Fall 2013 - Syllabus – HIST 2271: Intro to the History Profession  
(Please have access to this syllabus the first meeting of the class)

Instructor: Dr. Kay Reeve  
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Office: Social Science 4102  
Phone: 770-423-6143  
Office hours: Mon.: 2:00- 4:00pm; T &Th: 2:30- 3:30pm; M-F by apt. as needed

*Please use D2L email for all course related issues

Class Meetings: TR: 5:00-6:15pm  
Room: SS 3032 (or as announced)

Important Dates:
Last Day to Withdraw w/out Academic Penalty: Oct. 11  
Fall Break: Nov. 27- Dec. 1 (Class will meet Nov. 25)  
Last Day of Class: Tuesday Dec. 3  
Final Exam: Thursday Dec. 5  
Time: 6:00-8:00pm

Course Description:  This reading and writing intensive course surveys basic methods and concepts relevant to the discipline of history and teaching history. Students engage in the close reading of scholarly historical work; learn and practice a variety of research methods; analyze historical sources; learn and practice proper citation form; develop analytical papers; and complete a lesson plan for teaching about a specific historical topic. Course content will be focused on a particular theme or period.

Section Focus:
Topics explored will be associated with the history of the American West. Assignments are designed to help you learn the basics of how historians and secondary teachers of history think, act, and plan for the study, interpreting, writing about and teaching of history. As a 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 reviews. You will also learn about the history of trends in the interpretation of historical events, and in the teaching of the social studies. As history education majors, you will be introduced to the basics of planning for teaching history in the 6-12 classroom. This course can help you 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 teacher.

Required books/readings:
- J. Presnell, The Information-Literate Historian: A guide to Research for History Students (2nd ed.)
- K. Turabian, et al., A Manual for Writers of Research Papers, Theses, and Dissertations (7th ed.)
- Additional reading assignments accessed on-line or posted on D2L for specific class meetings

Class Policies:
- Class Participation: Students must to come to class having completed all assignments and prepared to participate fully in class discussions and any in class activities; failure to participate in an adequate and satisfactory manner will affect the grade negatively.
• Attendance: Students should attend all sessions of the class. Students who miss more than four class sessions will not pass the course. Students who arrive late, leave early, or take breaks will be counted present or absent at the discretion of the instructor, but in any circumstance, such an occurrence will count as at least ½ an absence. Please be aware that attendance is a factor that affects class participation and success in the course. For additional information see VII. C of the Assignments and Grades section of this Syllabus.

• Electronic Devices: Cell phones and similar devices should be turned off and put away during class. Using laptops and other electronic devices during class is discouraged for a variety of educationally-sound reasons. Use of laptops, ipads, etc. is therefore limited to those who have a specific, verifiable need to use them. Please do NOT plan to access readings in class via a mobile device unless approved by the instructor.

• D2L -Check regularly for assignments and messages. D2L is the preferred means of communication about course relate issues outside of class. I use the classroom and the course site as the major means to provide updating of course information. You are responsible for checking the course site and email prior to each class meeting for any updates.

• Academic Integrity: All students must to do their own work. Please read the entire Student Code of Conduct, particularly noting from Section II A of the KSU Student Code of Conduct: No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

• 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.

• Changes in the Syllabus: It is possible that we will have to make changes in this syllabus, especially the schedule. Any such changes will be for good cause and will be announced in class (if possible) and through the email function of D2L.

Course Objectives: The following are the learning objectives for History 2271. They are common to all sections of the course.
At the end of this course, students will be able to:
1. articulate what is encompassed by the discipline of history.
2. recognize and follow ethical conventions of the discipline.
3. understand the concept of an 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. identify and use finding aids and other research aids available in an archive.
9. evaluate and interpret primary resources.
10. develop a valid historical argument from primary sources.
11. understand how academic historians locate and develop research topics, and be able to do this themselves.
12. understand how historians position their research within a larger framework, and be able to do this themselves.
13. follow the Chicago Manual of Style/Turabian style as it is used by major journals in the history profession.
14. plan and give formal presentations.
15. understand the differences between academic and public history.
16. plan, draft, and complete formal written work of high quality. It is expected that students will have completed a total of at least 15 pages of formal written work at the conclusion of the course.
17. use the National Council for the Social Studies thematic standards and the Georgia Performance Standards in designing units/lessons of study.
18. know the elements of a formal lesson plan.
19. create appropriate lesson plans for secondary (6 – 12) history students.
20. demonstrate an understanding of the approaches and concepts connecting the discipline of history and the teaching of history.

