Instructor:
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Dept of History and Philosophy
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Office: Social Science building, #4114
Face-to-face office hours: by appointment

Prerequisite: ENGL1101 and HIST2112

Course overview: This is a reading-, writing-, and exercise-intensive course that covers core methods and concepts relevant to the scholarly practice 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 develop analytical papers. You will cultivate good scholarly practices and habits of mind that will benefit you in future content and research courses.

Unlike many of your other history courses, this class is not focused on content delivery as such. Rather, it is primarily intended to foster the skills and dispositions needed to do history as a scholarly endeavor. Of course, you are required to learn and understand the assumptions and practices of our discipline (that’s the “content” of the course), but you will spend most of your time developing and practicing research and interpretative skills. Consequently, this course incorporates active learning principles and practices. You will learn by doing. And you will broaden and deepen your learning and understanding by entering in to conversation (virtually!) with your colleagues about this work.

This particular section of Intro to Themes in History adopts the U.S. modern civil rights movement as its theme. By focusing on a specific theme, we can see how scholars enter in to conversation with each other about a field, and how they build on each other’s work over time. You are not expected to have any previous knowledge of U.S. modern civil rights movements before beginning this course.

In this course, you will be introduced to new skills and concepts, and you will learn to read history in a different way. You may experience some discomfort with these new ideas, and you may even feel overwhelmed at some points during the semester. You are not alone. It is rare for anyone to have done “original” historical research before enrolling in this class. Most people don’t know a footnote from an endnote. Some people haven’t visited the library prior to taking HIST2270. Many have never taken an online course before. And most are somewhat apprehensive about the technology. NO FEAR! Contact me if you need help.

COURSE GOALS:
At the conclusion of this course you will be able to:
1. describe and apply common disciplinary practices in scholarly historical research and interpretation (e.g., attention to time and place, use of objective practices, recognition that scholars interpret and that “history changes”)
2. define and distinguish between the major forms of scholarly historical writing (e.g., reviews, journal articles, historiographical essays)
3. describe the major library resources available to historians and apply them in the appropriate contexts
4. identify, differentiate between, and use indexes/databases to respond to historical research questions
5. locate secondary sources and book reviews
6. describe practices of and tools used in archival repositories and that assist scholars in locating primary source collections
7. describe and demonstrate ways in which historians enter in to scholarly conversations
8. identify and demonstrate ethical practices commonly adopted in the field
9. assemble analytical essays and annotated bibliographies using the practices common to the field
10. develop an historical argument based on primary sources
11. plan a substantial historical research project that utilizes primary and secondary sources

Required texts:
These books are available for purchase at the KSU bookstore and through various online retailers. Buy the edition indicated or you may wind up reading the wrong material.


Other required readings are available from the KSU library databases (you will learn how to locate and access these in the course) or will be posted as .pdf files to D2L.

COURSE ORGANIZATION AND POLICIES

The due dates/times for major assignments are given in the CALENDAR .pdf file (which is posted on our D2L homepage).

You will be expected to spend approximately three hours in class each week for “formal” course delivery, and an additional three to six hours on work outside “formal” course delivery. In our case, that additional three to six hours will be spent completing labs, readings, and other assignments related to the course. In sum, you should expect to commit six to nine hours per week on this course. Some of you may want or need to commit more time to the course.
Communicating with me: I am easily accessible through regular email and D2L. (I can respond more quickly through regular email [llands@kennesaw.edu].) I will make every attempt to respond to you within 24 hours (M-F).

I expect your email/chat communications with me to utilize professional practices and adopt a professional tone.

If I leave town for a conference or otherwise expect to be away from communication devices for an extended period of time, I will let you know beforehand.

“Ack! I’m having trouble with this course!” If you are struggling with the material, activities, or major assignments in this course, contact me as soon as possible.

**Academic Honesty**: 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 that 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).

I report all cases of academic misconduct to the Department of Student Conduct and Academic Integrity.

