Spring 2014 - Syllabus – HIST 2271: Intro to the History Profession

(Please have access to this syllabus the first meeting of the class)

Instructor: Dr. Kay Reeve Email: kreeve@kennesaw.edu *
Office: Social Science 4102 Phone: 770-423-6143
Office hours: M, T, Th: 10:30am-12:00pm; W&F As needed (email for apt.)
Class Meetings: TR: 5:00-6:15pm Room: SS 3010 (or as announced)

NOTE: *Please use D2L email for all course related issues OTHER than an Appt. Request

Important Dates:
Last Day to Withdraw w/out Academic Penalty: March 31
Spring Break: March 29- April 4
Last Day of Class: Tuesday, April 29
Final Exam Period: Thursday, May 1 Time: 6:00-8:00pm

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 be associated with the history of the American West. Assignments are designed to help you learn the basics of how historians and secondary teachers of history think, act, and plan for the study, interpreting, 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 nature of changing interpretations of historical events. As history education majors, you will be introduced issues in the teaching of the social studies and 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 teacher.

Required books/readings:
- K. Turabian, et al., A Manual for Writers of Research Papers, Theses, and Dissertations (8th ed.)
- Bruce A. Lesh, Why Won’t You Just Tell Us the Answer?(2011) This book is Optional; some material may be discussed in class, but it is a helpful resource for HIED students.
Additional reading assignments accessed on-line or posted on D2L for specific class meetings

Class Policies:

Class Participation: Students must 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. More than two classes absences will negatively affect the participation grade, and any student who misses four class sessions (except in the case of documented medical need) will not pass the course. Students who arrive late, leave early, or take frequent “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. Please be aware that attendance is a factor that affects class participation and success in the course. For additional information see VII. C of the Assignments and Grades section of this Syllabus.

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, tablets, ipads, etc. is therefore limited to those times and those students who have a specific, verifiable need to use them. Please make an effort to print out readings to which you will need access in class, rather than “counting on” the use of a mobile device for all class related activities!

D2L - Check regularly for assignments and messages. D2L is the preferred means of communication about course relate issues outside of class. I use the classroom and the course site as the major means to provide updating of course information. You are responsible for checking the course site and email AT LEAST ONE DAY PRIOR to each class meeting for any updates.

Changes in the Syllabus: This class is designed to build professional skills as well as “cover content.” Each set of students and each semester is unique. It is possible that changes in this syllabus, especially the schedule, may be necessary to foster a high level of mastery of these skills and content by the current class members. Changes will be for good cause and will be announced in class as far in advance as possible, and through the email function of D2L. Any changes in assignments and/or due dates will be posted on D2L.

Academic Honesty:
The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it.

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).

Students suspected of violating the KSU statement of Academic Honesty will meet with the instructor to discuss the violation AND will be reported to the Department of Student Conduct according to the process outlined at the following link: https://web.kennesaw.edu/scai/content/scai-misconduct-procedures

Violations of the Academic Honesty policies will not be tolerated in this class, and the procedures outlined above will be followed in all cases. “Unintentional” plagiarism is still plagiarism. To be certain that you fully understand the variety of actions that are considered plagiarism please see:
http://plagiarism.org/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml
http://www.library.arizona.edu/help/tutorials/plagiarism/index.html

**ADA Compliance:**
The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications.

Should you require assistance or have further questions about the ADA, please contact: Ms. Nastassia Sanabria, ADA Compliance Officer for Students 770-423-6443.

**Course Objectives:** The following are the learning objectives for History 2271. They are common to all sections of the course.

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 so 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/Turabian 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 Grade Weights: (Be aware that any course assignment or point basis may need to 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.)

Assignments weights (based on a total point system) are indicated below. There will be several in-class assignments and quizzes, all of which will be included in the participation grade. 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, notify the instructor prior to class and send work to the appropriate site by the time it is due in class. Note: Unless otherwise specified, assignments should be done individually--no group work, copying of each students’ papers, or plagiarism of any sort.

I. Mechanics of Research and Writing 300 points
   Database Search Exercise (50 points)
   Grammar, Punctuation, and Style Exercise (50 pts.)
   Citation Exercise (50 pts.)
   Article Abstract (50 points)
   Annotated Bibliography Exercise (100pts.)
   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 Paper 100 points
   In about three pages, discuss and explain the differences among three different scholarly reviews of a book, and one ‘popular’ review. (Note: For this paper, you do not need to read the book; you will read only the reviews of the book.) In general, why might
historians read book reviews? What types of information can a reader learn about the book? What types of information are generally included in a review? Why? More information and guidance can be found posted on D2L for additional guidance for this assignment.

