HIST 2270 Intro to Themes in History  
(Civil Rights Movements)  
Section 03/Tuesdays, 3:30 to 6:16 p.m.

Instructor:
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Office hours: by appointment

Texts available for purchase at the bookstore:

Other readings are available on WebCT Vista or at the Center for Regional History and Culture or the KSU library. Download the latest version of Acrobat Reader so that you can easily access the readings. Otherwise, you will have to print them out from the labs at school.

Other purchases: We will be writing and reviewing drafts in class. You should have your ID/print card available so you can print drafts during class.

Course Description: This is reading-, writing-, and exercise-intensive course that surveys basic methods and concepts relevant to the discipline 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 that will benefit you in future content and research courses.

This particular section of Intro to Themes in History will focus on civil rights movements. That is, your research, analysis, and writing assignments will examine major themes in the history of civil rights and justice movements. At least one assignment will make use of the Cobb County NAACP collection at the KSU archives.

At the conclusion 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 planning, drafting, and completing formal written work. It is expected that students will have completed a total of 15 pages (approximately 3250 words) of formal written work at the conclusion of the course.

**WebCT Vista** Course materials, updates, etc., will be available on WebCT Vista ([http://vista.kennesaw.edu](http://vista.kennesaw.edu)).

***You are required to check this site and your email daily.*** I will ask you for your preferred email address on the first day of class.

**Academic Honesty:** Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II 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 University Judiciary Program, 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. *All cases of academic misconduct in this class are reported to Department of Student Conduct and Academic Integrity.*

**Quizzes.** There will be quizzes on readings, lectures, assignments, and other materials throughout the course (expect a quiz every time we meet). All quizzes, assignments, and labs are cumulative. That is, you are expected to retain and use all material delivered throughout the course. Quizzes may be announced or unannounced.

NOTE that you will not be directly quizzed on material from the Williams text. Rather, you’ll be expected to show mastery of that material in your assignments.
Assignments. You will complete a variety of assignments in which you are required to locate, read and analyze primary and secondary resources. Some assignments will require you to compile your findings and analysis in three to five page papers. Others will require you to present your findings to the class. Some will require both. These assignments will help you practice your research, analytical, writing, and presentation skills as you gain a broader, deeper and more meaningful understanding of the practice of historical research, analysis, and writing. See the “major assignment index” toward the end of this syllabus for assignment descriptions.

Assignments are due at the 3:30 p.m. on the day specified, whether you are in attendance or not, and whether we hold class or not. You lose 10 points for each day that an assignment is late. The “late clock” begins at the time the class normally begins.

Rather, you’ll be expected to show mastery of the material covered in the Williams text in your assignments.

In-class assignments. Many classes will be spent completing library activities or other skills-focused lab work. Lab work is due at the end of that class session unless otherwise announced or stated in the syllabus. We also will complete writing exercises and short papers reflecting on the research and writing process.

Grade breakdown:
Major Assignments* 40%
Quizzes* 35%
Participation 10%
In-class assignments 15%

* Your “assignments” average must be above a 70.0% to receive a C or higher in this class, and your “quizzes” average must be above a 70.0% to receive a C or higher in this class. You must complete all assignments to receive a final grade of 70.0% or higher.

Grade scale:
A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

Preparation and participation:
You are expected to have all assigned reading and required work finished before the start of class and to participate in class. Students that are not prepared for class may be asked to leave and will be marked as absent. Bring your readings to class on the day they are to be discussed.

Attendance:
Attendance is required. If you arrive late or leave early, your participation grade that day will be penalized. Your tardiness may also be counted as a partial absence.

You can miss one class without your final grade being penalized directly. After one absence, your FINAL GRADE will be penalized five (5) points for each additional day missed. This is in addition to penalties accrued from missed quizzes, labs, and participation.
I do not differentiate between excused and unexcused absences.

**Other matters:**
You are expected to behave respectfully to your colleagues, me, and to our guest speakers. Disagree politely. Allow others space to talk, discuss, and respond to material.
Tuesday, January 13

Part I. Syllabus discussion/contact info/WebCT

Part II. In class we'll discuss the following:

- What do historians do? Are there different types of historians?
- What types of questions do historians ask (as opposed to the types of questions researchers in other disciplines ask)?
- What makes history different from the other humanities and social science disciplines?
- What types of sources do historians use in their research?
- For what purposes do historians do research? (Literally, what is the end product?)
- What are the differences between primary and secondary sources?
- How do we evaluate primary and secondary sources?
- Are the skills used by scholarly historians transferable to other jobs or fields?

Tuesday, January 20

HAVE READ: Turabian pp. 3-11; Williams ch. 1


PART I. Quiz on the syllabus!