**Learning Support Services**: If you have a specific physical, psychiatric, or learning disability and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the disAbled Student Support Services office, located in the Student Center room 267, and obtain a list of approved accommodations. More information is available at [http://www.kennesaw.edu/stu_dev/dsss/dsss.html](http://www.kennesaw.edu/stu_dev/dsss/dsss.html).
LEARNING ACTIVITIES

UNGRADED ACTIVITIES: In class we’ll engage in a variety of activities designed to help you develop skills incrementally, or broaden and deepen your knowledge through application of concepts and peer review of each other’s work. While you are not graded on these activities as such, you are required to participate in this work and complete these exercises.

Participation policy:
You are required to be prepared for and participate in all in-class activities. Your final grade will be penalized up to 2 percentage points for each week in which you fail to participate in activities in a substantive way.

I do not differentiate between excused and unexcused participation. If you know you will have to miss class for some reason (e.g., planned surgery), be aware that your final grade will be penalized according to the participation policy.

Markers of substantive participation: By “substantive way” I mean that you should respond thoughtfully to questions and in a way that demonstrates that you have completed readings and/or other assigned activities. If there’s an in-class or computer exercise, you’ve submitted a thoughtful response that indicates that you followed the directions and completed any required tasks. If a draft is required for class discussion, you’d thoughtfully prepared a full draft that meets the assignment directions. If there’s a peer-review exercise, you’ve offered substantive responses to your colleague’s work and demonstrated knowledge and understanding of material covered in the course. You don’t always have to be correct in your responses to exercises and practice quizzes! Rather, these interactions and exercises allow you and me to identify areas of competency and areas in need of more class discussion or individual assistance.

Markers of insufficient or poor participation: You’ve made a cursory attempt at a practice quiz. You have not participated in exercises in a substantive way, or have responded in a way that indicates that you did not complete the required readings or other material. In peer-review exercises, you failed to comment as required, or you made superficial, incomplete remarks (or simply copy-edited).

TESTS. There will be three tests on the skills and concepts covered in readings, lectures, assignments, and other activities. All tests and assignments are cumulative. That is, you are expected to retain and use all material delivered throughout the course. The tests MAY be given on the computer or on paper in class. There are no make-up tests.

MAJOR ASSIGNMENTS. You will complete a variety of “major” assignments in which you are required to locate, read and analyze primary and secondary resources. Some major assignments will require you to compile your findings and analysis in three to five page papers. These assignments will help you practice your research, analytical, and writing skills as you gain a broader, deeper and more meaningful understanding of the practice of historical research, analysis, and writing. All tests and major assignments are cumulative. That is, you are expected to retain and apply all skills and knowledge acquired throughout the balance of the semester.
Late policy on major assignments: Major assignments are due at 11 a.m. on the date specified on the calendar and in class (unless otherwise noted). You will be penalized 10 percentage points for each 24 hour period that an assignment is late, beginning at 11:00 a.m. on the due date. That is, if a major assignment is due on a specific Friday at 11 a.m., you will lose 10 percentage points if you submit the assignment at 11:05 a.m.. Technology failures, slow internet service, packed campus computer labs, lack or paper or printer ink, and the like will not excuse late submissions.

Overview of major assignments: Details of each major assignment will be provided in class and on D2L, but here’s a brief overview of each:

*Lab1, Lab2, Lab3*: The labs are step by step guides and worksheets that introduce you to library databases and hardcopy indices that help you locate primary and secondary resources on a topic of interest. Students usually find these exercises to be the most valuable in the course. You will find the tools and skills useful for completing your research papers, senior seminar paper, or for designing curricula and exhibits. We usually will spend time in class working on the labs. In some cases you will be required to visit our brick-and-mortar library to find and use resources.

*Annotated Bibliography (AB)*: Here you will develop a short thematic annotated bibliography based on scholarly secondary journal articles or books. A grading rubric will be included in the assignment directions.

*Analytical Exercise (AE)*: This is a short analytical exercise derived from primary resources that I will provide to you. A grading rubric will be included in the assignment directions.

*Research Plan (RP)*: In RP you will use the library research skills you learned earlier in the semester to plan (not implement!) a larger research project based on your AE. In other words, you are developing a research plan for expanding your AE. A grading rubric will be included in the assignment directions.