Assignments and Grade Weights: (Be aware that any course assignment or point basis may need to be adjusted during the semester. Such adjustments will be announced and updates given. Any adjustments to the grading basis will be provided to you in writing.)

Assignments weights (based on a total point system) are indicated below. There will be several in-class assignments and quizzes, all of which will be included in the participation grade. Late written work will generally not be accepted. If accepted, a penalty of up to 10% per day may apply for its being late. In case of an absence on the day an assignment is due, notify the instructor prior to class and send work to the appropriate site by the time it is due in class. Note: Unless otherwise specified, assignments should be done individually--no group work, copying of each other students’ papers, or plagiarism of any sort.

I. Mechanics of Research and Writing 200 points
   - Database Search Assignment (25 pts.)
   - Grammar, Punctuation, and Style Exercise (50 pts.)
   - Citation Exercise (50 pts.)
   - Abstract & Annotated Bibliography Exercise (75 pts.)

Please print two copies of each exercise, one to turn in and one to use in class as we go over the exercise. Each exercise is worth 50-100 points.

II. Analysis of Book Reviews 100 points
   In about three pages, discuss and explain the differences among the reviews of a book (assigned in class). What do they tell the reader about the book? In general, why might historians read book reviews? Note: For this paper, you do not need to read the book; you will read only the reviews of the book. Do not worry about trying to cite the reviews; refer to them using the reviewer’s name. (“Writing a Review” posted on D2L for additional guidance.)

III. Reviews of Articles 300 points
   At least two articles on western history topics will be assigned in class as the basis for reviews.
Each review is to be approximately three pages to four pages long. Review #1 is valued at 100 points; review #2 is valued at 200 points. As you read each article, you should ask yourself: What is the article about? How is it organized? How did the author prove his or her point? What sources are used? What are the strengths and weaknesses of the organization, arguments, sources, etc.? In your article review you must identify the specific thesis and describe the organization and evidence in the article. Where appropriate, include information about the historian. Again, see useful guides posted on the course site and “A Few Writing Tips” for specifics on citation form.

IV. Analysis of Primary Sources

300 points

Write a four to four & one half page analysis of primary sources that deal with a particular topic in western history. This is NOT a full research project or paper. The focus is on learning to read primary sources and discovering what they “tell” the reader about a topic. All elements will be discussed in class.

V. Formal Lesson Plan

300 points

Prepare a formal lesson plan according to instructions provided in class. Topics will be assigned in class, and plans will follow a prescribed format. In addition to the completed template, you will provide sample lecture notes and other ancillary materials. Some elements of the preparation for the completion of the plan will be assessed separately, but are included in the point total. A detailed grading rubric will be provided to assist you in understanding expectations for the plan.

VI. Final Exam

100 points

There will be an exam or another type of graded assignment at the end of the semester. Point value will be determined by the nature of the assignment which will be based on considerations of class work to date.

VII. Class Participation

200 points

Class participation is a component made up of a variety of factors:

A. Class Discussions: Come to class having completed all assignments and prepared to participate fully and positively in class discussions. As noted on page one, especially brilliant participation can have a positive effect on the final grade; failure to participate in an adequate and satisfactory manner will affect the grade negatively.

B. In-class Assignments (including 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. Some assignments will have “preparation” assignments. Most such assignments will carry a point value totaled into the participation grade.

C. Attendance and Punctuality: Students who miss more than four class sessions will not pass the course. Students who arrive late, leave early, or take breaks will be counted present or absent at the discretion of the instructor, but in any circumstance, such an occurrence will count as at least ½ an absence. Excellent attendance and punctuality are essential characteristics of professionalism and are generally matters of choice, habit, and respect. Punctuality involves meeting deadlines as well as being on time for class and appointments.

D. Professional Demeanor: Be a positive force in the classroom. Do your share of the work. Be congenial, collaborative, and respectful. Disrespectful behavior can affect the entire class negatively. Please take care of all personal matters before or after class. As History Ed students and teacher candidates, it is time to begin moving to the “other side of the desk.”
Grade Divisions:
At the end of the semester, grades will be assigned according to the percentage of total points earned:

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- 59% or lower = F

Example: Ann earns 1350 out of a possible 1500 points. 1350 divided by 1500 = .90 or 90%. Her grade is an A. Emily earns 1325 out of a possible 1500. 1325 divided by 1500 = .8833 or 88%. Her grade is a B.

