipline of history, and the professional practices of historians and teachers of history. You will regularly engage in the close reading of scholarly historical work; learn and practice a variety of research methods; analyze historical sources; and, plan and write analytical papers. Additionally, you will begin to learn the basics of how secondary teachers think, act and plan for the teaching of history. As student of history you will learn firsthand how historians work with historical sources and produce scholarship in the form of conference papers, articles, books, and other instructional techniques. You will also learn about the history of trends in the teaching of the social studies, and be introduced to the basics of planning for teaching history in the 6-12 classroom. You will cultivate good scholarly practices that will benefit you in future content and research courses, and gain a foundation for future course work in preparation for a career as a classroom teacher.

This course is concepts and skills focused. The skills are transferable to the study of any historical era or topic. This particular section of History 2270 will use topics in the history of the American West as a basis through which these concepts and skills are explored and practiced. That is, most readings, exercises, and writing assignments will use primary sources or the work of historians that focus on some aspect of the history of the American West.

Required books/readings:
John D.W. Guice, ed., By His Own Hand? The Mysterious Death of Meriwether Lewis.

Richard W. Etulain, ed., Does the Frontier Experience Make America Exceptional? (Selected Readings)

Kate Turabian et al., A Manual for Writers of Research Papers, Theses, and Dissertations* (7th ed. (Selected Sections)
*This is a valuable resource for following the expected conventions for writing in the and source citation guidelines and forms in the discipline of history. (It is illustrative of the style established by The Chicago Manual of Style.) While some professional journals in the discipline may vary in some ways from the Turabian style, for this class and most others here at KSU you will be expected to be adept at using the style presented in this book.

NCSS National Task Force for Social Studies Standards, Curriculum Standards for Social Studies

Additional Reading Assignments as listed on the schedule or assigned in class. (Available on line or on the course web page,)
Course Objectives: At the end of this course, students will be able to:

1. articulate what is encompassed by the discipline of history.
2. demonstrate the ability to recognize and follow ethical conventions of the discipline.
3. construct a historical argument.
4. read monographs and articles in a scholarly way. Specifically, students will be able to identify the author’s argument and type of evidence used; explain how the author relates his/her argument to other work in that area; analyze the organization of the piece and/or argument; and evaluate the author’s success in proving his/her argument.
5. identify different types of sources (primary/secondary).
7. write a scholarly review.
8. use finding aids and other research aids available in a library and/or an archive.
9. evaluate and interpret primary sources.
10. develop a valid historical argument from primary sources.
11. demonstrate a knowledge of how academic historians locate and develop research topics.
12. position historian’s research within a larger framework in the discipline.
13. apply the Chicago Manual of Style as it is used by major journals in the history profession.
14. give formal presentations that meet basic standards for professional communication with an audience.
15. articulate the differences between academic and public history.
16. practice planning, drafting, and completing formal written work. (At least 12 pages total.)

HIED specific objectives:
17. use the National Council for the Social Studies thematic standards and the Georgia Performance Standards in designing units/lessons of study.
18. create a formal lesson plan appropriate for use in a secondary history classroom.

Each class discussion, reading assignment and/or written assignment is designed to address one or more of these objectives in some way. Students are expected to take these objectives seriously and strive to reach a level of mastery (at least at an introductory level) of these skills, concepts, and dispositions.

Class Schedule:
The GeorgiaView Homepage will provide Class Schedule. Check each day for messages and any updates for assignments. GeorgiaView email is the preferred means of communication outside of class. The order of exercises and assignments in this class is designed to proceed in a manner in which foundational skills and topics precede more sophisticated application of skills.