**GRADING:**

Your final grade will be calculated as follows:

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>TEST1</td>
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<td>TEST2</td>
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<td>TEST3</td>
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<td>Lab1</td>
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<td>AB</td>
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<tr>
<td>AE</td>
<td>10%</td>
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<tr>
<td>RP</td>
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Grade scale (%):
A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

Grades and feedback: I will post major assignment grades to D2L within one week of an assignment due date, unless I alert you otherwise. I will provide you with feedback within the D2L gradebook, by returning a marked-up assignment, by distributing a “key”, and/or by posting a video discussion of the test/assignment.

Keep your work and emails! Keep a copy of all your submitted emails/work and graded assignments until you receive your final grade at the end of the semester. If I post your grade incorrectly or claim that you submitted something late, you’ll need to show evidence for your claim.

1 Recall the note on participation in the sections preceding this. Your final grade will be penalized up to 2 percentage points for each week in which you fail to participate in activities in a substantive way.
**TENTATIVE CALENDAR**

*Changes to the calendar will be announced in class and posted to D2L.*

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<thead>
<tr>
<th>DATE</th>
<th>MAJOR ASSIGNMENT DUE</th>
<th>TOPIC</th>
<th>HAVE READ</th>
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<tr>
<td>Friday, 8/22/2014</td>
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<td>Classes begin!</td>
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| Friday, 8/29/2014|                      | Thinking like a historian                                            | • Brundage, Ch. 1, 4  
• Presnell, Ch. 1  
• Graff sections 1 and 2 (that is, chapters 1 through 7)                                                                                                                                             |
| Friday, 9/5/2014 |                      | The structure of scholarly secondary articles; arguments and objective practices | • Wendt, Simon. “’Urge People Not to Carry Guns”: Armed Self-Defense in the Louisiana Civil Rights Movement and the Radicalization of the Congress of Racial Equality.”  
*Louisiana History: The Journal of the Louisiana Historical Association* 45 (Summer 2004): 261-286.                                                                 |
| Friday, 9/12/2014|                      | Locating Secondary sources                                           | • Graff sections 3 and 4 (that is, chapters 8 through 14 – including that science chapter!!)  
• Presnell Ch. 3 and 4                                                                                                                                                                             |
| Friday, 9/19/2014 | TEST1                | Start LAB1                                                           |                                                                                                                                                                                                            |
| Friday, 9/26/2014 | LAB1                 | Evaluation, reading, and citing Secondary sources                   | • Presnell Ch. 5  
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<th>Date</th>
<th>Activity</th>
<th>Details</th>
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<tr>
<td>Friday 10/10/2014</td>
<td>LAB2 NO LIVE CLASS MEETING. We’ll have an online discussion of book reviews</td>
<td>• Reviews of Pure Fire (I’ll provide you with a list of specific reviews.)</td>
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| 5 p.m., Tuesday 10/7/2014 | Historiography, Ethics, and Writing | • Brundage, Ch. 6  
| 5 p.m., Tuesday 10/21/2014 | (sources for AB) Primary Sources and Archives Start LAB3 | • Presnell Ch. 6  
• Brundage Ch. 7 |
<p>| 5 p.m., Tuesday 10/28/2014 | LAB3 (two AB annotations for critique) Primary sources and the AE AE directions will be distributed in this module | |
| 5 p.m., Tuesday 11/4/2014 | AB Primary sources and the AE | • Presnell pp. 285-291 |
| 5 p.m., Tuesday 11/11/2014 | (themes for AE) Developing a Research Plan RP directions will be distributed in this module | |</p>
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<th>Date</th>
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<th>AE</th>
<th>RP</th>
<th>Notes</th>
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<td>5 p.m.</td>
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<td>RP</td>
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<td>11/25/2014</td>
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<td>Thanksgiving Break</td>
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<td>12/2/2014</td>
<td>5 p.m.</td>
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<td>presentations</td>
<td>• Brundage Ch. 8</td>
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<td>12/9/2014</td>
<td>5 p.m.</td>
<td>TEST3</td>
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<td>FINALS WEEK</td>
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