PART II. In class we'll discuss:

- Is the journal a scholarly research journal? How would you know?
- Who is the author? Is he/she a reliable source?
- What primary sources does the author use to make his or her case?
- What is the author’s argument?
- How is the article organized? Highlight the “introduction” to the article. What types of information are included in the introduction? What is included in the “conclusion”? Is it simply a re-hashing of the introduction?
- How does the author handle multiple citations?
- What types of things is the author quoting in her article? How are the quotes introduced into the narrative?

PART III: Field trip to the Center for Regional History and Culture (5th floor, SO)

In this part of class we'll look at old-fashioned, printed journals including the *Journal of American History*, *American Historical Review*, or the *Journal of Southern History*. In class we’ll discuss the following:

- Choose two different journals and spend about 30 minutes skimming through them and reading what interests you. Note the following and be prepared to discuss on-line:
- What kinds of writing does they contain?
- What field does the journal limit itself to?
- What is the review process for work submitted to the journal? (Look that up if it doesn’t say within the journal itself.)
- Who is writing for these journals? Who is reviewing for them?
- Is the journal “peer reviewed”?

You need to leave this class able to describe the contents of an academic peer-reviewed journal.

Tuesday, January 27

BEFORE ARRIVING IN CLASS, COMPLETE THE FOLLOWING:

PART A.

READ the FOUR book reviews that are posted under “Readings” on WebCT Vista.
BEFORE COMING TO CLASS: Think about the following questions as you read the book reviews. These book reviews are models for what you'll be doing in BR1 and BR2.

- Who is reviewing the book(s) and what are their credentials? Why does that person have the authority to review that particular book?
- What is the general format of the book review? (Is it different in your other journal?)
- How long is it?
- What does the reviewer assess?
- Is their review negative or positive?

PART B

BEFORE COMING TO CLASS, SKIM the article by (1) reading the whole intro, (2) reading the whole conclusion, (3) then reading the first and last sentences of each paragraph. Then quiz yourself. What is the article about? How does she make her case? What’s effective and ineffective about skimming in this way?

After skimming and quizzing yourself, READ the entire article.

IN CLASS, we’ll discuss your reading and revisit questions we discussed last week:

- Is the journal a scholarly research journal? How would you know?
- Who is the author? Is he/she a reliable source?
- What primary sources does the author use to make her case?
- What is the author’s argument?
- How is the article organized? Highlight the “introduction” to the article. What types of information are included in the introduction? What is included in the “conclusion”? Is it simply a re-hashing of the introduction?
- How does the author handle multiple citations?
- What types of things is the author quoting in her article? How are the quotes introduced into the narrative?

Tuesday, February 3

HAVE READ: Turabian chapters 15, 16, 17; Williams chapters 2-3; Presnell chapters 1, 3-5
BRING YOUR TURABIAN BOOK TO CLASS!

PART I. Visit from KSU Writing Center tutor.
PART II. Using your Turabian book.
PART III. We will start a lab (LAB1, due in 2 weeks) that will help develop your skills in finding primary and secondary historical resources. You’ll also become practiced in properly citing these resources. The lab will help you address the following questions: Where do I find a scholarly, historical article to review for A1? What qualifies as a “historical” article? Is this journal really “scholarly”? How do I find book reviews and exhibit reviews? You probably will not finish the lab in class, but will have to complete it on your own time.

Tuesday, February 10
DUE: BR1.

HAVE READ: Rampolla.annotated bib (on WebCT)

HAVE READ:
http://owl.english.purdue.edu/handouts/general/g1_sentclar.html
http://owl.english.purdue.edu/handouts/grammar/g_actpass.html
http://owl.english.purdue.edu/handouts/grammar/g_dangmod.html

In class we’ll cover the following:
PART I. Presentation and discussion of book reviews (that is, you’ll do your presentations for BR1)
PART II. Discussion of annotated bibliography
PART III. Workshop on Plagiarism

BY TODAY: You should know how to cite scholarly books and articles with one or multiple authors, and edited collections (books).

Tuesday, February 17
**DUE: LAB1.** EMAIL the completed lab to me and bring one hardcopy to class for you to mark-up and correct.
READ: Williams chapters 2-3, 5-7, 9-10

You are REQUIRED to take a draft of your AR1 to the Writing Center (and have them email me re: your meeting) before you turn in your RE next week.

Tuesday, February 24
**ASSN AR1 DUE.** Email me your AR1 by 3:30 p.m..
**DUE: BRING a potential topic for your annotated bib assignment.** It is ok if you modify your topic (or ditch it altogether!) during or after the lab. We’ll work on identifying sources for your annotated bib in class. At the end of class, you’ll email me a list of 10 potential annotated bib entries.

In class we’ll cover the following:
PART I. Discussion of LAB1
PART II. In class we will complete a lab on locating secondary sources related to your annotated bibliography topic. This will count as an in-class assignment.

Tuesday, March 3
**HAVE READ Turabian chapters 9, 10, 11, 12, 14**

In class we’ll cover the following:
Primary Resource workshop (this is when we’ll beginning looking at archival resources for your RE assignment)

Tuesday, March 17
**HAVE READ: Presnell chapters 6-9**
**DUE: ASSN AR2.** Email me your assignment by 3:30 p.m..

