

Historical Methods

HIST 3100

Fall 2017
MW 11:00-12:15
Social Sciences 2033

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This section of Historical Methods will emphasize historical memory and the history of Georgia, but the class should be interesting and useful to all History and History Education majors.

Required books/readings: Kate Turabian et al., *A Manual for Writers of Research Papers, Theses, and Dissertations* (8th ed.); Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing* (5th ed.); and additional reading assignments listed on the schedule.

Grades for the course are based on a series of article reviews (25% of the course grade); a historiographical essay (15%); quizzes (10%); three “exercises” (15%); and the final project (35%). These assignments will be explained more fully in class and on D2L. **Students must make a passing grade on the final project to pass the class.**

We will have frequent brief quizzes that will cover readings, discussions, assignments, anything we’ve done in the class. And they cover the whole term (which means you need to remember everything we do—I might give you a punctuation quiz on the last day of class, for example). They will generally be given at the beginning of class, and they cannot be made up.

The course is based largely on what we do in the classroom, so students should attend all sessions of the class. **Students who miss more than four class sessions will not pass the course.** This includes the first week of class. Note that absences are absences; there is no distinction between “excused” and “unexcused.” Students who arrive late or leave early will be counted present **at the discretion of the instructor.** Note: Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

This is not an especially difficult class, but it requires a lot of work. You have perhaps heard it said that students should expect to spend an average of 2½ to 3 hours outside of class for every hour they spend in class. This is a reasonable expectation for this course. Students should also understand that completing the class does not guarantee passing the course.

If you have any difficulties regarding this class, please make an appointment so we can talk about them. The sooner we can resolve problems, the better for all concerned.

Below is the statement on “Plagiarism and Cheating” from the KSU Student Code of Conduct:

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit.... 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 [quotation marks], 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).

All cases of academic misconduct in this course will be reported to the Department of Student Conduct and Academic Integrity and will result in a lower grade (usually an F) for the class. If you have any questions about this policy, see the instructor.

Cell phones and similar devices should be turned off and put away during class. Do not use them during class time. Laptop computers are allowed for course work only; other laptop use can be distracting to other students (and sometimes to the professor as well). Students should not study for other classes during ours; from 11:00 to 12:15 on Mondays and Wednesdays, you should consider this class to be your full-time job.

Assignments are due as described on the syllabus. Except in truly exceptional circumstances, I will not accept late work. “In a documented coma in the hospital” will usually get you a brief extension; “I didn’t feel well,” “my family went out of town for the weekend,” “my car wouldn’t start,” “my girlfriend had a headache,” and the like generally won’t. If you are unable to be in class to submit work that is due that day, email it to me by class time to show that you completed it as required. Also send an explanation of why you won’t be in class to turn it in.

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 <http://sds.kennesaw.edu/>, or call the office at 470-578-6443.

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.

Papers should be written thoughtfully and carefully. They should scrupulously follow "A Few Writing Tips," available on D2L. There should be no typos, no punctuation errors, no grammatical slips. These writing mistakes will result in a lower paper grade.

article reviews The review is not a paper on the subject of the article; rather, it is a paper on what the article says about that subject. So for the first review, you are not writing on women in the Civil War, you are writing on what the Williamses say about women in the Civil War. What is the thesis of the article? This is extremely important. What is the point of the article? How does it change our understanding of the topic? (Hint: Footnotes can be useful here.) How is the article organized? How does this organization help advance the argument? What sort of evidence do the authors use? How do they use that evidence?

final project The final paper is a prospectus for a research project that touches on some aspect of the themes discussed in this course. The paper will consist of a five-page discussion of your topic and thesis and an annotated bibliography of five secondary and five sources that you would use in the project. The annotations should not only describe the sources, they should tell in some detail how the sources will fit together, how they to contribute to defining your topic and proving your thesis. This is a big project. Students should begin working on it early in the semester.

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

The following are the approved **course objectives** for HIST 3100.

At the end of this course, students will:

- be able to articulate what is encompassed by the discipline of history.
- recognize and follow ethical conventions of the discipline.
- understand the concept of an historical argument.
- know how to 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.
- be able to identify different types of sources (primary/secondary).
- be able to locate secondary sources and book reviews using electronic and hardcopy indices.
- know how to write a scholarly review.
- have visited and become familiar with the structure and philosophy of finding aids and other research aids available in an archive.
- have become practiced in evaluating and interpreting primary resources.
- be able to develop a valid historical argument from primary sources.
- understand how academic historians locate and develop research topics, and be able to do this themselves.
- understand how historians position their research within a larger framework, and be able to do this themselves.
- know and be able to apply the Chicago Manual of Style as it is used by major journals in the history profession.
- have become practiced in giving formal presentations.
- understand the differences between academic and public history.
- have become practiced in planning, drafting, and completing formal written work. 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.