Assignments build upon each other. Therefore, not all assignments will be posted on GeorgiaView at the beginning of the term, but each will be available to students well in advance of the due date. You should check the homepage BY DATE for the daily topic. Any assignment due on the date will be noted. The folders for each date will be “populated” with reading assignments, exercises due that day, etc. as the course progresses. A list of proposed due dates for most assignments is provided separately from this syllabus. Be aware that a change in due dates may be necessary.
Policies & Expectations:

• **Class Participation:** Come to class having completed all assignments and prepared to participate fully in class discussions. Full and thoughtful participation will have a positive effect on the final grade; failure to participate in an adequate and satisfactory manner will affect the grade negatively.

• **Attendance:** Students should attend all sessions of the class. Please be aware that attendance is a factor that affects both class participation and by extension, the course grade. Absence from class should be for reasons considered legitimate by university or medical authorities. Any work due is still “due” at the time assigned and will be accepted only at the discretion of the instructor. (All illness must be documented.) **Students who miss more than four (4) class sessions will not pass the course.**

• **Punctuality:** Students who arrive late, leave early, or take breaks will be counted absent for a portion of the class; the amount of deduction in credit is at the discretion of the instructor based on frequency or length of such occurrences. Punctuality includes meeting deadlines as well as being on time for class. The name of the course is Introduction to the History PROFESSION.

  “Excellent attendance and punctuality are essential characteristics of professionalism and are generally matters of choice, habit, and respect.” JCM

• **Attention to Written Expression:** An important focus and expectation of this class is on the ability to convey knowledge using correct grammar, structure, and good style. All written work must be proofread and correct before submission. Historians are writers whose work is read and critiqued by a public audience. **Teachers are even more “public writers.”** Your writing should be far advanced beyond that of the level that is often considered “acceptable.” The grades on ALL written assignments include an assessment of the level of written expression. If you have not mastered writing skills that are a model for your future students, plan to do so in this class. You are preparing to be a professional educator.**

• **Professional Dispositions:** Be a positive force in the classroom. Be prepared; participate in an appropriate and thoughtful manner. Do your share of the work. Be congenial, collaborative, and respectful. Disrespectful behavior can affect the entire class negatively. Please take care of personal matters before or after class. As History Education students and teacher candidates, it is time, as Dr. McKinsey says, to begin moving to the “other side of the desk.” If you wish to be able to expect your students to do apply themselves and to do their best work, then you too should produce your best work. If you want them to be on-task and actively participate in class, you should do the same in your classes. Your approach to academics should be a model for your future students.

• **Electronic Devices:** Cell phones and similar devices should be turned off and put away during class. Using laptops during class is discouraged for a variety of educationally-sound reasons. Use of laptops is therefore limited to those who have a specific, verifiable need to use them. This is NOT a traditional lecture based course. If needed, take notes the old fashioned way.
• **Personal Issues:** If you are having any difficulties regarding this class, please make an appointment so that we can talk about them. The sooner we can resolve problems, the better for all concerned.

• **Academic Integrity:** Students are to do their own work. “Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating. . . . Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an informal resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.” -- KSU Senate, 3/15/99

• **Students with Disabilities:** If you have a disability that requires accommodation, please notify me as soon as possible and provide the necessary documentation so that we can make arrangements to assure you a supportive situation for learning.

• **Changes in the Syllabus:** Any such changes will be for good cause and will be announced in class (if possible) and via GeorgiaView. Any change that changes the grading basis of the course will be provided to the student in written form.

**Assignments and Grading**

Assignments will be counted according to the numbers of points indicated below. There will be in-class activities, assignments and (possibly) quizzes. Late written work will generally not be accepted. If accepted, a penalty of up to 10% per day may apply. In case of an absence on the day an assignment is due, please email the work to the instructor by the time it is due in class. Explain your absence to justify acceptance of the assignment. (See above, Attendance.)

**Completing Assignments:** Each assignment will be introduced in class; when appropriate, fuller descriptions and instructions will be posted on Georgia View Vista -- as well as specific due dates -- for each major assignment. The order of the assignments is designed to build skills in a logical order. (The below listing is not necessarily the order in which the assignments will occur.) Please complete them when and as assigned. Some will NOT be posted until others are completed. **Note:** Unless otherwise specified, all assignments should be done individually--no group work, copying of each other’s papers, or plagiarism of any sort.

