Meeting Times: T & Th: 11:00am-12:15pm  Classroom: Social Sciences 2033
Instructor:  Dr. Kay Reeve  Office Email: kreeve@kennesaw.edu
Office:  SO 4102  D2L email = See note below on use
Phone: 470-578-6143

Office Hours:  Mondays – 10:30am- 2:00pm; T & Th 12:30-1:30pm
Additional Times are available by appointment and as announced in class

Important Dates:
Last Day to Withdraw w/out Academic Penalty:  March 1
Spring Break:  (No on campus class meetings) April 1-7
Last Day of Class Meetings:  April 27
Final Exam Period: Thursday, May 5  Time:  1:00 -3:00pm

COURSE DESCRIPTION:  Prerequisite:  HIST 1111 or HIST 1112; HIST 2111 or HIST 2112; ENGL 1102; Corequisite:  None

This course introduces students to historical inquiry as a conversation about the past. It surveys methods, concepts, and frameworks relevant to the discipline. Students engage in the close reading of scholarly historical work, learn and practice a variety of research methods, and analyze historical sources. Students cultivate good scholarly practices and habits of mind that will benefit them in future courses. Students should take this course during the second semester of the sophomore year.

Specific Section Focus and Additional Course Information: Each Hist. 3100 section may have a particular topical focus. For this section the vehicle for learning the methods, concepts, and frameworks of the discipline will often be often topics and writings related to the History of the American West, but the skills you will master are applicable to any historical field. Assignments are designed to help you learn how historians think, act, and plan for the study, interpretation, writing of/about 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 changing interpretations of historical events. If you apply yourself, this course will help you cultivate good scholarly practices that will prove beneficial not only in future content and research courses, but can serve as a foundation for or in preparation for a career in a history related field.

COURSE OBJECTIVES:
All sections of the course will be taught with the understanding that the following apply:

Because history majors need to be adequately prepared to succeed in the research and/or senior seminars, students completing HIST3100 will be able to:

1. describe and apply common disciplinary practices in scholarly historical research and interpretation (e.g., demonstrate attention to time and place, demonstrate the use of objective practices, demonstrate understanding that scholars interpret and that “history changes”)
2. define and distinguish between the major forms of scholarly historical writing (e.g., reviews, journal articles, historiographical essays)
3. describe the major library resources available to historians and apply them in the appropriate contexts
4. identify, differentiate between, and use indexes/databases to respond to historical research questions
5. locate secondary sources and book reviews
6. describe practices of and tools used in archival repositories and that assist scholars in locating primary source collections
7. define what is meant by the term historiography and give examples of schools of thought within the discipline
8. describe and demonstrate ways in which historians enter in to scholarly conversations in a thematic or chronological field
9. identify and demonstrate ethical practices commonly adopted in the field
10. assemble analytical essays and annotated bibliographies using the practices common to the field
11. develop an historical argument based on primary sources
12. plan a substantial historical research project that utilizes primary and secondary sources

To address these objectives each student will complete a series of assignments that are designed to introduce students to, allow practice in, and/or measure his or her mastery of these topics/objectives in an observable manner. In the process students are expected to complete at least fifteen pages of formal writing that addresses the standards, style, and goals of “writing like an historian” – which also demonstrates thinking like an historian.

REQUIRED BOOKS/READINGS: These books are available for purchase at the KSU bookstore and through various online retailers. (Please buy the edition indicated.)


Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, University of Chicago Press, 8th Edition. - Selected Topics & as Reference, but this is an essential book for understanding accepted historical writing style and form.

Additional Reading Assignments – Numerous required readings will be posted on D2L, or assigned to be accessed online; these will be included on the class schedule or assigned in class. You will be expected to print out some of these and bring them to class. (Be prepared to accept that you will need to buy at least one ink cartridge this semester.) You will use a laptop in class for a variety of course related activities, so please have it available. DO NOT PLAN TO READ COURSE MATERIALS ON YOUR PHONES!