III. Article Review Papers

Two articles on western history topics will be assigned in class as the basis for reviews. Each review is to be approximately three pages to three & a half long and is worth 100 points. As you read each article, you should ask yourself: What is the article about? Did the author prove his or her point and fully support his or her thesis? How did he or she do so? How is it organized? What sources are used? What are the strengths and weaknesses of the organization, arguments, sources, etc.? In your article review you must identify the specific thesis and describe supporting evidence in the article. Where appropriate, include information about the historian. Again, see useful guides posted the course site and “A Few Writing Tips,” and a specific guide for citations.

IV. Analysis of Primary Sources Paper

Write a four to four & one half page analysis of primary sources that deal with a particular topic in western history. This is NOT a full research project or paper. The focus is on learning to read primary sources and discovering what they “tell” the reader about a topic. Additionally, this paper should represent your best professional writing in the discipline of history. All requirements and elements will be discussed in class.

V. Formal Lesson Plan

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 to the completed template, you will provide sample lecture notes and other ancillary materials. Some elements of the preparation and of the completed plan will be assessed separately, but are included in the point total. A detailed grading rubric will be provided to assist you in understanding expectations for the plan.

VI. Final Exam (or Assignment)

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

The exact number of points varies based on actual assignments included in a given semester. The overall class participation grade is made up of a variety of components, including:

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. Most such assignments 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 all 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”*

**VIII. Grade Divisions:**
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 -0% = F

Example: Ann earns 1225 out of a possible 1350 points. Grade basis: 1225 divided by 1350 = .9025 or 90%. Her grade is an A. Emily earns 1200 out of a possible 1350. Grade basis: 1200 divided by 1350=.8888 or 89%. Her grade is a B.

**IX. Course Schedule and Topics:**
During the course of the semester, we will address a number of specific topics. A complete ‘tentative’ course schedule will be posted on D2L following the end of add/drop. It is to be considered an addendum to this syllabus. Be aware, that each semester and each individual class is unique. THE PROFESSOR RESERVES THE RIGHT TO MAKE ADJUSTMENTS TO THE COURSE AS NECESSARY DURING THE SEMESTER TO ADDRESS ISSUES THAT ARISE. ALL WILL BE DESIGNED TO ENHANCE LEARNING OPPORTUNITIES FOR THE STUDENTS IN THE CLASS.

**Major Topics and Weeks #1 & #2 Assignments:**

**Week #1 and #2: What is History?**
Jan. 9  Th. - Introduction to the course and to each other; *please have the syllabus available and be prepared with question about the syllabus and course.*
14  Th - Read & be prepared to discuss (print out a copy & it bring to class) “The Strange Death of Silas Deane” (available electronically on D2L--Print out a copy and bring it to class); Be prepared to discuss the nature of history, the work of the historian, and the nature of historical sources.

Jan. 16  T - Read Presnell, “Introduction” and Chapter 1, pp. 4-10; 18(bottom)-25
AND:
“What Does it Mean to Think Historically?” found at:  
Be prepared to continue discussing the nature of history, the work of the historian, and the nature of historical sources as well as the content and the implications for teaching history as well as all three assigned readings. (It will be helpful if you print out and bring the articles to class.)

Week # 3 Day One
Jan. 21  T- Complete Discussion of the above articles & any additional text reading, begin introduction to library skills.

Week # 3; Day Two - The Historian’s World
Jan. 23  Th - The Library (Special presentation/assignment to be determined)

NOTE: Paper # 1 – Review of Reviews will be due on January 28 or 30. Specific dates for specific presentations & assignments are currently pending based on availability of guest speakers and other factors.

Course Topics: All of the following will be addressed at various points during the semester, but are all interrelated. All apply to both doing what historians do and doing what history teachers do:

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

- 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 (or other topic as assigned) Several related assignments will assess your understanding and mastery of these skills.

- Doing What Historians Do – Yourself!  
  Reading, writing, analyzing, drawing conclusions  
  Four different written papers will assess your advancing mastery of this crucial historical skill.

- History for the Public: What is Public History?  
  This topic explores 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 History and 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
  The lesson plan, including various preparatory steps, will assess your advancing
  mastery of this crucial element in successful teaching.

- What Historians and Teachers Do and Don’t Do
  Professional Behavior and Dispositions
  Issues of Plagiarism

Each of the above listed topics and assignments are designed to specifically address one or more
of the course objectives listed in this syllabus. Additional details and dates for each topic will be
provided in a separate Schedule of Assignments & Topics to be posted following the Add/Drop
period when dates for specific presentations have been confirmed.

ADDITIONAL “Good to Know” STUFF:
Turning in Assignments:
Papers will be generally submitted in hard copy form; they may also be requested in electronic form. You
will receive information for each assignment as to the method to be used.

Clear, correct writing is an absolutely essential skill for both historians and teachers of history. For 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).

2. On the course D2L site there will be helpful guides by written by Drs. McGovern & Piecuch (and
   possibly other materials posted during the course to the semester) to provide guidance and support for
   writing like an historian.

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.