Primary Resources workshop

**Tuesday, March 24 -- NO CLASS MEETING**
Use this time to peruse the primary sources available.

Tuesday, March 31
**DUE: BRING to class two hardcopy drafts of your annotated bib assignment.** Your draft should include at least FIVE fully developed annotation paragraphs and five more titles for which you plan to add annotations. Your colleagues will be critiquing your work OR we will be critiquing it as a class.

I will not be reviewing and commenting on these drafts beyond the in-class critique.

Tuesday, April 7
**DUE: AB.** Email me your completed annotated bib assignment by 3:30 p.m.
**HAVE READ: Williams chapters 7, 8, 9, 10**
In-class we’ll begin LAB2. If you don’t complete the lab in class, you’ll have to complete it on your own time.

Tuesday, April 14
**DUE: BRING to class one fully developed, primary source-driven paragraph from your RE for your colleagues to critique.** Remember to incorporate writing practices you’re read about in Williams! Do NOT bring your paper’s introductory paragraph; bring a paragraph from the body of your paper. You will be asked to read your paragraph aloud. Plan to critique yours and your colleagues’ drafts. Participation counts!

I will not be reviewing and commenting on these drafts beyond the in-class critique.

Tuesday, April 21
**DUE: LAB2.** Email me your lab before 3:30 p.m..
**DUE: BRING two copies of fully developed drafts of your RE** These should not be half-formed, poorly written papers, but complete works – ALL FIVE PAGES. We will read your paper out loud in class. Be prepared to critique your own and your colleagues’ papers in class! Participation counts!

You are REQUIRED to take a draft of your paper to the Writing Center (and have them email me re: your meeting) before you turn in your final RE next week.

Tuesday, April 28
**DUE: RE.** Email me your assignment by 3:30 p.m..
Final wrap up and quiz.
MAJOR ASSIGNMENT INDEX

LAB1. To be discussed in class.

LAB2. To be discussed in class.

(BR1) BOOK REVIEW PRESENTATION. Locate, copy/print, and read TWO book reviews for one scholarly history book that covers some aspect of civil rights. Be prepared to do a short presentation on the book reviews in class. Your presentation should give the name of the book reviewed, who reviewed it and in what journals, a brief description of the book (as described by the reviews) including the book’s argument, and what the reviewers liked and didn’t like about the book. You will be penalized for reading directly from the book reviews during your presentation.

(AR1) ARTICLE REVIEW 1. Write an approximately 750 word review of a research article published in a scholarly journal on some topic related to U.S. civil rights. You should model your paper on the book reviews that we have read and discussed as part of this class. You are expected to develop a formal, well-written, coherent paper. If you use outside sources, you are expected to cite sources using the appropriate style footnotes or endnotes. In the case of reviews like this, any citations to the article you are reviewing can be made by putting the page number in parentheses. Make sure you follow the review format we discussed in class. Note that your paper may be read by your colleagues as a part of an in-class exercise. You can use this article as part of your annotated bibliography.

(AR2) ARTICLE REVIEW 2. Write an approximately 750 word review of a research article published in a scholarly journal on some topic related to U.S. civil rights. You should model your paper on the book reviews that we have read and discussed as part of this class. You are expected to develop a formal, well-written, coherent paper. If you use outside sources, you are expected to cite sources using the appropriate style footnotes or endnotes. In the case of reviews like this, any citations to the article you are reviewing can be made by putting the page number in parentheses. Make sure you follow the review format we discussed in class. Note that your paper may be read by your colleagues as a part of an in-class exercise. You can use this article as part of your annotated bibliography.

(AB) ANNOTATED BIB ASSIGNMENT. Develop an annotated bibliography of 10 secondary, historical sources relating to some topic related to U.S. civil rights. Your sources must be scholarly books or journal articles; articles from newspapers, magazines, or non-scholarly journals are not acceptable. Your bibliography must include a brief summary or statement of your overall topic at the top of the first page. If there is not an obvious connection between the book/article chosen and your topic, you must include some rationale for its inclusion within the book/article summary. You may NOT use any of the required readings in this course in your annotated bibliography. We will discuss the structure and intent of an annotated bibliography in class.

(RE) RESEARCH EXERCISE. In this assignment, you’ll be assembling a very short research paper using primary resources I supply to you or that we gather from the NAACP collection at the KSU archives.

You should model your RE on the research articles and books you’ve been reading as part of this class. That is, your argument must be driven by primary sources. You are expected to develop a formal, well-written, coherent paper of at least 1250 words (approximately five pages). You are expected to cite sources using the appropriate style footnotes or endnotes. You must use at least seven primary sources in your paper, and I suggest using more. You should be prepared to read portions of your draft and final paper aloud as a part of an in-class exercise. You will also be reviewing each other’s papers in class.

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