Syllabus – HIST 2271
Intro to the History Profession
Fall 2014

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Class Meetings: MW 9:30-10:45 a.m. in Office Hours: M 2:00-4:00 and by
3032 Social Sciences or as announced appointment

(See notes below about D2L email)

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 focus on a particular theme or period.

Section Focus: Topics explored will address socioeconomic characteristics of American culture, notably constructs of race, class, and/or gender. Assignments are designed to help you learn how historians and secondary teachers of history think, act, and plan for the study, interpretation, 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 (HIED) majors, you will master the basics of planning for teaching history in the 6-12 classroom. This course can help you cultivate good scholarly practices that will prove beneficial in future content and research courses and gain a foundation for future course work in preparation for a career as a classroom teacher.

Course Prerequisites: HIST 1110, HIST 2111, HIST 2112, and EDUC 2110

Required books/readings:

- Bruce Lesh, “Why Won’t You Just Tell Us the Answer?”: Teaching Historical Thinking in Grades 7-12
- Kate Turabian et al., A Manual for Writers of Research Papers, Theses, and Dissertations (8th ed.)

- Copy of Georgia Performance Standards for 11th grade U.S. History (Follow links at www.georgiastandards.org. Bring copy to each class session.)
- Copy of Common Core Literacy Standards in History/Social Studies . . . (follow links at https://www.georgiastandards.org/common-core/Pages/default.aspx. Bring a copy of 11th-12th grade standards to each class session.)

- Additional reading assignments (provided in class, posted on D2L, or found online) will be included on the class schedule or assigned in class.
- Other Resources: You will need plenty of printer paper, fresh ink cartridges, and a flash drive.
Class Policies:

- **Class Participation:** I expect you to come to class having completed all assignments and prepared to participate fully in class discussions and other activities; failure to participate in an adequate and satisfactory manner will affect the grade negatively.

  *Note:* Most class sessions and most assignments are based on specific readings and/or other media sources. Doing the reading in a thoughtful, active manner in which you pose questions and challenge the author’s assumptions or arguments will help you successfully engage the material in class and in writing. Failure to do such intentional reading or only doing “surface reading” will likely yield predictable results.

- **Attendance:** Students should attend all sessions of the class. Students who miss more than four class sessions will not pass the course. No distinction is made between “excused” or “unexcused” absences. Students who arrive late, leave early, or take breaks will be counted present or absent at the discretion of the instructor, but in any case, such an occurrence will count as at least ½ an absence. The comings-and-goings of students after class begins and before it ends disturb other members of the class and the instructor. *In the interest of basic courtesy (if nothing else), kindly arrive on time and stay in class until dismissal.* Attendance affects class participation and success in the course.

  Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

  *Last day to withdraw* from a class without academic penalty: Wednesday, October 8th.

- **Electronic Devices:** Cell phones, laptops, iPads/tablets, and similar devices must be turned off and put away during class. Let friends and family know that you are not available for calls, texts, and emails during class. If you anticipate a possible emergency call, please let me know before class starts, put your phone on mute, and leave the room if it rings. Using electronic devices for personal matters during class is discouraged for a variety of educationally-sound reasons that affect the user, other students, and the instructor. Their use is therefore limited to those who have a specific, verifiable need to use them unless otherwise announced; please notify me at the beginning of the semester if such a need exists.

- **Communications:** Check D2L regularly for assignments, readings, and messages. D2L is the preferred means of communication outside of class. You are responsible for checking the course site and email in a timely manner prior to each class meeting for any updates. During the work week, I will generally respond to students’ emails within 24 hours; on weekends, responses will be less predictable. I will appreciate the same consideration from you.

  In an emergency, please use my KSU email address as I check that more frequently than D2L. A question about an assignment is not an emergency. See page 1 for address.

  Reminder: Your KSU email is your official email address for all university business. I do not respond to emails from students’ personal email accounts.

- **Late Work and Make-up Work:** *Late written work will generally not be accepted.* If
accepted, a penalty of up to 10% per day will apply. Some assignments should be completed or submitted on D2L by the time stated there; others will be submitted in hard copy and are due at the beginning of class on the due date. After those times, work is considered late and the grade is penalized. In case of an absence on the day an assignment is due, please email the work to me on D2L before class begins (9:30 a.m.) that day.

