

HIST3100 Historical Methods

Instructor:

LeeAnn Lands, Ph.D.
Professor of History
Department of History and Philosophy
Email: llands@kennesaw.edu (this is the fastest way to reach me!)
Office: Social Science building, #4114
Face-to-face office hours: by appointment
Virtual office hours: by appointment

Prerequisites: HIST 1110, 2111, and 2112

Course overview: HIST3100 Historical Methods introduces students to historical inquiry as an evolving conversation about the past. The course surveys methods, concepts, and frameworks relevant to the discipline of history. Students will engage in the close reading of scholarly historical work, learn and practice a variety of research methods, and analyze historical sources. Students will cultivate good scholarly practices and habits of mind that will benefit them in future content and research courses

Unlike many of your other history courses, this class is not focused on *content delivery* as such. Rather, it is primarily intended to foster the skills and dispositions needed to *do* history as a scholarly endeavor. Of course, you are required to learn and understand the assumptions and practices of our discipline (that's the "content" of the course), but you will spend most of your time developing and practicing research and interpretative skills. Consequently, this course incorporates *active learning* principles and practices. You will learn by doing. And you will broaden and deepen your learning and understanding by entering in to conversation (virtually!) with your colleagues about this work.

In this course, you will be introduced to new skills and concepts, and *you will learn to read history in a different way*. You may experience some discomfort with these new ideas, and you may even feel overwhelmed at some points during the semester. You are not alone! It is rare for anyone to have done "original" historical research before enrolling in this class. Most people don't know a footnote from an endnote. Some people haven't visited the KSU library prior to taking this class. Many have never taken an online course before! And most are somewhat apprehensive about the technology. NO FEAR! Contact me if you need help.

COURSE GOALS: The course goals (or "objectives") for HIST3100 were established by an ad-hoc faculty working group and approved by the Department of History and Philosophy in 2014. Because history majors need to be adequately prepared to succeed in the research and/or senior seminars, it was agreed that students successfully 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 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 15 pages of formal writing.

Delivery of the course: This is an online course delivered through Desire2Learn (D2L) Brightspace (which I will refer to as "D2L").

Email: You are required to check our D2L site and email and your KSU email daily in case of any updates or changes to the course.

Skills requirements: You must have basic computer skills to successfully engage with the material in this course. You must be able to:

- Perform basic formatting functions in word processing software (e.g., indent paragraphs, set margins, apply fonts and font sizes, add page numbers). I will show you (via video) how to do more advanced formatting like inserting foot/endnotes, but you may have to translate what I do to your version of Word or other word processing software)
- Open a browser and locate a specific website
- Attach a file to an email and upload documents to the "Assignments" Dropbox in D2L

Technology requirements: You must have regular access to

- A laptop or desktop computer. This course requires you to watch and listen to a number of videos. These videos are best viewed on a laptop or desktop computer. If you are using handheld devices such as phones, or if you are using an iPad or similar device, you may not be able to open the videos or see the content contained in the videos. You are responsible for all information delivered in the videos.
- a high speed internet connection (otherwise you will not be able to hear/see the audio/video components)
- a web browser such as Chrome or Firefox (with Java, Flash, RealPlayer and other components needed for audio/video delivery)
- word processing software that allows you to save/export documents to .doc or .docx (e.g., Microsoft Word) format
- a PDF reader such as that available free from Adobe Acrobat

If you do not have access to this technology at home, I recommend that you use the university computer labs.

Software privacy statement: To ensure that you are aware of how D2L uses your personal information, I am providing you the company's privacy statement:

D2L: <http://www.brightspace.com/legal/privacy/>

Technology challenges: If you have any problems with technology, including D2L, contact IT Services at <http://uits.kennesaw.edu/students/>, 470-578-3555, or studenthelpdesk@kennesaw.edu

- Headphones will help tremendously when you're watching and listening to the video tutorials.

COURSE ORGANIZATION AND POLICIES

Organization of course: This course is organized into modules. There is one module for every week in the course. Each module includes a number of different activities, such as a reading, an exercise, a practice quiz, participation on the discussion board, or a "real" test. You can find the modules on D2L.

