Syllabus – HIST 3100
Historical Methods
Fall 2014
Classroom: Social Sciences 2033
Meeting Times: T & T: 11:00am-12:15pm

Instructor: Dr. Kay Reeve
Office: SO 4102
Phone: 470-578-6143

Office Email: kreeve@kennesaw.edu
See note below on use of D2L email

Office Hours: T & Th 12:45--2:00 and by appointment
Additional meeting times are available and will be announced

Course Communication: Please use the D2L email feature for course related communications.

Additional Electronic Communications: The University provides all KSU students with an “official”
email account with the address “students.kennesaw.edu.” As a result of federal laws protecting
educational information and other data, this is the sole email account you should use to communicate
with your instructor or other University officials. I am not required to respond to Gmail, etc. accounts.
I expect your email or posted communications with me and to classmates to utilize professional
practices and adopt a professional tone.

NOTE: Please 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!

Course Description: Prerequisite: HIST 1111 or HIST 1112; HIST 2111 or HIST 2112; ENGL 1102
Corequisite: None

This course introduces students to historical inquiry as a conversation about the past. It surveys
methods, concepts, and frameworks relevant to the discipline. Students engage in the close reading of
scholarly historical work, learn and practice a variety of research methods, and analyze historical
sources. Students cultivate good scholarly practices and habits of mind that will benefit them in future
courses. Students should take this course during the second semester of the sophomore year.

Specific Section Focus: Each section may have a particular topical focus. For this section the vehicle for
learning the methods, concepts, and frameworks of the discipline will be (often) the History of the
American West. Assignments are designed to help you learn how historians think, act, and plan for the
study, interpretation, writing about 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. This
course can help you cultivate good scholarly practices that will prove beneficial not only in future content
and research courses, but can serve as a foundation for or in preparation for a career in a history related
field.
Course Objectives:
All sections of the course will be taught with the understanding that the following apply:

Because history majors need to be adequately prepared to succeed in the research and/or senior seminars, students completing HIST3100 will be able to:

1. describe and apply common disciplinary practices in scholarly historical research and interpretation (e.g., demonstrate attention to time and place, demonstrate the use of objective practices, demonstrate understanding 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. define what is meant by the term historiography and give examples of schools of thought within the discipline
8. describe and demonstrate ways in which historians enter in to scholarly conversations in a thematic or chronological field
9. identify and demonstrate ethical practices commonly adopted in the field
10. assemble analytical essays and annotated bibliographies using the practices common to the field
11. develop an historical argument based on primary sources
12. plan a substantial historical research project that utilizes primary and secondary sources

In achieving these goals, each student will complete a series of assignments designed to measure the student’s mastery of these goals in an observable manner. As well, students are expected to complete at least fifteen pages of formal writing.

Required books/readings:
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.


Additional reading assignments (provided in class, posted on D2L, or found online) will be included on the class schedule or assigned in class. You will be expected to print out some of these and ring them to class.

Other Resources: You will need plenty of printer paper, fresh ink cartridges, and a flash drive.

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 – and you probably won’t be happy with them!
Important Dates:
Last Day to Withdraw w/out Academic Penalty: Oct. 7
Fall Break: Nov. 23-29 (No class)
Last Day of Class: Thursday, Dec. 3
Final Exam Period: Thursday, Dec.10 Time: 10:30 -12:30

Class Policies:

• **ELECTRONIC DEVICES:** Cell phones, laptops, iPads/tablets, and similar devices must 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 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. There will be times I will announce or request that you use laptops, but otherwise LEAVE YOUR ELECTRONICS OFF. All activities on any such device must be directly class related.

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

• **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 expectations. COMPLETE THOSE.*

• **ATTENDANCE POLICY:** 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. You make have **TWO ‘get out of jail free’ absences.** Two others will result in a grade reduction of 6% of the final grade each. Again, students who have more than four absences will fail the class. (If you are hospitalized contact me As soon as possible.)

• **ADMINISTRATIVE NOTE:** Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. **NOTE: Last day to withdraw from a class without academic penalty: Wednesday, October 8th.**

• **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 will 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 one full hour before class begins that day. That does not excuse the absence from being “counted.”
• **Helpful Hint:** In case of an absence during which work was completed in class, make-up work will be allowed only if the absence was truly unavoidable and can be verified as such. Thus, always have Plan B for child care, transportation, and other situations that may come up suddenly but can be managed with prior planning. Tardiness due to “traffic problems” are NOT unavoidable with sufficient prior planning for possible delays. Except for truly exceptional circumstances, there will be no make-ups for missed tests. “I was in a documented coma in the hospital” is acceptable; “I had to take a friend to the airport” is not. In general, if it’s physically possible for you to be in class for an exam or other assignment, there’s no acceptable reason not to be.

