

HIST 3100
Historical Methods
Fall Semester 2019
CRN 80894

Location: Social Sciences Building (SO), Room 3010
Meeting Time: Mon. & Wed., 3:30 PM – 4:45 PM

Dr. Albert Churella

Office: Social Sciences (SO) 3003C

Phone: 470-578-7941 (direct line); 470-578-6294 (History & Philosophy Department main office)

E-mail: achurell@kennesaw.edu

Web page: <http://facultyweb.kennesaw.edu/achurell/>

Office Hours:

- No appointment necessary – first come, first served:
 - Monday, 2:30 PM – 3:15 PM and 5:00 PM – 6:00 PM
 - Wednesday, 2:30 PM – 3:15 PM and 5:00 PM – 6:00 PM
- Also by appointment, outside of the times listed above

Course Communication:

In-person, face-to-face communication is by far the best way to discuss issues with me – in class, before or after class, or during the office hours listed above. Please note that you should not discuss sensitive or personal issues (such as grades, learning disability accommodation, etc.) with me when other students are present. If you cannot talk with me in person, then your best bet is to send me an e-mail – but please note the section on electronic communications, below. I will do my best to respond within 24 hours, Monday through Friday).

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.

When sending me an e-mail, please do so from your KSU Zimbra account, and NOT through D2L. The reason? I cannot hit “reply” to any messages

that I receive through D2L, which makes it more difficult to respond to your message in a timely manner.

Electronic Devices Policy:

- Please turn off all cell phones, pagers, etc., before entering the classroom.
- **Any student using a cell phone or similar device during class (except to turn it off) will have his / her course grade reduced by one letter grade for each infraction.**
- **Owing to the frequency with which your fellow students have chosen to use laptops, smart phones and similar electronic devices for purposes wholly unrelated to the course, those devices may NOT be used during class time, except under exceptional circumstances and ONLY with permission from the instructor.**
- Tape recorders and similar recording devices interfere with student privacy, and as such they may not be used in the classroom, unless recommended by Student Disabilities Services.

Attendance Policy:

- I will take attendance in class (and, of course, in a small upper-division class, your absence will be readily apparent). **ANY STUDENT WITH MORE THAN THREE UNEXCUSED ABSENCES WILL RECEIVE AN AUTOMATIC GRADE OF “F” IN THE COURSE.**
- If the University is closed, for weather or any other reason, then this class will not meet. We will remain in contact via e-mail and Desire2Learn / Brightspace. If the University is open and you believe that weather conditions in your area will make travel difficult or dangerous, then please do not take the risk of coming to campus. However, if you expect to be given the opportunity to complete a missed quiz, exam, or other assignment, you must contact me (preferably by e-mail) prior to the class meeting time, letting me know that weather conditions have prevented you from attending class.

Course Description:

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.

Learning Outcomes:

Upon satisfactory completion of this course, students will demonstrate an ability to:

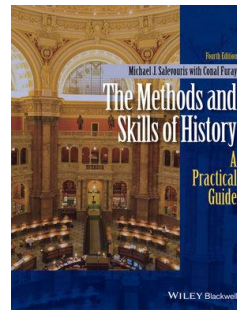
1. describe and apply common disciplinary practices in scholarly historical research and interpretation (e.g., demonstrate attention to time and place, demonstrate the use of objective practices, demonstrate understanding that scholars *interpret* and that “history changes”)
2. define and distinguish 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

In achieving these goals, each student will complete at least fifteen pages of formal writing.

Required Readings:

The following books are available at the Kennesaw State University campus bookstore, and are probably available through various online retailers as well. The specific assignments relating to these books are listed in the “Class Schedule” section at the end of this syllabus. Additional reading assignments will be posted on D2L / Brightspace, or will be available online. All readings are required. You are expected to have read (and, if necessary, reread) assigned materials prior to the class meeting for which those readings were assigned.