Our module "weeks" (which I sometimes refer to as module-weeks) begin and end on **Mondays at 8 a.m.** I chose Mondays because this semester begins on a Monday. I will frequently prevent participation in some course components *after* the due date/time has passed, so you need to keep up with material and activities. I will rarely open the modules more than one week in advance. This means you won't be able to work very far ahead in this course. Some modules require interaction with other students (online), so I try to keep everyone moving through the course at about the same pace.

The due dates/times for major assignments are given in the "Module, Test, and Major Assignment Due Dates" file.

"Holy Cow! How much time will this class take?!"

As in a traditional face-to-face, three credit hour course, you should plan to commit six to nine hours a week to this course. That time will be spent reading the required texts and articles, watching videos, posting to the discussion board, completing labs, or finishing other assignments/activities related to the course. Some of you may want or need to commit more time to the course. Because I regularly survey my HIST3100 students on how long it takes to complete assignments, I believe this time estimate to be fairly accurate. So, if you want to make a C or higher, plan to spend nine (9!) hours a week on this course.

Communicating with me: I am easily accessible through regular email (llands@kennesaw.edu). The University provides all KSU students with an "official" email account with the address "students.kennesaw.edu." According to university officials, 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. In any case, I will make every attempt to respond to you within 24 hours (M-F). I usually respond to emails on the weekends as well. If I expect to be away from communication devices for an extended period of time, I will let you know beforehand.

Your emails and discussion board postings must utilize professional practices and adopt a professional tone.

Also know that I teach other classes face-to-face and am on campus regularly. If you would like to have a meeting on campus rather than by electronic means or phone, just let me know and we'll arrange a mutually convenient day and time.

Netiquette: You are required to do the following in your class-related communications with the instructor and classmates:

- Use formal language and writing practices. By that I mean you should write in full sentences, use correct grammar and spelling. Limit your use of informal and colloquial language, including SMS language or textspeak. (I certainly don't mind if you punctuate

your comments with the occasional "lol" or smiley face. Just don't let such things dominate your writing.)

- Adopt a professional demeanor and tone. Don't attack people because you don't like their ideas. Attempt to understand other people's point of view. Signal that you have heard and listened to other people's ideas before offering alternative viewpoints.
- Stay on topic. You can introduce new evidence and your own life experiences into our discussion, but don't wander off topic.
- Don't let commentary on current political topics dominate a post or conversation. You may find that past historical events have interesting parallels or contrasts to today. If appropriate to the discussion topic, it's fine that you make those observations. However, our class is about history, and thus I want you to concentrate your efforts on mastering and demonstrating understanding of that content.

Violations of the above in our activities or on the discussion board will result in loss of no less than 50% of the participation points available for that module. Severe violations will incur a more severe penalty. Penalties are at the instructor's discretion.

"Ack! I'm having trouble with this course!" If you are struggling with the material, activities, or major assignments in this course, contact me as soon as possible. I am glad to talk to you by Skype, chat, email, phone, or face-to-face.

Academic Integrity: 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 that 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 caught cheating or violating academic integrity policy in this class will, at minimum, receive an F in the course and be reported to the Department of Student Conduct and Academic Integrity.

You can find out more information about the Department of Student Conduct and Academic Integrity and its policies at <http://scai.kennesaw.edu/>

MODULE LEARNING ACTIVITIES

Each module includes a number of different activities, such as a reading, discussion board posting, practice quiz, test, or lab.

ACTIVITIES AND PARTICIPATION: A number of module activities are designed to help you develop skills incrementally, or broaden and deepen your knowledge through the application of concepts and peer review of each other's work. While you are not graded on these activities as such, you are required to participate in this work and complete these exercises. You can think of these activities as similar to what we'd do in a face-to-face class. You will receive points for participation as noted below:

Participation policy/grade:

You are required to be prepared for and participate in all online activities. I do not differentiate between excused and unexcused participation. If you complete your module activities ****after**** the module-week, you will receive no more than 50% of that module-week's participation points. If you know you will have to miss module activities for some reason (e.g., planned surgery, the birth of your child), feel free to contact me to see if we can make accommodations. But if you contact me after the fact, your final grade will be penalized according to the participation policy.