• **COMMITMENT EXPECTATION:** You will be expected to spend approximately two & a half hours in class each week = in class course delivery; it is expected that you will spend an additional three to six hours on work outside of “formal” class time devoted to mastering the objectives of the course. In our case, that additional three to six hours will be spent completing labs, exercises, 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.

• **BEHAVIOR EXPECTATIONS:** Respect for Other People and Their Views: A university is typically a community of people from 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 challenge your own thinking. If the educational process is anything, it is that which forces us to read, listen, question, reconsider, and sometimes to 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. (Students: I sometimes attempt to joke about an activity in the class in a manner meant to “lighten the mood” in a demanding class. If at ANY TIME you feel that I am not being sensitive and respectful, please speak with me immediately after class.)

• **A Word to the Wise:** “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. I sincerely want you to do well in this class. It is a first step in being ready to do well in your chosen major.

**ASSIGNMENTS AND GRADE BASIS:** 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.

**CAUTION: THE BELOW MAY SEEM OVERWHELMING. BUT FEAR NOT. FULL INSTRUCTIONS, USUALLY INCLUDING SOME TYPE OF RUBRIC OR AN EXAMPLE AS A GUIDE WILL BE PROVIDED ON D2L FOR THE ASSIGNMENTS IN THE COURSE.**
Reminder: Unless otherwise specified, assignments should be done individually--no group work, copying of each other students’ papers, or plagiarism of any sort. There will be paired work in class, some group assignments, etc. But those will be clearly indicated as such. Most assignments are expected to be your work only.

I. Mechanics of Research and Writing       100 points

*In addition to the Brundage Appendices C & D, you can access some sections of CMOS and Kate Turabian’s text online or through a library for good information on the topics; you will also find the Writing Tips on D2L helpful. Unless otherwise informed, when due print two copies of above assignments, one to turn in and one to use in class as we go over the exercise.

II. Reviews of Articles                     200 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.

III. Analysis of Primary Sources        300 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.

IV. Annotated Bibliography & Brief Research Plan of Action    300 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 Assignments, Exercises, Participation, Quizzes 200 points
Includes total average from quizzes…… etc. etc.

TOTAL POINTS AVAILABLE = 1200

Grading Scale:  1080 – 1200 = A  960 - 1079 = B  840 – 959 = C
720 – 839 = D  Less than 720 = F

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.

UNIVERSITY POLICIES INFORMATION:

- Academic Integrity: Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), 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. See also https://web.kennesaw.edu/scai/content/ksu-student-code-conduct.

My Personal Policy:

#1 - I will report all cases of academic dishonesty to the SCAI.
#2 – Plagiarism in any form is unacceptable. Please see these helpful websites for help in avoiding “accidental” infractions. They count!

Examples of Plagiarism Avoidance websites:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

- ADA Compliance:
  Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability Services...
rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at www.kennesaw.edu/stu_dev/sds for more information, or call the office at 470-578-6443.

**HIST 3100: Schedule of Major Topics and Assignments for August 18 -27**

The semester full schedule will be posted on D2L by August 26 when available dates for invited guest speakers have been finalized. Be aware that due to unforeseen events or issues, some changes in the schedule (readings, activities, written assignments) may be necessary. Changes will be announced in class and/or posted on D2L as early as possible; please check regularly. It is each student’s responsibility to come prepared for class each day.

**WEEKS 1 & 2: WHAT IS HISTORY?**

Aug. 18  Tu  Introduction to the course and to each other

Aug. 20  Th  Read and be prepared to discuss: Brundage, Chapt. 1, pp. 1-3

“The Strange Death of Silas Deane.” Focus on the nature of history; the work of the historian, and the nature of historical sources.

Next Assignment: Read the article entitled, “What Does it Mean to Think Historically?”


Focus on The Five Cs and the implications for thinking like historians.

Aug. 27  Th  Continued discussion: Read Brundage, Chapter 8 (First Short Quiz here)

**Other Major Topics in the Class:**

- 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

- What Do Historians Do When They Read, Study, and Write about History?
  - You will read and analyze several scholarly articles about various topics related the history of American West. 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, writing, writing
Written exercises, papers, etc. will be used as a basis for class discussion and for assessing your advancing mastery of crucial historical skills.

- History for the Public: What is Public History?
  This topic explores one of the careers you can have or what you can “do” with history.

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

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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 (HIST3100), 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 Course Changes (again):

Each semester’s HIST 3100 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.