Spring 2016
Syllabus – HIST 3100
Historical Methods
Meeting Times: T & Th: 9:30-10:45am
Classroom: Social Sciences 2033

Instructor: Dr. Kay Reeve
Office Email: kreeve@kennesaw.edu
Office: SO 4102
Phone: 470-578-6143

Office Hours: T & Th 11:15-12:30; W- 11:00 -2:00
Other days & times are available by appointment

Important Dates During the Term:
Last Day to Withdraw w/out Academic Penalty: October 5
Fall Break: (No class meetings): Nov. 22 & 24
Last Day of Class: Thursday -Dec 1
Final Exam Period: Tuesday, Dec. 6 Time: 10:30am – 12:30pm

TEXTBOOKS & REQUIRED READINGS:
Books are available for purchase at the KSU bookstore and through various online retailers.
Please buy the edition indicated.


Jules R. Benjamin, A Student's Guide to History, 13th Ed. 2016 (Selected Topics & as Reference)


Mark T Gilderhaus, History & Historians: A Historiographical Introduction, 7th Ed., 2010 (=Out of Class Reading with ‘take home quiz”

Additional Required Readings: Many other readings will be included in the class. These will be provided in class, posted on D2L, or found online via URLs, etc. You will be expected to print out some of these and bring them to class. You may also use a laptop when approved, but DO NOT plan to read course materials on your phone! (Thus, you will need plenty of printer paper, fresh ink cartridges, and a flash drive and access to the internet throughout the term.)

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 result in lower understanding – and grades!
ABOUT THE COURSE:

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

To address these objectives each student will complete a series of assignments that are designed to introduce students to, allow practice in, and/or measure his or her mastery of these topics/objectives in an observable manner. In the process students are expected to complete at least fifteen pages of formal writing that addresses the standards, style, and goals of “writing like an historian.”
**COURSE ASSIGNMENTS, GRADE WEIGHTS, AND FINAL GRADE BASIS:**

*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. Shared will be clearly indicated as such. Most assignments are expected to be your work only.*

I. **Basics of Research and Academic Writing**  
200 points  
*Full Instructions for the following will be posted on D2L:*  
- Two or three Database Search Assignments (75 pts.)  
- Grammar, Punctuation, and Style Exercise* (25 pts.)  
- Citation Exercise(s)* (50 pts.)  
- Search & Dissection of Reviews (50 pts.)  

* Resources for these exercises: In addition to the Brundage Appendices C & D, sections of the Benjamin book, and appropriate sections of the Turabian text are directly related to each of these skills and required elements of historical research and writing. You will also find various guides and Writing Tips posted on D2L helpful. Unless otherwise informed, when the assignments above are due print two copies, one to turn in and one to use in class as we go over the exercise.

II. **Writing Reviews** (=Two 2 ½ to 3 page papers)  
250 points  
*Full Instructions for the following will be posted on D2L:*  
- One article will be assigned in class as the basis for review # 1. The second review will compare TWO articles on a topic. (# 2 = Completed with a partner). Each review is to be approximately 21/2-3 1/2 pages. Review # 1 is worth 100 pts; Review # 2 is worth 150 points.

III. **Analysis of Primary Sources** (= 3 to 4 page paper with an ‘abstract)  
250 points  
*Full Instructions for the following will be posted on D2L:*  
- 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. **Research Plan of Action**  
100 points  
*Full Instructions for both of these will be posted on D2L and discussed in class with related*  

IV. **Annotated Bibliography & Process Journal**  
100 points  

VI. **Additional Short Exercises, Class Participation, Quizzes, etc.**  
200 points  
- Includes total average from quizzes, in class work, etc.

VII. **Short Final Exam or Equivalent Assignment(s)**  
100 points  

**TOTAL POINTS POSSIBLE =** 1200  
**Grading Scale based on % of 1200 total points available:**

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ADDITIONAL KSU GRADE POLICIES:
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.

HIST. 3100 COURSE POLICIES:

COMMUNICATION POLICY/REQUIREMENTS:
Course Communication: Please use the D2L email feature for course related communications.

NOTE: Please check D2L regularly for assignments, readings, and messages. D2L is the preferred means of communication outside of class for course related communications. You are responsible for checking the course site and email in a timely manner prior to each class meeting for any updates.

Under University Policy all KSU students have 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 -with D2L as extension of that official student email.

ACADEMIC HONESTY: PLEASE REVIEW THE UNIVERSITY POLICY FOUND BELOW;
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
https://owl.english.purdue.edu/owl/resource/589/01/

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.