IMPORTANT NOTE ABOUT READINGS: Most class sessions and most assignments are based on specific readings and/or other media sources. Reading in a thoughtful, active manner, posing questions and challenging the author’s assumptions or arguments will help you successfully engage the material in class and in writing. Failure to read assignments in advance or only doing “surface reading” will likely yield predictable results – and you probably won’t be happy with them!

CLASS POLICIES:
COURSE INFORMATION & COMMUNICATION:
Please use the D2L email feature for course related communications. In an emergency, please use my KSU email address as I check that more frequently than D2L. A question about an assignment is not an emergency!
**Additional Electronic Communications:** The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, **this is the sole email account you should use to communicate with your instructor or other University officials.** I am not required to respond to Gmail, etc. accounts. I expect your email or posted communications with me and to classmates to **utilize professional practices and adopt a professional tone.**

**NOTE:** Please check D2L **regularly** for assignments, readings, and messages. D2L is the preferred means of communication outside of class. You are responsible for checking the course site and email in a timely manner prior to each class meeting for any updates. = **Please check the course site and email in a timely manner (typically on Sunday for the Tuesday meeting and Wednesday noon for the Thursday meeting) prior to each class meeting for any updates.**

**Electronic Devices:** Cell phones, laptops, iPads/tablets, and similar devices should be turned off and put away during class **UNLESS** they are being used for class purposes. There will be times I will announce or request that you use laptops, but otherwise **LEAVE YOUR ELECTRONICS OFF.** All activities on any such device must be directly class related. Use of cell phones is discouraged even for class related work!!!!

**Class Participation:** Please 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. **Most class sessions and most assignments are based on specific readings and/or other expectations. Please complete those prior to class to be able to participate in a meaningful way.**

**Attendance Policy:**
1. Students should attend all sessions of the class. Attendance affects class participation and success in the course. You may have **TWO “get out of jail free” absences. Two additional absences (= 4 total) will result in a grade reduction of 10% of the final grade each. A fifth absence = another letter grade reduction. In general no distinction is made between “excused” or “unexcused” absences. (If you are hospitalized contact me as soon as possible.) Students who miss six or more classes will not pass the course.**

2. 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, that will **count as at least ½ an absence.** Comings-and-goings of students after class begins and before it ends disturb other members of the class and the instructor. Please arrive on time and stay in class until class ends.

**KSU Administrative Policy:** Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal. **NOTE: Last day to withdraw from a class without academic penalty: March 1.**

**Late Work and Make-up Work:** **Late written work will generally not be accepted.** In case of an absence during which work was completed in class, make-up work will be allowed only if the absence was truly unavoidable and can be verified as such = health related, not “I had to work.” If accepted, a penalty of up to 10% per day will apply. Assignments may be due at the beginning of class on the due date noted or submitted on D2L by the time stated there; After those times, work is considered late and the grade is penalized. If absent on the day an assignment is due, please email the work to me via D2L two full hours before class begins that day. That does not excuse the absence from being “counted” nor provide a guarantee that it will be accepted for full credit.
**Commitment Expectation:** You will be expected to spend approximately two & a half hours in class each week = in class course delivery; it is expected that you will spend an additional three to six hours on work outside of “formal” class time devoted to mastering the objectives of the course. In our case, that additional three to six hours will be spent completing labs, exercises, readings, and other assignments related to the course. In sum, you should expect to commit six to nine hours per week on this course. Some of you may want or need to commit more time to the course. **There will be assignments due every week (almost).** Most students find this a demanding class for that reason, but the skills learned will raise your grades in later classes. If you are struggling with the material, activities, or major assignments in this course, contact me as soon as possible. I sincerely want you to do well in this class. It is a first step in being ready to do well in your chosen major.

**Behavior Expectations:** Respect for Other People and Their Views: Part of your responsibility is to provide thoughtful feedback to each other and to respond appropriately to such feedback. Disrespectful behavior affects the entire class negatively. In the interest of learning together and honoring traditional democratic values, rude behavior will be addressed. Important Note: Students: I often attempt to “joke” about an activity in the class in a manner meant to “lighten the mood” in a demanding class. If at ANY TIME you feel that I am not being sensitive and respectful, please speak with me immediately after class.