SCHEDULE

Readings listed below should be completed before class.

Aug.	14	M	introduction—to the course and to each other
	16	W	read Edward J. Cashin, “Will the Real Georgia History Rise and Be Recognized,” <i>GHQ</i> 65, no. 1 (Spring 1981): 1-6 (available on D2L); and read “‘So Help Me God’: Not Unpresidential, but Unpresidential,” in <i>Like the Dew: A Journal of Southern Culture & Politics</i> , 3 Jan. 2017 (available at http://likethedew.com/2017/01/03/so-help-me-god-not-unpresidential-but-unpresidential/ - .WW0G8slw914)
	21	M	read “The Strange Death of Silas Deane” (available on D2L)
	23	W	history, historians, and historical sources: read <i>Going to the Sources</i> , chaps. 1-2
	28	M	read Turabian, Part 3 (esp. Chaps. 20-25); grammar/punctuation/style exercise due
	30	W	more on grammar, style, punctuation, and such
Sept.	4	M	no class (Labor Day)
	6	W	Rebecca Felton and bibliographical databases: read material on D2L
	11	M	more on bibliographical databases; read <i>Going to the Sources</i> , chap. 3
	13	W	read Teresa Crisp Williams and David Williams, “‘The Women Rising’: Cotton, Class, and Confederate Georgia’s Rioting Women,” <i>GHQ</i> 86, no. 1 (Spring 2002): 49-83; article review

- Sept. 18 M discuss *Georgia Historical Quarterly* (distributed in class)
- 20 W historiographical essay: **read** *Going to the Sources*, chap. 6; also **read** entries on the Lost Cause in *Wikipedia*, *New Georgia Encyclopedia*, and *Encyclopedia Virginia*.
- 25 M finding books: **read** *Going to the Sources*, chap. 4; **read** reviews of Catherine Clinton's *The Plantation Mistress* in *William and Mary Quarterly*; *Reviews in American History*; *American Historical Review*; and *Virginia Magazine of History and Biography*; write a two-page paper (**review exercise**) in which you describe the Clinton book and discuss and explain the differences among the reviews. In general, why might historians read book reviews? Note: For this paper, do not worry about citing the reviews; refer to them using the reviewer's name.
- 27 W **read** *Going to the Sources*, chap. 5
- Oct. 2 M Turabian, Part 2 (Chaps. 15-17 only); **citation exercise**
- 4 W more on citations and such
- 9 M **read** Fred Arthur Bailey, "The Textbooks of the 'Lost Cause': Censorship and the Creation of Southern State Histories," *GHQ* 75, no. 3 (Fall 1991): 508-33; **article review**
- 11 W **read** *Going to the Sources*, chaps. 7-8
- 16 M **historiographical essay due**
- 18 W Sturgis Library special collections
- 23 M **read** K. Stephen Prince, "A Rebel Yell for Yankee Doodle: Selling the New South at the 1881 Atlanta International Cotton Exposition," *GHQ* 92, no. 3 (Fall 2008): 340-71; **article review**

Oct.	25	W	read Thomas Andrews and Flannery Burke, “What Does It Mean to Think Historically?” https://www.historians.org/publications-and-directories/perspectives-on-history/january-2007/what-does-it-mean-to-think-historically and Tim Lacy, “The Nine Cs of Historical Thinking,” https://thinkingthroughhistory.wordpress.com/2013/05/03/the-nine-cs-of-historical-thinking/
	30	M	Elizabeth Gillespie McRae, “Caretakers of Southern Civilization: Georgia Women and the Anti-Suffrage Campaign, 1914-1920,” <i>GHQ</i> 82, no. 4 (Winter 1998): 801-28; article review
Nov.	1	W	no class—individual conferences, work on projects!
	6	M	read newspapers and the Sam Hose lynching (D2L)
	8	W	no class—individual conferences, work on projects!
	13	M	read Jerome L. Sternstein, “Historical Fraud and the Seduction of Ideas: The Poulshock Case,” available at http://hnn.us/articles/568.html
	15	W	no class—individual conferences, work on projects!
	20	M	no class (Thanksgiving break)
	22	W	no class (Thanksgiving break)
	27	M	class meets to discuss projects; no new assignment
	29	W	no class—individual conferences, work on projects!
Dec.	4	M	presentation of final projects
	6	W	presentation of final projects, continued; final papers due (note: This is our assigned final exam time, 10:30-12:30.)