In case of an absence during which work was completed in class, make-up work will be allowed only if the absence was unavoidable and can be verified as such. Thus, always have Plan B for child care, transportation to class, and other situations that may come up suddenly but can be managed with prior planning. Contact me via D2L email and after your return to class if you believe your absence meets the criteria for make-up work.

- **Academic Integrity:** I expect students to do their own work. Please read the Student Code of Conduct and particularly note Section II A of the KSU Student Code of Conduct, modified for Fall semester 2011):

  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).

  In case of a suspected violation of the Code of Student Conduct, the matter will be referred to the Department of Student Conduct and Academic Integrity. If a violation is deemed to have occurred, the student(s) involved will receive grade penalties ranging from a zero on a specific assignment to an F as a final grade in the course depending on the situation itself. Other penalties as specified by university policy may also apply.

- **Respect for Other People and Their Views:** A university is typically a community of people with a variety of backgrounds, cultures, interests, and talents. In a democratic society, a university is also by nature a forum for the respectful and scholarly exploration, exchange, and discussion of ideas—some of which will and should challenge your thinking (and mine as well). If the educational process is anything, it is that which forces us to read, listen, question, reconsider, and sometimes adopt new ways of thinking.

  Part of your responsibility is to provide thoughtful feedback to each other and to respond appropriately to such feedback. Disrespectful behavior affects the entire class negatively. In the interest of learning together and honoring traditional democratic values, disrespectful behavior will be addressed. Such “addressing” may involve an immediate response from the instructor, a conference with the instructor and (possibly) the offended party or parties before the next class, and/or dismissal from the class.
Demonstrating respect for others and their views is an innate component of a civil society and of the Professional Dispositions discussed below.

- **Professional Dispositions:** As a student preparing for a career in education, you are encouraged and expected to exhibit professional dispositions such as good character; effective work habits; a neat, clean appearance; and common courtesy in all settings. These traits are essential for success in a teaching career and are areas of evaluation in all teacher education programs. Please take these expectations into account throughout the semester.

_HIST 2271 is the first of four teacher education-related courses taken in the History and Philosophy Department._ Regardless of whether you already have been formally admitted to Teacher Education (through the College of Education), you are now “on the radar” of the HIED faculty, meaning that we are here to provide guidance and expertise along the road ahead, but your work, dispositions, and conduct in these courses (and others, frankly) accompany you on that road. A student who seems to have difficulty meeting program expectations may be asked to meet with the HIED Admissions and Academic Standing Committee to review the situation. The AASC then determines whether s/he can continue in the program.

As History Ed students and teacher candidates, it is time to begin moving to the “other side of the desk.” You will be a model for your students – and that means “walking the walk” as well as “talking the talk.” The “walking” takes practice. Your professors can observe if you are doing so, and later, your students will benefit or suffer based on your commitment to professional dispositions.

One specific HIED-based responsibility in HIST 2271 is to complete the Diversity Pre-Survey and the Technology Pre-Survey conducted by the College of Education. Post-surveys are conducted during student teaching (at the end of the program). These measure candidates’ views and skills at the beginning and end of their discipline-based education studies. More detailed information will be provided in class.

A baseline CAAR (Candidate Attitudes Assessment Rubric) may be completed by an instructor in HIST 2271 or 4488 as a means of guiding a candidate’s future development. The CAAR is a major formal assessment of each candidate’s professional dispositions in TOSS (HIED 4413/4414) and in student teaching (HIED 4475). A copy of the CAAR is posted on D2L; please review it so you know what is expected.

- **Appointments:** 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.

_disAbled Student Support Services:_ Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to help disabled students with their academic work. In order to make arrangements for special services, students must visit the Office of disAbled Student Support Services (770-423-6443) and develop an individual assistance plan. In some cases certification of disability is required.
Any student who, due to having an individual assistance plan, may require special arrangements so as to meet course requirements should notify me at the beginning of the semester so that accommodations can be planned and made. Please present appropriate verification from KSU disAbled Student Support Services and schedule an appointment with me to review it and any needs you may have.