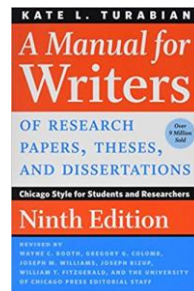
Michael J. Salevouris with Conal Furay, *The Methods and Skills of History: A Practical Guide*, 4th ed., Wiley / Blackwell, ISBN-13: 978-1-118-74544-1



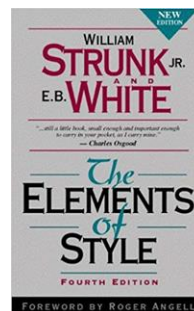
Josephine Tey, *The Daughter of Time*, Simon and Schuster, ISBN-13: 978-0-684-80386-9



Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th ed., The University of Chicago Press, ISBN 13: 978-0-226-43057-7



William Strunk, Jr., and E. B. White, *The Elements of Style*, 4th ed., Pearson, ISBN-13: 978-0-205-30902-3



Class Participation:

Note that attendance is NOT the same as participation! Discussion, debate, and the exchange of ideas constitute essential elements in the practice of history. If you aspire to become part of the community of historians, then you will need to interact with them in a face-to-face setting. Of course, all class participation – as well as all online interaction and all out-of-class conversations – must be conducted in a civil and respectful manner.

Other Class Policies:

- All exams, quizzes, etc., will be given at the beginning of class. Students who arrive late to class will NOT receive additional time in which to complete these assignments.
- Please refrain from private conversations in class—if you have a question, ask the instructor, not your neighbor.
- Students will not be allowed to use any tobacco products (including chewing tobacco) while in the classroom.
- Students may not, under any circumstances, work on material from any other course during class time, nor may they do their readings for this course, while in class.
- The course content is copyrighted and is legally the property of the instructor and of Kennesaw State University. While it is certainly fine to share your class notes with another student on an occasional basis, you may not routinely distribute copies of your notes to anyone who is not enrolled in the class, nor may you exchange your notes for any monetary or other compensation.
- Pay attention to the withdrawal date – I will not authorize any withdrawals (with a “W”) after this date, except under extraordinary circumstances, that are clearly beyond the student’s control.
- Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.
- Readings, quizzes, tests, and other assignments, due dates, and other aspects of this course are subject to change. Any such changes will be minor in nature, will not appreciably affect the workload required for the course, will be done only if absolutely necessary, and will be accompanied with ample advance notification.
- By taking this class, you agree to abide by all of the conditions listed above, as well as all relevant Kennesaw State University regulations.

Late Assignments and Make-up Policy:

- All assignments are due at the beginning of class on the date listed in the “Class Schedule” section, below.

- Late assignments will NOT be accepted for the **Worksheets** or the **500-Word Essays**, and will result in an automatic grade of “zero” for that assignment.
- Late assignments will be accepted for the “**Treasure Hunt**” **Assignment**, the **Annotated Bibliography Assignment**, and the **Research Design Project**. However, late submissions will be penalized one letter grade (10 percent) for each day or fraction thereof that they are late. The reason for the lateness is immaterial, and if you are concerned that something might go wrong at the last minute, you always have the option of submitting the assignment well in advance of the due date.
- Students who fail to attend all of the **Oral Presentations** associated with the **Research Design Project** will be penalized 25 percent of the total Research Design Project grade for EACH absence. Students with a legitimate excuse (serious illness, death in the family, KSU-sanctioned obligation, unavoidable job commitment, etc.) may be excused from that requirement. However, if you expect to be excused, you must contact me **PRIOR** to the date and time of the Oral Presentation, and you must be able to provide **written documentation** for the absence.

Grading:

Your final grade will consist of the following:

Worksheets (15% of course grade) – Due at the beginning of class on the day that that chapter will be discussed, late submissions will NOT be accepted
 These are the tear-out worksheets from the Salevouris book. Each worksheet will be graded on a √+ (superior, equivalent to 10 points), a √ (adequate, equivalent to 8 points) √- (substandard, equivalent to 6 points), or not turned in / turned in late (0 points). There will be fifteen worksheets in all, and I will drop the two lowest worksheet scores. The average of the remaining thirteen worksheet scores will make up this component of your course grade. **These are easy to do, but it is also easy to let them slide – and failure to submit the worksheets on time can have a serious negative effect on your grade!**

500-Word Essays (25% of course grade) – Eight in total, due at the beginning of class, on the dates listed in the “Class Schedule” section, below
 I will provide you with questions relating to specific readings, websites, etc. You will answer the question in an essay of not less than 500 words nor more than 750 words (about two pages). The essays must conform to the following criteria:

- They must be typed, double-spaced, 12-point font
- They must have a clear thesis statement
- They must be written in sentence / paragraph form – no outlines or bullet points

- They must conform to customary rules of source citation (and note that the source citations do not count as part of the 500-word minimum or 750-word maximum length)
- Your name, the subject of the quiz (or title) and the submission date must appear at the beginning of the quiz

I will drop the lowest of the eight 500-Word Essay scores, and the average of the remaining seven scores will constitute this portion of your grade. Late quizzes will NOT be accepted, and will result in a grade of “zero” for that assignment.

