Dr. Kay Reeve  
Office: Social Science 4102  
Office hours: T-Th: 11:00-12:00 & by appt.  
Phone: 770-423-6143  
Email: kreeve@kennesaw.edu*  
* Use course email for course issues

Class Meetings: TR 6:30-7:45pm  
Room: SS 3032; on occasion we will meet in SS 5074 or a designated site.

Course Description: This reading and writing intensive course surveys basic methods and concepts relevant to the discipline of history and teaching history. Students engage in the close reading of scholarly historical work; learn and practice a variety of research methods; analyze historical sources; learn and practice proper citation form; develop analytical papers; and complete a less plan for teaching about a specific historical topic. Course content will be focused on a particular theme or period. In this class, the focus will be on topics associated with the history of the American West. Through your efforts you will begin to learn the basics of how historians and secondary teachers think, act and plan for the study, writing about, interpreting and the teaching of history. As 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 other instructional techniques. You will also learn about the history of trends in the teaching of the social studies, and be introduced to the basics of planning for teaching history in the 6-12 classroom. You will cultivate good scholarly practices that will benefit you in future content and research courses, and gain a foundation for future course work in preparation for a career as a classroom teacher.

Course Prerequisites: HIST 1110, HIST 2111, HIST 2112, and EDUC 2110

Required books/readings:
- Kate Turabian et al., *A Manual for Writers of Research Papers, Theses, and Dissertations* (7th ed.)
- Additional reading assignments (generally on-line or on the posted on the course web page) included on the schedule, found in the folders for the class meeting or assigned in class.

Class Policies:

Class Participation: Students must to come to class having completed all assignments and prepared to participate fully in class discussions and any in class activities; failure to participate in an adequate and satisfactory manner will affect the grade negatively.
Attendance: Students should attend all sessions of the class. Students who miss more than four class sessions will not pass the course. Students who arrive late, leave early, or take breaks will be counted present or absent at the discretion of the instructor, but in any circumstance, such an occurrence will count as at least $\frac{1}{2}$ an absence. Please be aware that attendance is a factor that affects class participation and success in the course.

Electronic Devices: Cell phones and similar devices should 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. Use of laptops, ipads, etc. is therefore limited to those who have a specific, verifiable need to use them.

GeorgiaView/Vista: Check regularly for assignments and messages. GeorgiaView/Vista is the preferred means of communication outside of class. I use the classroom and the course site as the major means to provide updating of course information.

Academic Integrity: All students must do their own work. From Section II A of the KSU Student Code of Conduct, modified for Fall semester 2011):

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 which 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).

If you are having any difficulties regarding this class, please make an appointment so that we can talk about them. (Because of the need for flexibility in arranging visits to schools, office hours are not scheduled, but I am available at some point most days.) The sooner we can resolve problems, the better for all concerned.

Changes in the Syllabus: 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 GaView/Vista.

Course Objectives: The following are the objectives for History 2271. At the end of this course, students will be able to:

1. articulate what is encompassed by the discipline of history.
2. recognize and follow ethical conventions of the discipline.
3. understand the concept of an historical argument.
4. 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.
5. identify different types of sources (primary/secondary).
7. write a scholarly review.
8. identify and use finding aids and other research aids available in an archive.
9. evaluate and interpret primary resources.
10. develop a valid historical argument from primary sources.
11. understand how academic historians locate and develop research topics, and be able to
do this themselves.
12. understand how historians position their research within a larger framework, and be able
to do this themselves.
13. follow the Chicago Manual of Style as it is used by major journals in the history
profession.
14. plan and give formal presentations.
15. understand the differences between academic and public history.
16. plan, draft, and complete formal written work of high quality. 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.
17. use the National Council for the Social Studies thematic standards and the Georgia
Performance Standards in designing units/lessons of study.
18. know the elements of a formal lesson plan.
19. create appropriate lesson plans for secondary (6 – 12) history students.
20. demonstrate an understanding of the approaches and concepts connecting the discipline
of history and the teaching of history.

Major Topics/Assignments:
During the course of the semester, we will address a number of specific topics. A complete
tentative course calendar, to be posted on Vista this weekend, is considered to be an addendum to
this syllabus. During the first two weeks, the topics/assignments are as follows:

Weeks #1 and 2: What is History?

Jan.  
10   T  Introduction to the course and to each other
12   Th Read, print out, bring to class & be prepared to discuss “The Strange
      Death of Silas Deane” (available on GaView/Vista). We will talk about
      the nature of history; the work of the historian, and the nature of
      historical sources.

17   T  What is History? Pt.2: History’s Mysteries
      Read and be prepared to discuss selections from By His Own Hand?
The Mysterious Death of Meriwether Lewis (Available on
GaView/Vista = Print out.). We will continue to talk about the nature of
history; the work of the historian, and the nature of historical
interpretation.

19   Th Read the article (see the link below) entitled, “What Does it Mean to
      Think Historically?” Print out and bring to class; be prepared to
discuss the content and the implications for teaching history.

Other key topics to be addressed:

- The Historian’s World: Resources and Skills
  Databases, Archives, Libraries, Primary Sources v. Secondary Sources
  Professional Skills –researching, analyzing, interpreting, writing, citing
  Related Assignments

- What Do Historians Do When They Study, Read, and Write about History?
  Read and analyze several scholarly articles about various topics related to the
  history of the American West.
  Related assignments

- The Bigger Picture: What is Historiography?
  Historical Debates and Change over Time

- Doing What Historians Do – Yourself!
  Reading, writing, analyzing, drawing conclusions

- History for the Public: What is Public History? What can you “do” with history outside
  of a book or classroom?