There are support/mentor groups on the campus of Kennesaw State University that address many types of disabilities and exceptionalities.

Course Objectives: The following are the objectives for all sections of History 2271. 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 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 Grades: Assignments will be counted according to the numbers of points indicated below. Please be aware, however, that any course assignment(s) or point designation(s) may for good cause be adjusted during the semester. Adjustments to the grading basis will be announced in class and/or on D2L.

Reminder: 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 (50 pts.)
- Grammar, Punctuation, and Style Exercise* (50 pts.)
- Citation Exercise* (50 pts.)
- Abstract & Annotated Bibliography Exercise* (50 pts.)

*In addition to the Turabian text, you may find the Writing Tips on D2L helpful. Unless otherwise informed, print two copies of the Grammar and Citation Exercises (above), one to turn in and one to use in class as we go over the exercise. Prepare one copy of the other two assignments.

II. Analysis of Book Reviews 100 points

In about three pages, discuss and explain the differences among the reviews for 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 assigned reviews of the book. Do not worry about trying to cite the reviews; refer to them using the reviewer’s name. (See Dr. McGovern’s “Writing a Review” posted on D2L for additional guidance.)

III. Reviews of Articles 200 points

Two articles will be assigned in class as the basis for reviews. Each review is to be approximately three pages and is worth 100 points.

As you read each article, ask yourself: What is the article about? How is the article organized? How did the author prove his or her point? What sources were used? What are the strengths and weaknesses of the organization, arguments, sources, etc? Then write an article review. Identify the specific thesis and describe the organization and evidence. Where appropriate, include information about the historian. See useful guidelines posted on D2L. Also see “A Few Writing Tips” for citation form.

IV. Analysis of Primary Sources 200 points

Write a four-to-five page analysis of primary sources that deal with a particular topic as assigned in class. This is not a full research paper. The focus here is on learning to read primary sources and discovering what they tell us about the topic. Specific elements of the assignment will be discussed in class and further instructions will be posted.

V. Formal Lesson Plan 250 points

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

VI. Final Exam 100 points

The exam will be cumulative over the entire semester’s work. It will contain primarily objective and short-answer questions; more specific information will be provided in class.

VII. Class Participation 100 - 150 points
Class participation is a component made up of a variety of factors:

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

B. **In-class, D2L, and Other Assignments** (including quizzes): 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. Each such assignment will carry an announced point value and will thus influence the total number of points available in the Class Participation category.

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 case, 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. Attendance and punctuality, or lack thereof, will in every case affect one’s class participation grade.

D. **Professional Demeanor**: Be a positive force in the classroom. Do your share of the work. Be congenial, collaborative, and respectful. Take care of personal matters before or after class. In addition, see Professional Dispositions in Class Policies section.

**Final grades** will be assigned according to the percentage of total points earned:

- 90 – 100% = A (Excellent)
- 80 – 89% = B (Good)
- 70 – 79% = C (Satisfactory)
- 60 – 69% = D (Passing, but less than satisfactory)
- 59% or lower = F (Failing)

(Example: Suppose the number of possible points at the end of the semester is 1100, and Mary Sue earned 946 points. Then, 946 divided by 1100 = .86 or 86% = final grade of B. You can figure your grade at any point in the semester using the same basic method: Divide the total number of points earned by the total number of possible points to date.)

As per the KSU Undergraduate Catalog,

- a grade of WF indicates “late withdrawal, failing.”
- a grade of “I” denotes an incomplete grade for the course, and will be awarded **only when the student has done satisfactory work up to the last two weeks of the semester**, but for **nonacademic reasons beyond his/her control** is unable to meet the full requirements of the course. Barring extenuating circumstances of which I am promptly made aware, a plan for completing the work must be made right away and work must be finished as scheduled.
- "NA" (Never attended) is assigned to a student who has not completed any assignments for the semester. Logging on to an online class is not attending.
Major Topics/Assignments:
During the course of the semester, we will address a number of specific topics. A complete course calendar will be posted on D2L in a timely manner and is considered to be an addendum to this syllabus. During the first two weeks, the topics/assignments are as follows:

- **Weeks #1 and 2: What is History? The Historian’s World: Begin an Ongoing Discussion about Professionalism. What Do Historians and Teachers Do? What Do They Not Do?**

### Aug.
- **18 M**  
  Introduction to the course and content. Please have the syllabus available and be prepared with questions.