“Treasure Hunt” Assignment (15% of course grade) – Due at the beginning of class, Monday, October 7

I will give you a list of items that you will need to locate, and you will provide evidence that you have found them. The list will include books, scholarly articles, newspaper articles, digitized primary sources, and others. Depending on the source that I will ask you to find, that “evidence” might be a photocopy, a photograph taken with your phone, a hyperlink sent to me via e-mail, etc.

Annotated Bibliography Assignment (20% of course grade) – Due at the beginning of class on Monday, November 11

You will create an annotated bibliography that includes a mix of:

- Primary and secondary sources
- Books and articles
- Historiographic essays
- Print and online sources
- Other relevant sources (films, artefacts, oral interviews, etc.)

I will provide additional instructions, later in the semester. In brief, however, you will list those sources, in the bibliographic format suggested in the Turabian book. You will also provide a brief annotation for each of those sources. Remember that an annotation is more than a simple description of the source – it also indicates why the source will be useful to you, as you design and execute a research project. To do that successfully, you will need to have a research project in mind. That is why this assignment is linked to the Research Design Project, and so you must plan ahead!

Research Design Project (25% of course grade) – Due at the beginning of class on Wednesday, November 20

I will provide additional instructions, later in the semester. In brief, however, you will take the “next step” by using the sources developed in the Annotated Bibliography Assignment to prepare an **outline** for a scholarly research paper, one that would

typically be 15-20 pages in length. **Note that you do not write the paper, only the outline!** That outline should include the following components:

- A thesis statement that clearly indicates the position that you intend to take on a particular topic – and remember that a thesis statement is NOT simply a description of your topic, it is a reflection of your point of view on that topic.
- An abstract (sometimes called a precis) that provides a brief description, in paragraph form, of your topic, how your work relates to what others have already done, the principal sources that you have used, and your preliminary conclusions.
- An outline of the paper, one that lets the reader know the topic of each section or paragraph of the paper – at least one of those sections or paragraphs **MUST** relate to a literature review.
- Each of the sources that you have employed in the Annotated Bibliography Assignment must be “slotted in” (allocated) to one or more of the paragraphs / sections in your outline. You may find that the sources that you have uncovered, as part of the Annotated Bibliography Assignment, are not sufficient to provide evidence for all of the paragraphs / sections of your outline. If that is the case, then you are welcome (and encouraged!) to locate additional relevant sources, or to modify your outline, or both.
- There will be an oral presentation component, on the dates listed in the “Class Schedule” section. Attendance at all presentation sessions is required for all students, and there will be a significant grade penalty for non-attendance.

Grading Scale:

89.5%-100%	A
79.5%-89.4%	B
69.5%-79.4%	C
59.5%-69.4%	D
Below 59.5%	F

NOTE: While your letter grade will never fall below the numerical grade listed above (except in cases of academic misconduct), the instructor reserves the right to increase the final letter grade in the course, for “borderline” students who have demonstrated a strong commitment to the class, through good attendance, attentiveness, participation in discussions, etc.

A grade of “I” Indicates an incomplete grade for the course, and will be awarded only when the student has done satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair’s office.

Useful information regarding grading standards is available on my course FAQ page: <http://facultyweb.kennesaw.edu/achurell/FAQsandlinks.php>

Academic Integrity Statement:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the 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>

I employ plagiarism-detection software (both TurnItIn.com and the screening tools built into D2L Brightspace / Dropbox). By taking this course, you are giving me permission to submit your paper to these or any other plagiarism-detection services. Also, please note that when you submit a paper to an instructor, the copyright for that paper passes to Kennesaw State University and you may not use that paper to fulfill the requirements for another course, nor may you use a paper from another course to fulfill any of the requirements for this class.

