Instructor:
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Office: Social Science building, #4114
Face-to-face office hours: by appointment
Virtual office hours: Tuesday, 3 to 4 p.m., Thursday 5 to 6 p.m., other days and times by appointment

Prerequisite: ENGL1101 and HIST2112

Course overview: This is reading-, writing-, and exercise-intensive course that covers core methods and concepts relevant to the scholarly practice 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 and habits of mind that will benefit you in future content and research courses.

Unlike many of your other history courses, this class is not focused on content delivery as such. Rather, it is primarily intended to foster the skills and dispositions needed to do history as a scholarly endeavor. Of course, you are required to learn and understand the assumptions and practices of our discipline (that’s the “content” of the course), but you will spend most of your time developing and practicing research and interpretative skills.

Not surprisingly, then, this course incorporates active learning principles and practices. You will learn by doing. And you will broaden and deepen your learning and understanding by entering into conversation (virtually!) with your colleagues about this work.

This particular section of Intro to Themes in History uses the U.S. modern civil rights movement as its topic. By adopting a specific theme, we can see how scholars enter into conversation with each other about a field, and how they build on each other’s work over time. You are not expected to have any previous knowledge of U.S. modern civil rights movements before beginning this course.

In this course, you will be introduced to new skills and concepts, and you will learn to read history in a different way. You may experience some discomfort with these new ideas, and you may even feel overwhelmed at some points during the semester. You are not alone. It is rare for anyone to have done “original” historical research before enrolling in this class. Most people don’t know a footnote from an endnote. Some people haven’t visited the library prior to taking
HIST2270. Many have never taken an online course before. And most are somewhat apprehensive about the technology. NO FEAR! Contact me if you need help.

COURSE GOALS:
At the conclusion of this course students will be able to:

• describe and apply common disciplinary practices/assumptions in historical research and interpretation (e.g., attention to time and place, use of objective practices, recognition that scholars interpret and that “history changes”)
• define and distinguish between the major forms of scholarly historical writing (e.g., reviews, journal articles, historiographical essays)
• describe the major library resources available to historians and apply them in the appropriate contexts
• identify, differentiate between, and use indexes/databases to respond to particular historical research questions
• locate secondary sources and book reviews
• describe practices of and tools used in archival repositories
• describe and demonstrate ways in which historians enter in to scholarly conversations
• identify and demonstrate ethical practices commonly adopted in the field
• assemble analytical essays and annotated bibliographies using the practices common to the field
• assemble an historical argument based on primary sources
• plan a substantial historical research project that utilizes primary and secondary sources

Delivery of the course: This is an online course delivered through GeorgiaVIEW Vista (http://vista.kennesaw.edu). There are no required face-to-face class meetings; however, I may request to meet with you individually to discuss course progress.

You are required to check our Vista site daily.

Technology requirements: You must have regular access to high speed internet, a web browser (with java, flash, and other components needed for audio/video delivery), and word processing software. If you do not have access to this technology at home, I recommend that you use the university computer labs.

Here are the technology resources KSU recommends for online course participation: http://www.iddresources.org/qm/GuidelinesAndExpectations.html

If you have any problems with technology, including GeorgiaVIEW Vista, contact IT Services (its.kennesaw.edu/students or 7704993555).

Texts available for purchase at the KSU bookstore (and various online retailers):
Other readings are available from the library databases.

Other purchases:
HEADPHONES. Headphones will help tremendously when you’re watching and listening to the video tutorials.

COURSE ORGANIZATION AND POLICIES

Organization of course: This course is organized into modules. There is one module for every week in the course. Each module includes a number of different activities, such as a reading, an exercise, a practice quiz, participation on the discussion board, or a “real” test. You can find the modules on GeorgiaVIEW Vista.

Our module “weeks” begin and end on Tuesdays at 5 p.m..

You are expected to complete the week’s module by the end of the week in which it is assigned, and I will frequently prevent participation some course components after the due date as passed. I will not post the modules more than one week in advance. This means you won’t be able to work very far ahead in this course. Some modules require interaction with other students (online), so it’s imperative that you keep up with the week-to-week activities.

The dates/times for module and assignment completion are given in the CALENDAR (which is posted as a separate .doc file).

As in traditional face-to-face, three credit hour courses, you will be expected to spend approximately three hours online each week for formal course delivery, and then an additional 3 to 6 hours in work outside class. In our case, you will spend additional time each week on your own completing labs, reading, and other assignments related to the course. In sum, for a 15 week (fall or spring) semester, you are expected to commit, on average, 6 to 9 hours on this course each week. In an 8 week (summer) semester, you should commit 12 to 18 hours per week on this course. I have made every attempt to spread the work evenly across the semester.

Communicating with me: I am easily accessible through regular email and GeorgiaVIEW Vista. (I can respond more quickly through regular email [llands@kennesaw.edu].) I will make every attempt to respond to you within 24 hours (M-F). If I leave town for a conference or otherwise expect to be away from communication devices for an extended period of time, I will let you know beforehand.

Virtual office hours: This semester I am test-driving “virtual office hours”. That means I’ll make sure that I’m available through GeorgiaView Vista’s chat tool on Tuesdays from 3 to 4 p.m. and Thursday from 5 to 6 p.m.. If you see that I am available on chat on other days and times, feel free to message me. I can also be available on chat on other days and times; just contact me for a “virtual” appointment.
Informal communication: You are welcome (but not required) to use this section’s Facebook group to communicate with each about coursework and related matters:
http://www.facebook.com/groups/206167829419558/

Ack! I’m having trouble with this course! If you are struggling with the material, activities, or major assignments in this course, make an appointment to see me immediately. I am on campus regularly and am glad to discuss the course and your progress face-to-face.