Major Topics and Weeks #1 & #2 Assignments:
During the course of the semester, we will address a number of specific topics. A complete tentative course calendar, posted on D2L following the end of add/drop, is considered to be an addendum to this syllabus. During the first two weeks, the topics/assignments are as follows:

Week #1 and #2: What is History?
Aug. 20  T. -  Introduction to the course and to each other; please have the syllabus available and be prepared with questions.

22  Th - Read & be prepared to discuss (print out a copy & it bring to class) “The Strange Death of Silas Deane” (available electronically on D2L--Print out a copy and bring it to class.); Be prepared to discuss the nature of history; the work of the historian, and the nature of historical sources

Week #2:
Aug. 27-  T.- Read Presnell, “Introduction” and Chapter 1, pp. 4-10; 18(bottom)-25. Be prepared to discuss the nature of history; the work of the historian, and the nature of historical sources.

Read the article entitled, “What Does it Mean to Think Historically?” found at: [http://www.historians.org/perspectives/issues/2007/0701/0701tea2.cfm](http://www.historians.org/perspectives/issues/2007/0701/0701tea2.cfm) Be prepared to discuss the content and the implications for teaching history. Please print out and bring the article to class.)

Week #2; Day Two - The Historian’s World
Aug. 29  Th- The Library (Special presentation)

Additional topics to be addressed: (Specific dates for specific presentations & assignments are pending) The topics listed below will be addressed at various points during the semester, but are all interrelated. All apply to both doing what historians do and doing what history teachers do.

- The Historian’s World: Resources and Skills:
  Databases, Archives, Libraries –basic research skills
  Primary Sources v. Secondary Sources
  Professional Skills –researching, analyzing, interpreting, writing, citing

- What Do Historians Do When They Study, Read, and Write about History?
  Read and analyze several scholarly articles about various topics related to the history of the American West (or other topic as assigned)
  (Several related assignments will assess your mastery of these skills.)

- Doing What Historians Do – Yourself!
  Reading, writing, analyzing, drawing conclusions
  (Four different written papers will assess your advancing mastery of this crucial historical skill.)
• History for the Public: What is Public History?
   This topic explores what can you “do” with history outside of a book or classroom!

• History in the Schools: Assorted Topics, Tools & Skills:
   Battles over Curriculum
   Textbooks as History and as Reflections of their Times
   Standards and Objectives

• What Do (History) Teachers do? Teaching Rooted in the Discipline
   Planning for Teaching
   Preparing Lesson Plans
   Presentations
   (The lesson plan, including various preparatory steps, will assess your advancing mastery of this crucial element in successful teaching.)

• What Historians and Teachers Do and Don’t Do
   Professional Behavior and Dispositions
   Issues of Plagiarism

Each of the above listed topics and assignments are designed to specifically address one or more of the course objectives listed in this syllabus. Additional details and dates for each topic will be provided in a separate Schedule of Assignments & Topics to be posted following the Add/Drop period when dates for specific presentations have been confirmed.

ADDITIONAL “Good to Know” STUFF:
Turning in Assignments:
Papers will be generally submitted in hard copy form; they may also be requested in electronic form. You will receive information for each assignment as to the method to be used.

Clear, correct writing is an absolutely essential skill for both historians and teachers of history. For 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, 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).

2. On the course D2L site there will be helpful guides by written by Drs. McGovern & Piecuch (and possibly other materials posted during the course to the semester) to provide guidance and support for writing like an historian.

Regarding typographical information, please use the following guidelines:
For all written assignments, use black ink and a standard font such as Times New Roman. Use 12-point type unless there is a clear reason for doing otherwise (such as a design element in a lesson plan or the title of a paper). Use standard margins and double-space all work. All papers should have a formal cover sheet.

EACH SEMESTER AND EACH INDIVIDUAL CLASS IS UNIQUE. THE PROFESSOR RESERVES THE RIGHT TO MAKE ADJUSTMENTS TO THE COURSE AS NECESSARY DURING THE SEMESTER TO ADDRESS ISSUES THAT ARISE. ALL WILL BE DESIGNED TO ENHANCE LEARNING OPPORTUNITIES FOR THE STUDENTS IN THE CLASS.