**University Policies Information:**
**Academic Honesty:** Undergraduate and Graduate Catalogs. Section 5. C 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 Department of Student Conduct and Academic Integrity (SCAI), 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 requirement. See also [https://web.kennesaw.edu/scai/content/ksu-student-code-conduct](https://web.kennesaw.edu/scai/content/ksu-student-code-conduct).

**My Personal Policy:**
#1 - I will report all cases of academic dishonesty to the SCAI.
#2 – Plagiarism in any form is unacceptable. See these helpful websites: [http://plagiarism.org/](http://plagiarism.org/) or [http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml)

**ADA Compliance:**
Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at [www.kennesaw.edu/stu_dev/sds](http://www.kennesaw.edu/stu_dev/sds) for more information, or call the office at 470-578-6443.
REQUIRED COURSE ASSIGNMENTS AND GRADING BASIS:
Assignments will be counted according to the numbers of points indicated below. **Please be aware, however, that any course assignment(s) or point designation(s) may for good cause be adjusted during the semester and will be announced in class and noted on D2L.**

*Important Reminder: Unless otherwise specified, assignments should be done individually--no group work, copying of each other students’ papers, or plagiarism of any sort. There will be paired work in class, some group assignments, etc. But those will be clearly indicated as such. Most assignments are expected to be your work only.*

I. Mechanics of Research and Writing

200 points

Full Instructions for the each of the following will be posted on D2L:

- Two to three Database/Book Reviews Search Assignments (75 pts.)
- One or Two Online Archives Search Assignments (50 pts.)
- Grammar, Punctuation, and Style Exercise* (25 pts.)
- Citation Exercise(s)* (50 pts.)
- Public History Assignment (Optional for Extra Credit)

*In addition to the Brundage Appendices C & D, you can access some sections of CMOS and Kate Turabian’s text online or through a library for good information on the topics; you will also find the Writing Tips on D2L helpful. Unless otherwise informed, when due print **two** copies of some of above assignments, one to turn in and one to use in class as we go over the exercise.

II. Two Written Reviews of Articles (Each = appx. 3 + pages)

300 points

Full Instructions for both the following will be posted on D2L.

For information proposes: As you read each article you need to be able to apply typical “historical” concepts/questions: What is the article about? How is it organized? What sources were used? Why? What are the strengths and weaknesses of the organization, arguments, sources, etc.? Did the author prove his or her point? You must then write an article review that identifies the specific thesis and describes the organization and evidence. Where appropriate, include information about the historian. You will work in partners for at least one of these papers.

Points for Reviews:

One article will be assigned in class as the basis for review # 1. (100 pts)

The one review will compare **TWO** articles on a topic. (200 pts.)

III. Analysis of Primary Sources (This is your major writing project)

350 points

Full Instructions for the following will be posted on D2L & discussed in class

For information Proposes: In general you will be required to write a five-six page analysis of primary sources that deal with a particular topic as assigned in class. This is not a full research paper. The focus here 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 and further instructions will be posted. For this paper you will also prepare an **Abstract** for your paper. The abstract should be of the same style & quality as those that appear at the start of journal articles. The abstract will be valued at **50 points.**
IV. Annotated Bibliography

Full Instructions for the following will be posted on D2L & discussed in class

V. Brief Research Plan of Action

Full Instructions for the following will be posted on D2L & discussed in class

VI. In Class Exercises, Participation, Quizzes, etc.

Includes total average from quizzes and day to day assignments in class.