ATTENDANCE: Students should attend all sessions of the class. No distinction is made between “excused” or “unexcused” absences. You may have TWO ‘get out of jail free’ absences that do not count against you. Beyond those two, others will result in a grade reduction of 10% of the final grade for the next two absences, and 20% for an additional (=5) absence. Students who have more than five absences will fail the class. (Note: If you are hospitalized contact me as soon as possible.)
Tardiness: 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 tardiness will count as at least ½ a class absence as course content was missed, and comings-and-goings of students after class begins and before it ends disturb other members of the class and the instructor. = Always have Plan B for child care, transportation, and other situations that may come up suddenly, but can be managed with prior planning. In general, there will be no make-ups for missed quizzes or in class graded assignments UNLESS the absence was due to a medical issue. “I was in a documented coma in the hospital” is acceptable; “I had to take a friend to the airport” is not.

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,” but I will accept the work. In general, work missed due to documented health related circumstances may be “made up.” Work missed under other circumstances cannot be made up.

COMMITMENT EXPECTATION: You are expected to spend approximately two & a half hours in class each week; it is expected that you will spend an additional four to six hours on work outside of “formal” class time devoted to mastering the objectives of the course. In our case, those additional hours will be spent completing labs, exercises, readings, and other assignments related to the course. When major assignments (papers, etc. are due) you may spend much more time in any given week. 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 be successful in the course. NOTE: IN THIS CLASS SOMETHING IS DUE ALMOST WEEKLY. At times, this may seem overwhelming, but fear not. Full instructions, usually including some type of example as a guide OR A rubric will be provided on D2L for the assignments in the course. Some assignments are completed in “teams.” Stay committed and you will be successful.

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 FOR EACH CLASS ON TIME. Come to class able to participate in a meaningful way and able to interact with your peers as a prepared “partner.”

BEHAVIOR EXPECTATIONS: Respect for Other People and Their Views is expected. 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. 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.

Personal note: I sometimes attempt to joke about an activity or other elements that are a part of what is “going on in the classroom” as we march through what could be LOTS of work; I intend 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.
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.

   4. The BEST of the best sites for help with Writing is the Purdue Online Writing Center found at: https://owl.english.purdue.edu/

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 Your Success:
   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. Please do not hesitate to make an appointment and ask for individual attention and support. I WANT THIS CLASS TO BE A REAL SUPPORT FOR YOUR SUCCESS IN YOUR MAJOR.

E. Regarding Syllabus/Course Changes:
   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. Sometimes assignments are “dropped.” Additional assignments are (almost) NEVER added.
HIST 3100: Schedule of Major Topics and Assignments

Weeks One & Two

The semester full schedule will be posted on D2L by August 24 (at the latest) 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) are always 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 & AN INTRO. TO WHAT HISTORIANS DO

August 16 - T  Introduction to the course and to each other

August 18 - Th  Read and be prepared to discuss: Brundage, Chapter 1, pp. 1-3; and “The Strange Death of Silas Deane.” (Posted on D2L.) Be prepared to discuss the nature of history and the work of historians. We will continue this discussion on Tuesday the 23rd with additional readings.


Print out article and bring to class = Focus on The Five Cs of history as fundamental to the discipline & how historians think.

August 25 - Th  Read Brundage, Chapter 8; Conclude discussion of the nature of “history” and “historians.” First Short Quiz on all readings to this point.

LOOKING AHEAD to OTHER COURSE TOPICS:

The Historian’s World:  Resources and Skills

- Databases, Archives, Libraries – basic research skills
- Professional Skills – writing, researching, analyzing, interpreting, citing
- Sources: Primary Sources v. Secondary Sources v. “google!”

- 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, exploring secondary sources written by historians.

- History in in Raw: Archives and Archival Work:
  Archives are often the “heart” and “goldmines” for historical research. This topic also introduces one of the careers historians can have.

- Doing What Historians Do – Yourself! – All the exercises and papers=
  Reading, analyzing, drawing conclusions, and writing, writing, writing.
• The Bigger Picture: What is Historiography? (A brief introduction)
  Understanding Historical Debates and how “history” can Change over Time
  (We will briefly explore “historiography” at various “levels.”)

• 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.

• History & Teaching History – Related?

All topics covered, the exercises, papers, etc. completed in the class are used as a basis for the exploration of fundamental historical concepts and the “practice” of skills that address each of the learning outcomes for the course. =What doesn’t kill you makes you stronger. :^) . Each is used assess your advancing mastery of historical thinking and skills. Each builds on the one before – or returns to a basis foundation --and all are related. To tie all the skills and concepts you will practice developing a topic/question and create a plan for researching that question – something you will do in each of your required research seminars in the major.

NOTES:
ADDITIONAL RELEVANT UNIVERSITY POLICIES INFORMATION:

Academic Integrity Statement: 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.

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 Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success 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. For more information please visit their website, sss.kennesaw.edu/sds.