University policy requires that the instructor report all instances of suspected academic misconduct to the Department of Student Conduct and Academic Integrity. After reviewing the issue with the student, in the presence of another faculty member, I will impose a penalty that will include either a requirement to rewrite the assignment in question (generally reserved for minor and inadvertent instances of plagiarism) to a grade of zero on the assignment in question (generally accompanied by a requirement that the assignment be rewritten) to a grade of F in the course (the typical penalty for egregious examples such as the use of cheat sheets on an exam, wholesale cutting and pasting of material into a paper, etc.). All students have the right to appeal the penalty to the Department of Student Conduct and Academic Integrity.

Here are some examples of Plagiarism Avoidance websites:

<http://plagiarism.org/>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

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 Department of Student Success Services. Students requiring such accommodations are required to work with the University’s Department of Student Success 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. For more information please visit their website, <http://sds.kennesaw.edu/>

Contact information is as follows:

SDS Email: sds@kennesaw.edu

Primary number for Kennesaw campus: 470-578-2666

Primary number for Marietta campus: 470-578-7361

Class Schedule:

NOTE: The dates listed below are only those when readings, quizzes, tests, or other assignments are due. Unless announced otherwise, class will always meet according to the schedule listed in the University calendar.

Week 1: Introduction

- August 19
 - No assignments
- August 21
 - Watch and be ready to discuss Frank Gavin, “Five Ways to Use History Well” <http://longnow.org/seminars/02010/jul/12/five-ways-use-history-well/> (follow hyperlink)

Week 2: What is History?

- August 26
 - Salevouris, Chapters 1 and 2 (pages 3-26)
 - Turabian, Chapter 1 (pages 5-9)
 - **Salevoris Worksheets Due (two sets)**
- August 28
 - Watch and be ready to discuss *Secrets of the Dead: Van Gogh's Ear*
<https://www.youtube.com/watch?v=eM8Juwex2iE> (follow hyperlink)
 - **500-Word Essay #1 Due**

Week 3: The Purpose of History, Part 1

- September 2
 - Labor Day holiday – Class will not meet
- September 5
 - Peter Hoffer, *Past Imperfect*
<https://ebookcentral.proquest.com/lib/kennesaw/reader.action?docID=684225&query> **read only pages 13-61** (available by following hyperlink, or through the KSU Library website)
 - George Washington's Mount Vernon, "Cherry Tree Myth,"
<https://www.mountvernon.org/library/digitalhistory/digital-encyclopedia/article/cherry-tree-myth/> (follow hyperlink)
 - Alan Pell Crawford, "In Defense of Parson Weems,"
<http://www.virginialiving.com/virginiana/in-defense-of-parson-weems/> (follow hyperlink)
 - **500-Word Essay #2 Due**

Week 4: The Purpose of History, Part 2

- September 9
 - Peter Hoffer, *Past Imperfect*
<https://ebookcentral.proquest.com/lib/kennesaw/reader.action?docID=684225&query> **read only pages 62-130** (available by following hyperlink, or through the KSU Library website)
- September 11
 - David Thelen, "History after the Enola Gay Controversy" (in D2L)
 - Packet of readings on the Enola Gay controversy (in D2L)
 - **500-Word Essay #3 Due**

Week 5: Thinking Dispassionately and Analytically

- September 16
 - Salevouris, Chapter 4 (pages 43-63)
 - Turabian, Chapter 14 (pages 134-5)
 - **Salevouris Worksheets Due**
- September 18
 - Salevouris, Chapter 5 (pages 65-81)
 - Robert Darnton, “Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin,” *The Great Cat Massacre and Other Episodes in French Cultural History* (New York: Basic Books, 1984), **read only pages 75-104**
<http://hdl.handle.net.proxy.kennesaw.edu/2027/fulcrum.6h440s62z> (available by following hyperlink, or through the KSU Library website)
 - **Salevouris Worksheets Due**
 - **500-Word Essay #4 Due**

Week 6: Going to the Library

- September 23
 - Salevouris, Chapter 7 (pages 103-29)
 - Turabian, Chapter 4 (pages 38-50)
 - **Salevouris Worksheets Due**
- September 25
 - Field Trip to KSU Library (participation is mandatory!)