- **20 W**  
  Read and be prepared to discuss “The Strange Death of Silas Deane,” available on D2L. Beyond the basic story line, be prepared to discuss three things: the author’s definition of history, the work of the historian, and the nature of historical sources.

  *(Print a copy and bring to class. You should make notes in margin on your copy and perhaps underline or highlight key ideas.)*

- **25 M**  
  Read the Andrews and Burke article entitled, “What Does it Mean to Think Historically?” (See link below.) Consider how the factors included in this article are revealed in the Silas Deane article. Please print out and bring to class; be prepared to discuss the content and the implications for doing and for teaching history.

  ![Link to article](http://www.historians.org/perspectives/issues/2007/0701/0701tea2.cfm)

- **27 W**  
  What Should Historians Not Do? Discussion of the Poulshock case as revealed in Sternstein article. Academic integrity, plagiarism and other ethical and professional issues. Citation is below. Come prepared to discuss academic integrity and professionalism as an issue of concern for historians, college professors, secondary teachers, and students.

  ![Link to article](http://hnn.us/articles/568.html)

**Topics to be addressed:**
(These topics will be addressed at various points during the semester, but all are interrelated. All apply both to doing what historians do and doing what history teachers do. Specific dates for certain assignments and presentations are pending as we await confirmations from guest speakers.)

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

- **What Do Historians Do When They Read, Study, and Write about History?**
Read and analyze several scholarly articles about various topics related to race, class, and/or gender. Conduct primary source research and develop interpretations. Related assignments will assess your mastery of these skills.

- The Bigger Picture: Historiography
  Historical Debates and Change over Time

- Doing What Historians Do – Yourself!
  Reading, analyzing, drawing conclusions, and writing
  Written papers will be used as a basis for class discussion and for assessing your advancing mastery of these crucial historical skills.

- History for the Public: What is Public History?
  This topic explores what you can “do” with history outside of a book or classroom.

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

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

The listed topics and assignments are designed to specifically address one or more of the course objectives listed in this syllabus.

Other Good Things to Know

A. Regarding Writing:

Being able to write clearly and correctly is one of the marks of an educated person. Writing in a professional manner is an essential skill for historians and for teachers. Like it or not, teachers are “public writers” and their work is on display on a near-daily basis. For these reasons, if you need help with becoming a proficient writer, the time is at hand.

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, or stop by Room 242 in the English Building.
The following link on the Writing Center’s website may be particularly helpful.  
http://www.kennesaw.edu/writingcenter/handouts.php

3. On the D2L course site, you will find resources to provide guidance and support for writing in a professional manner, and specifically, writing like a historian.

**B. Regarding Typographical Information:**
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 that is to be graded. All papers should have a formal cover sheet that includes your name, course number (HIST 2271), the title of the assignment, and the current date.

**C. Regarding Turning in Assignments:**
Generally, papers will be turned in for grading in hard copy at the beginning of the designated class period. Please staple papers in the upper-left corner prior to submitting them. Some papers may be submitted electronically via D2L or www.turnitin.com. You will receive information as to the method to be used for each assignment.

**D. Regarding Inclement Weather:**
Please check the KSU homepage for announcements about classes and other events being cancelled. Beyond that, most area school systems consider WSB (radio/750 AM and B98.5 FM, television/Channel 3, local ABC affiliate) as the official media outlet for announcements about closings. KSU also makes announcements there (and on your cell phone, email account, etc.). If we miss class due to weather, when we return we will pick up where we left off in terms of topics and assignments with things being “pushed back” day-by-day accordingly. I will also post info to D2L and/or KSU email (if at all possible). It is your responsibility to check D2L and/or KSU email (if at all possible) and be prepared for class.

**E. Regarding Course Changes:**
Each semester’s HIST 2271 course is unique as is each individual class. A syllabus is a general plan for a course. As the professor, I reserve the right to make adjustments to the syllabus and its related course calendar so as meet the needs of the class as a whole. Any changes will be for good cause and will be announced in class (if possible) and through D2L.