- History in the Schools: Assorted Topics, Tools & Skills:
  Battles over Curriculum
  Textbooks as Reflections of their Times
  Standards and Objectives

- What Do (History) Teachers do? Teaching Rooted in the Discipline
  Planning for Teaching
  Preparing Lesson Plans
  Presentations

- What Historians and Teachers Do and Don’t Do
  Professionalism
  Issues of Plagiarism

Assignments and Grades: (All courses may need to be adjusted during the semester due to a variety of reasons. Such adjustments will be announced and updates given. Any adjustments to the grading basis will be provided to you in writing.)

Assignments will be counted according to the numbers of points indicated below. There will be in-class assignments and quizzes. Late written work will generally not be accepted. If accepted, a penalty of up to 10% per day may apply for its being late. In case of an absence on the day an assignment is due, please email work to the instructor by the time it is due in class, using the course website.

Note: Unless otherwise specified, assignments should be done individually--no group work, copying of each other students’ papers, or plagiarism of any sort.
### I. Mechanics of Research and Writing 200 points
- Grammar, Punctuation, and Style Exercise
- Citation Exercise
- Bibliographical Exercise
- Writing Self Analysis

Please print two copies of each exercise, one to turn in and one to use in class as we go over the exercise. Each exercise is worth 50 points.

### II. Analysis of Book Reviews 100 points
In about three pages, discuss and explain the differences among the reviews for a book assigned in class. What do they tell the reader about the book? In general, why might historians read book reviews? Note: For this paper, you do not need to read the book; you will read only the reviews of the book. Do not worry about trying to cite the reviews; refer to them using the reviewer’s name. (See Dr. McGovern’s Writing a Review posted on GaView/Vista for additional guidance.)

### III. Reviews of Articles 200 to 300 points
At least two articles, possibly three, will be assigned in class as the basis for reviews. Each review is to be approximately three pages and is worth 100 points.

As you read each article, ask yourself: What is the article about? How is it organized? How did the author prove his or her point? Then write an article review. Identify the specific thesis and describe the organization and evidence. Where appropriate, include information about the historian. Again, see Dr. McGovern’s and Dr. Piecuch’s useful guides posted on GaView/Vista. Also see “A Few Writing Tips” (on Vista) for citation form.

### IV. Analysis of Primary Sources 200 points
Write a three- to-four-page analysis of primary sources used to explore a particular topic as assigned in class.

### V. Formal Lesson Plan 200 points
Prepare a formal lesson plan according to instructions provided in class. Topics will be assigned in class, and plans will follow a prescribed format. (In addition, attach lecture notes and ancillary materials.)

### VI. Final Exam 50 to 100 points
There will be an exam or another type of graded assignment at the end of the semester. Point value will be determined by the nature of the assignment which will be based on considerations of class work to date.

### VII. Class Participation 200 points
Class participation is a component made up of a variety of factors:
A. Class Discussions: Come to class having completed all assignments and prepared to participate fully and positively in class discussions. As noted on page one, especially brilliant participation can have a positive effect on the final grade; failure to participate in an adequate and satisfactory manner will affect the grade negatively.

B. In-class Assignments (including quizzes): These small assignments will make up part of the class participation grade. Quizzes will be based on assigned readings and/or material covered in class previously. Some assignments will have “preparation” assignments. Each such assignment will carry a point value totaled into the participation grade.

C. Attendance and Punctuality: Students who miss more than four class sessions will not pass the course. Students who arrive late, leave early, or take breaks will be counted present or absent at the discretion of the instructor, but in any circumstance, such an occurrence will count as at least ½ an absence.

Excellent attendance and punctuality are essential characteristics of professionalism and are generally matters of choice, habit, and respect.

Punctuality involves meeting deadlines as well as being on time for class and appointments.

D. Professional Demeanor: Be a positive force in the classroom. Do your share of the work. Be congenial, collaborative, and respectful. Disrespectful behavior can affect the entire class negatively. Please take care of personal matters before or after class.

As History Ed students and teacher candidates, it is time to begin moving to the “other side of the desk.” If you want your students to do their best work, then you too should produce your best work. If you want them to be on-task and actively participate in class, you should do the same in your classes. You will be a model for them – and that means “walking the walk.” That takes practice. They will know if you haven’t or don’t. So, start thinking (and acting) like the best teacher you know!

At the end of the semester, grades will be assigned according to the percentage of total points earned:

90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
59% or lower = F

Example: Camilla earns 1080 out of a possible 1200 points. 1080 divided by 1200 = .90 or 90%. Her grade is an A. Emily earns 1075 out of a possible 1200. 1073 divided by 1200 = .89 or 89%. Her grade is a B.

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“Good to Know” Stuff:
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.

2. The KSU Writing Center uses the Perdue University online writing guide wherein you will find user-friendly examples and clear information about composition rules. An excellent source of information! You can access it through the KSU Writing Center’s website or at http://owl.english.purdue.edu/handouts/grammar.

3. “A Few Writing Tips” (accessible on GeorgiaViewVista)


Regarding typographical information, please use the following guidelines:

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. All papers should have a formal cover sheet.

Turning in Assignments:

Papers will be turned in both in hard copy form, and may also be submitted to TurnItIn or in another electronic form. You will receive information for each assignment as to the method to be used.