Week 7: Gathering and Interpreting Evidence

- September 30
 - Salevouris, Chapters 4 and 10 (pages 43-63 and 169-96)
 - Turabian, Chapter 3 (pages 25-37)
 - **Salevouris Worksheets Due (two sets)**
- October 2
 - Robert Finlay, “The Refashioning of Martin Guerre” (in D2L)
 - Natalie Zemon Davis, “On the Lame” (in D2L)
 - **500-Word Essay #5 Due**

Week 8: Going Online

- October 7
 - Salevouris, Chapter 11 (pages 197-216)
 - Turabian, Chapter 8 (pages 86-101)
 - “Why Historians Started Counting”
<http://historymatters.gmu.edu/mse/numbers/why.html> (follow hyperlink)
 - “How do I Locate Quantitative Data and Assess Reliability?”
<http://historymatters.gmu.edu/mse/numbers/question1.html> (follow hyperlink)
 - Internet Resources for Keeping Up with History (Bibliography, Research, and Teaching) <https://networks.h-net.org/node/14775/pages/25792/internet-resources-keeping-history-bibliography-research-and-teaching> (follow hyperlink) OPTIONAL, but a handy thing to have available as you go through your career as an historian)
 - **Salevoris Worksheets Due**
 - **“Treasure Hunt” Assignment Due**
- October 9
 - Carl Smith, “Can You Do Serious History on the Web?”
<https://www.historians.org/publications-and-directories/perspectives-on-history/february-1998/can-you-do-serious-history-on-the-web> (follow hyperlink)
 - The Great Chicago Fire & The Web of Memory
<https://www.greatchicagofire.org/> (follow hyperlink)
 - **500-Word Essay #6 Due**

Week 9: Storytelling:

- October 14
 - Salevouris, Chapter 6 and 12 (pages 83-100 and 217-39)
 - **Salevoris Worksheets Due (two sets)**
- October 16
 - Tey, *The Daughter of Time* (entire)
 - **500-Word Essay #7 Due**

Week 10: Finding a Thesis

- October 21
 - Salevouris, Chapter 8 (pages 131-50)
 - Turabian, Chapter 2 and 5 (pages 10-24 and 65)
 - **Salevouris Worksheets Due**
- October 23
 - Class will not meet

Week 11: Putting Pen to Paper

- October 28
 - Turabian, Chapters 6 and 7 (pages 66-85)
- October 30
 - In-class writing exercise – “Death of a Border Patrol Agent, Part 1” (no advanced preparation required)

Week 12: Becoming an Effective Writer

- November 4
 - Turabian, Chapters 9-12 (pages 102-126)
 - Strunk and White, *Elements of Style*, entire (don't skim, but do read selectively)
 - E. B. White, “The Eye of Edna” (in D2L)
- November 6
 - In-class writing exercise – “Death of a Border Patrol Agent, Part 2” (no advance preparation required)

Week 13: Ethics and Integrity

- November 11
 - Turabian, Chapter 15 (pages 139-48)
 - **Annotated Bibliography Assignment due**
- November 13
 - American Historical Association, “Statement on Standards of Professional Conduct” <https://www.historians.org/jobs-and-professional-development/statements-standards-and-guidelines-of-the-discipline/statement-on-standards-of-professional-conduct> (follow hyperlink, also available in D2l)
 - Southern Poverty Law Center, “About David Irving” <https://www.splcenter.org/fighting-hate/extremist-files/individual/david-irving> (follow hyperlink, also available in D2L)
 - Watch and be ready to discuss *Denial* <https://bleeckerstreetmedia.com/denial> (follow hyperlink, will need to purchase access)
 - Additional resources about the *David Irving v. Penguin Books Ltd.* and Deborah Lipstadt <https://www.hdot.org/> trial (follow hyperlink, spend +/- one hour, but do not try to read everything)
 - **500-Word Essay #8 Due**

Week 14: Historiography

- November 18
 - Salevouris, Chapters 14 and 15 (pages 255-86)
 - Turabian, Chapter 13 (pages 127-133)
 - **Salevoris Worksheets Due**
- November 20
 - Class will not meet
 - **Research Design Project due by 3:30 PM (grade penalty for all late submissions)**

Thanksgiving Break, November 25-28

Week 15: Class Presentations

- December 2
 - **Class Presentations – Mandatory attendance for ALL students**
- December 4
 - **Class Presentations – Mandatory attendance for ALL students**

Final Exam Period

- Monday, December 16, 3:30 PM – 5:30 PM
 - **Class Presentations – Mandatory attendance for ALL students**