Syllabus – HIST 2271

HIST 2271: Intro to the History Profession
Spring 2014

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Class Meetings: MW 9:30-10:45 a.m. in 3032 Social Sciences or as announced
Office Hours: W 2:00-3:00 or by appointment

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 lesson plan for teaching about a specific historical topic. Course content will be focused on a particular theme or period.

Section Focus: Topics explored will address socioeconomic characteristics of American culture, particularly constructs of race, class, and gender. Course assignments are designed to help you learn how historians and secondary teachers of history think, act, and plan for the study, interpretation, writing about, and teaching of 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 and in the teaching of the social studies. As history education majors, you will be introduced to the basics of planning for teaching history in the 6-12 classroom. This course can help you 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:
- Bruce Lesh, “Why Won’t You Just Tell Us the Answer?”: Teaching Historical Thinking in Grades 7-12
- Kate Turabian et al., A Manual for Writers of Research Papers, Theses, and Dissertations (8th ed.)
- Copy of Georgia Performance Standards for 11th Grade U.S. History (Follow links at www.georgiastandards.org. Bring copy to each class session.)
- Additional reading assignments (generally on D2L or online) included on the schedule or assigned in class.
Class Policies:

- **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.

- **Attendance:** Students should attend all sessions of the class. Students who miss more than four class sessions will not pass the course. No distinction is made between “excused” or “unexcused” absences. 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 an occurrence will count as at least ½ an absence. Attendance 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.

- **D2L:** Check regularly for assignments and messages. D2L is the preferred means of communication outside of class. You are responsible for checking the course site and email prior to each class meeting for any updates.

- **Academic Integrity:** I expect students to do their own work. Please read the Student Code of Conduct and particularly note 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. The sooner we can resolve problems, the better for all concerned.

- **Changes in the Syllabus and Calendar:** It is possible that changes will be made in the syllabus and/or the course calendar. Any such changes will be for good cause and will be announced in class (if possible) and through D2L.

**Course Objectives:** The following are the objectives for all sections of 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.

Assignments and Grades:

(Please be aware that any course assignments or point designations may for good cause be adjusted during the semester. Such adjustments will be announced and updates given. Any adjustments to the grading basis will be provided to you in writing on D2L.) Assignments will be counted according to the numbers of points indicated below.

Late written work will generally not be accepted. If accepted, a penalty of up to 10% per day will apply for its being late. In case of an absence on the day an assignment is due, please email the work to me before class begins (9:30 a.m.) that day.

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  250 points
   Database Search Assignment (50 pts.)
   Grammar, Punctuation, and Style Exercise (50 pts.)
   Citation Exercise (50 pts.)
   Abstract & Annotated Bibliography Exercise (100 pts.)

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

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 D2L for additional guidance if needed.)

III. Reviews of Articles  
At least two articles 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 the article organized? How did the author prove his or her point? What sources were used? What are the strengths and weaknesses of the organization, arguments, sources, etc? Then write an article review. Identify the specific thesis and describe the organization and evidence. Where appropriate, include information about the historian. See Dr. McGovern’s and Dr. Piecuch’s useful guides posted on the course site. Also see “A Few Writing Tips” for citation form.

IV. Analysis of Primary Sources  
Write a four-to-four and one half page analysis of primary sources that deal with a particular topic as assigned in class. This is not a full research paper. The focus 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.

V. Formal Lesson Plan  
Prepare a formal lesson plan according to instructions provided in class. Topics will be assigned, and plans will follow a prescribed format. In addition to the completed template, you will provide lecture notes and other ancillary materials. Some elements of the preparation for the completion of the plan will be assessed separately, but are included in the point total. A grading rubric will be provided to assist you in meeting the expectations for the assignment.

VI. Final Exam  
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  
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, failure to participate in an adequate and satisfactory manner will affect the grade negatively. Especially brilliant participation may have a positive effect on the final grade.

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. Each such assignment will carry an announced point value and will thus influence the total number of points available in the Class Participation category.

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 case, 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. Attendance and punctuality, or lack thereof, will in every case affect one’s class participation grade.

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.” You will be a model for your students – and that means “walking the walk” as well as “talking the talk.” The “walking” takes practice. Your professors and your students will know if you haven’t or don’t.

Final 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

Major Topics/Assignments:
During the course of the semester, we will address a number of specific topics. A complete course calendar will be posted on D2L in a timely manner and 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.  8 W  Introduction to the course and content. Please have the syllabus available and be prepared with questions.
13 M  Read and be prepared to discuss “The Strange Death of Silas Deane,” available on D2L. (Print a copy and bring to class.) Be prepared to discuss the author’s definition of history, the work of the historian, and the nature of historical sources.
15 W  Read the article entitled, “What Does it Mean to Think Historically?” (See link below.) Consider how the factors included in this article are revealed in the Silas Deane article. Please print out and bring to class; be prepared to discuss the content and the implications for doing and for teaching history.


January 20: MLK Day, no classes.

Additional topics to be addressed:
(These topics will be addressed at various points during the semester, but all are interrelated. All apply both to doing what historians do and doing what history teachers do. Specific dates for certain assignments and presentations are pending as we await confirmations from guest speakers.)

- Historian’s World: Resources and Skills
  Databases, Archives, Libraries – basic research skills
  Primary Sources v. Secondary Sources
  Professional Skills – researching, analyzing, interpreting, writing, citing
  Related Assignments (Includes exercises due in January)
• What Do Historians Do When They Study, Read, and Write about History?
  Read and analyze several scholarly articles about various topics related to race, class, and/or gender. Related assignments will assess your mastery of these skills.

• The Bigger Picture: Historiography
  Historical Debates and Change over Time

• Doing What Historians Do – Yourself?
  Reading, analyzing, drawing conclusions, and writing
  Written papers will be used as a basis for class discussion and for assessing your advancing mastery of these crucial historical skills.

• History for the Public: What is Public History?
  This topic explores what you can “do” with history outside of a book or classroom.

• History in the Schools: Assorted Topics, Tools, and 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
  Student Presentations
  (The lesson plan, including various preparatory steps, will assess your advancing mastery of this critical element in successful teaching.)

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

Each of the above listed topics and assignments is designed to specifically address one or more of the course objectives listed in this syllabus.

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Other “Good to Know” Stuff

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. 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.

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. On the D2L course site, you will find guides written by Drs. McGovern and Piecuch (and possibly other materials posted during the semester) to provide guidance and support for writing like a historian.

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 (HIST 2271), 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 form 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 Course Changes:
Each semester’s HIST 2271 course is unique as is each individual class. I reserve the right to make adjustments to the course as necessary during the semester to address any issues that arise. All will be designed to enhance learning opportunities for the students in the class.