TOTAL POINTS AVAILABLE FROM ALL COURSE ASSIGNMENTS = 1200 points

Grading Scale: A = 1080-1200;  B=960-1079;  C= 840-959;  D= 720-839  Less than 839 = F

HIST 3100: SCHEDULE OF MAJOR TOPICS AND ASSIGNMENTS FOR WEEKS ONE & TWO: JAN. 10-19

The semester full schedule will be posted on D2L by Feb. 1 (at the latest) when available dates for invited guest speakers have been finalized. Readings and assignments will be located in course modules identified by the name of specific requirements, and/or by date for the discussion/use of the reading or assignment. Again, due to unforeseen events or issues, some changes in the schedule (readings, activities, written assignments) are almost always necessary. Changes will be announced in class and/or posted on D2L as early as possible; please check regularly. It is each student’s responsibility to come prepared for class each day.

WEEKS 1 & 2: TOPIC: WHAT IS HISTORY?

Jan. 10 - Tu  Introduction to the course and to each other

Jan. 12 - Th  Getting Started: Read and be prepared to discuss: Brundage, Chapter 1, pp. 1-3; & “The Strange Death of Silas Deane.” Posted on D2L.  Discuss the work of the historian, & the nature of history.  (We will continue this discussion on Tues. including an additional reading with a focus on “The Five Cs of History.”)

Jan. 17 - T  Andrews & Burke “What Does it Mean to Think Historically?” (Online article)
Please print out and bring to class:

Jan. 19 - Th  Continue discussion of above, Also read Brundage, Chapter 8; First Short Quiz

OVERVIEW OF OTHER MAJOR TOPICS IN THE CLASS:

- The Historian’s World: Resources and Skills
  You will complete assignments associated with the following crucial skills:
  Professional Skills – writing, researching, analyzing, interpreting, citing
  Databases, Archives, Libraries – basic research skills
  Primary Sources v. Secondary Sources

- What Do Historians Do When They Read, Study, and Write about History?
You will read and analyze several scholarly articles about various topics related the history of American West. Conduct primary source research and develop interpretations. Related assignments will assess your mastery of these skills.

- **The Bigger Picture: Historiography**
  You will learn what “Historiography” is and study various topics and reading that illustrate the nature of Historical Debates and how “history” can or does “change over time.”

- **History for the Public: What is Public History?**
  This topic introduces you to another “form” and career in history beyond the academic setting.

- **Doing What Historians Do – Yourself!**
  You will engage in reading, analyzing, drawing conclusions, and writing, writing, writing!! Written exercises, papers, etc. will be used as a basis for class discussion and for assessing your advancing mastery of crucial historical skills. See the assignments below.

*All the listed topics (and the related assignments) are designed to specifically address one or more of the course objectives listed in this syllabus.*

**FINAL NOTES:**
At times the load in this class may seem overwhelming; truthfully, something is due almost weekly in the first several weeks. But, fear not. Full instructions, usually including some type of rubric or an example as a guide, will be provided on d2l for the assignments in the course. the ‘value’ of the assignments increases as you have had opportunities to master skills so that you can do best on the most important requirements, which also have the highest point values.

**Regarding Writing:**
Being able to write clearly and correctly is one of the marks of an educated person. Writing in a professional manner is a required and essential skill for historians and for teachers. Like it or not, teachers are “public writers” and their work is on display on a near-daily basis. Historians communicate through writing. For these reasons, if you need help with becoming a proficient writer, the time is at hand. 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 the Writing Center online at [http://www.kennesaw.edu/english/WritingCenter](http://www.kennesaw.edu/english/WritingCenter), or stop by Room 242 in the English Building.

2. Perhaps the best site ever for help with writing well is: [https://owl.english.purdue.edu/](https://owl.english.purdue.edu/)
   On this site you will find information and exercises, a guide to Chicago / Turabian Style, a guide for avoiding Plagiarism, etc. , etc. It is a GOLDMINE!!!

3. Posted on the D2L course site you will find numerous resources to provide guidance and support for writing in a professional manner, and specifically, writing like a historian.
Final Note: I want you to learn the essential skills this class addresses. This class can be very hard for some students. If you are having trouble, please come see me. Let me support you in your growth and development as an “historian in training.” BUT, you have to be serious about your goals and your academics.