Academic Honesty: 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 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, 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 are reported to the Department of Student Conduct and Academic Integrity.

Learning Support Services: If you have a specific physical, psychiatric, or learning disability and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the disAbled Student Support Services office, located in the Student Center room 267, and obtain a list of approved accommodations. More information is available at http://www.kennesaw.edu/stu_dev/dsss/dsss.html.
MODULE LEARNING ACTIVITIES

Each module includes a number of different activities, such as a reading, a wiki exercise, a practice quiz, participation on the discussion board, or a “real quiz.”

UNGRADED ACTIVITIES: A number of module activities are designed to help you develop skills incrementally, or broaden and deepen your knowledge through application of concepts and peer review of each other’s work. While you are not graded on these activities as such, you are required to participate in these activities and complete these exercises. I also encourage you to test your knowledge by posting practice quizzes that you can take without penalty to your grade.

**Participation policy:**
You are required to be prepared for and participate in all online activities. Your final grade will be penalized up to 2 percentage points for each class or module in which you fail to participate in module activities in a substantive way.

I do not differentiate between excused and unexcused participation. If you know you will have to miss module activities for some reason (e.g., planned surgery), be aware that your final grade will be penalized according to the participation policy. By substantive way I mean that you should respond thoughtfully to questions and in a way that demonstrates that you have completed readings, module tutorials and/or other assigned activities.

**Markers of substantive participation:** If there’s a practice quiz available, you’ve taken it. If there’s a wiki exercise, you’ve submitted a thoughtful response that indicates that you followed the directions and completed any required tasks. If there’s a peer-review exercise, you’ve offered substantive responses to your colleague’s work and demonstrated knowledge and understanding of material covered in the course. You don’t always have to be correct in your responses to practice quizzes and module exercises! Rather, these interactions and exercises allow you and me to identify areas of competency and areas in need of more class discussion or individual assistance.

**Markers of insufficient or poor participation:** You’ve made no attempt at a practice quiz. You have not participated in exercises at all, or have responded in a way that indicates that you did not complete the required readings, tutorials, or other material. In peer-review exercises, you failed to comment as required, or you made cursory, incomplete remarks.

I frequently respond to module activities such as wiki postings during the module week in which activities are assigned. Feedback directly in to the wiki environment gives you a chance to see what I expect regarding content and clarity. Check back on the wiki site frequently to see how I am responding to yours and others’ work.

I make a practice of noting module activity within the Vista gradebook by indicators such as “good work!” or “revisit chapter 2 before the test!” I also use the gradebook and email to encourage improvement or reconsideration of some wiki responses.
TESTS. There will be three tests on the skills and concepts covered in readings, lectures, assignments, and other activities. All tests and assignments are cumulative. That is, you are expected to retain and use all material delivered throughout the course. The tests will be completed online and are only available during the module week in which they are given. Test dates are shown in the calendar that is posted as a .doc file on Vista. You cannot take tests after the module week in which they are given, and there are no make-up tests.

MAJOR ASSIGNMENTS. You will complete a variety of “major” assignments in which you are required to locate, read and analyze primary and secondary resources. Some major assignments will require you to compile your findings and analysis in three to five page papers. These assignments will help you practice your research, analytical, and writing skills as you gain a broader, deeper and more meaningful understanding of the practice of historical research, analysis, and writing. All tests and major assignments are cumulative. That is, you are expected to retain and apply all skills and knowledge acquired throughout the balance of the semester.

Major assignments are due at the day and time specified in the course modules. (The dates are also shown on the calendar that is posted as a .doc file on Vista.) You will be penalized 10 percentage points for each 24 hour period that an assignment is late. The “late clock” starts at the assignment due date and time. That is, if a major assignment is due at 5:00 p.m., you will lose 10 percentage points if you submit the assignment at 5:05 p.m..

Details of each major assignment will be provided in the modules on Vista, but here’s a brief overview of each:

Lab1, Lab2, Lab3, Lab4: The labs are step by step guides and worksheets that introduce you to library databases and hardcopy indices that help you locate primary and secondary resources on a topic of interest. Students usually find these exercises to be some of the most valuable in the course. You will find the tools and skills useful for completing your research papers, senior seminar paper, or for designing curricula and exhibits. To complete some lab questions, you will have to visit the library (the real, physical library on campus), so plan your time accordingly.

AB: Here you will develop a short thematic annotated bibliography based on scholarly secondary journal articles or books. A grading rubric is included in the assignment directions.

AE: This is a short analytical paper derived from primary resources that I will provide to you. A grading rubric is included in the assignment directions.

RP: In RP you will use the library research skills you learned earlier in the semester to plan (not implement!) a larger research project based on your AE. In other words, you are developing a “research plan” for expanding your AE. A grading rubric is included in the assignment directions.

Late policy on major assignments: Major assignments are due at the day and time specified in the course modules and on the calendar posted in Vista. You will be penalized 10 percentage points for each 24 hour period that an assignment is late. The “late clock” starts at the
assignment due date and time. That is, if a major assignment is due at 5:00 p.m., you will lose 10 percentage points if you submit the assignment at 5:05 p.m..

**GRADES:**

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

I will do my best to post major assignment grades within two weeks of an assignment due date. I will provide you with feedback within the Vista gradebook, by returning a marked-up assignment, by distributing a “key”, or by posting a video discussion of the test/assignment.