**I. Mechanics of Research and Writing**

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<tr>
<th>Assignment</th>
<th>Total: 200 points</th>
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<tr>
<td>Grammar, Punctuation, and Style Exercise (Due)</td>
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<td>Citation Exercise (Due)</td>
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<td>Bibliographical Exercise (Due)</td>
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<td>Writing Analysis Reflection (Due)</td>
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Print two copies of each of the first **Three** exercises, one to turn in and one to use in class as we go over the exercise. Each exercise is worth 50 points.
II. Analysis of Book Reviews (Due ________________) Total: 100 points
   This is NOT a “book review.” You will locate and read several book reviews of a single book. Your paper (approx. 3 pages) will discuss and explain the differences among the reviews. What do they tell the reader about the book? In general, why might historians read book reviews? As well, you will practice how to identify the elements commonly included in scholarly book reviews. Additional instructions will be given.

III. Article Review (Two Parts) (Due ______________ & _____________) Total: 200 points
   You will write an introduction to one article and then an analytical review the article. It is possible this may be adjusted. You may be required to locate articles using research skills studied in class. The introduction is to be one page in length. The article review is to be approximately three pages. Additional specific instruction will be provided.

IV. Analysis of Primary Sources (Due ______________) Total: 200 points
   Trail Narratives: Write a four page analysis of some aspect of life on the Overland Trails (or shortly after arriving at the trail’s destination) for which you review at least twenty-five pages of trail narratives available online. Further instructions will be provided. OR
   Fur Trade Memoirs: Write a four page analysis of some aspect of the early Western fur trade for which you review at least twenty-five pages available online. Further instructions will be provided.

V. Formal Lesson Plan Total: 250 points
   Prepare a formal lesson plan according to instructions provided in class. There will be several parts to the assignment. The plan itself must be completed on a specific template. In addition, you must develop & attach lecture notes and all ancillary materials that would be used in the lesson. Complete a bibliography of sources used to prepare the lesson. Full instructions will be provided.

VI. Traditional (Short) Final Exam (in class) Total: 100 points
   This will be no more than one hour in length. It will focus on basic skills and concepts, the library presentations, and assigned readings that were central to student learning in the class. (A guide will be provided prior to the exam.)

VII. Class Participation = Total: 250 points
   Class Discussions: Come to class having completed all assignments and prepared to participate fully and positively in class discussions. Failure to participate – which you can’t do if you are absent -- will affect the grade negatively.

   Any in-class activity (including possible quizzes). These small assignments will make up part of the class participation grade. Quizzes will be based on assigned readings and/or material covered in class previously, be announced or unannounced. All aspects of the class are cumulative. That is, you are expected to retain and use all concepts, skills, material delivered throughout the course in each subsequent assignment.
At the end of the semester, grades will be assigned according to the following point values:

- 1170-1300 points = A
- 1040-1169 points = B
- 910-1039 points = C
- 780-909 points = D
- Under 780 points = F

**For additional help with writing, use the following resources:**

1. The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly writing assistants work with you on thesis development, organization, research documentation, grammar, and much more. They help you improve your paper AND teach you strategies to become a better writer on your own. For more information or to make an appointment, visit [http://www.kennesaw.edu/english/WritingCenter](http://www.kennesaw.edu/english/WritingCenter), or stop by Room 242 in the English Building.

2. The KSU Writing Center uses the Perdue University online writing guide wherein you will find user-friendly examples and clear information about composition rules. An excellent source of information! You can access it through the KSU Writing Center’s website or at [http://owl.english.purdue.edu/handouts/grammar](http://owl.english.purdue.edu/handouts/grammar).

3. A VERY useful online writing site is found at [http://www.towson.edu/ows/index.htm](http://www.towson.edu/ows/index.htm)