Markers of substantive participation: You must participate in all online activities in a substantive way. By "substantive way" I mean that if you are posting to the discussion board, you are responding thoughtfully and in a way that demonstrates that you have completed the readings, module tutorials, and/or other assigned activities. If there's a practice quiz available, you've taken it. If there's a peer-review exercise, you've offered substantive responses to your colleague's work and demonstrated knowledge and understanding of material covered in the course. You don't always have to be "correct" in your responses to practice quizzes, discussion postings, and module exercises. Rather, these interactions and exercises allow you and me to identify areas of competency and areas in need of more class discussion or individual assistance.

Markers of insufficient or poor participation: You've made no attempt at a practice quiz. You have not participated in exercises at all, or have responded in a way that indicates that you did not complete the required readings, tutorials, or other material. In peer-review exercises, you failed to comment as required or by the deadline, or you made cursory, incomplete remarks.

Students are solely responsible for managing their enrollment status in a class; nonattendance (in our case, non-participation) does not constitute a withdrawal.

TESTS. There will be two tests on the skills and concepts covered in readings, lectures, assignments, and other activities.

All tests and assignments are cumulative. That is, you are expected to retain and use all material delivered throughout the course.

The tests will be completed online and are only available during the module week in which they are given. Once you open the exam, you'll have a set amount of time in which to complete the exam. For example, for a 60 question test, I will likely require that you complete the test in 45 minutes. Test dates are shown in the "Module, Test, and Major Assignment Due Dates."

You cannot take tests after the module-week and there are no make-up tests. What happens if you wrote the test date or time wrong and you miss the entire week in which the test was open? You receive a 0 on the test. What happens if you planned to take the exam in the last two hours that it was open and then your flight was late and you missed the exam period? You receive a 0 on the test. What happens if you planned to take the exam in the last two hours it is open and then you were too ill to take the exam? You receive a 0 on the test. What happens if you planned to take the exam in the last two hours it is open and then you get called into work? You receive a 0 on the exam.

MAJOR ASSIGNMENTS. You will complete a variety of "major assignments" in which you are required to locate, read, and analyze primary and secondary resources. Some major assignments will require you to compile your findings and analysis in three to five page papers. These assignments will help you practice your research, analytical, and writing skills as you gain a broader, deeper and more meaningful understanding of the practice of historical analysis. Like the tests, all major assignments are cumulative. That is, you are expected to retain and apply all skills and knowledge acquired throughout the balance of the semester.

Overview of major assignments: Details of each “major assignment” will be provided in the modules on D2L, but here’s a brief overview of each:

Lab1, Lab2, Lab3: The labs are step by step guides and worksheets that introduce you to library databases (and hardcopy indices) that help you locate primary and secondary resources on a topic of interest. In these exercises, you will learn by doing, by actively applying and utilizing skills and concepts you’ve read and heard about. Students usually find these exercises to be the most valuable in the course. You will find the tools and skills useful for completing your research papers, senior seminar paper, or for designing curricula and historical exhibits. The labs are graded objectively; each question is either right (full credit) or wrong (no credit).

AB: In AB you will develop a short thematic annotated bibliography based on scholarly secondary journal articles or books. The AB demonstrates to me that you can utilize common historical databases, identify appropriate historical secondary sources, understand and articulate major disciplinary concepts, and understand and articulate how scholars enter into scholarly conversations with one another. A grading rubric is included in the assignment directions.

AE: AE is a short analytical exercise based on primary resources that I will provide to you. The AE demonstrates to me that you can assemble analytical essays using common disciplinary practices, adhere to ethical standards, and pose and respond to scholarly historical questions using primary sources. A grading rubric is included in the assignment directions.

RP: In RP you will use the library research skills you learned earlier in the semester to plan (but not implement!) a larger research project. In other words, you are developing a “research plan”. In the RP, you will synthesize much of what you learned throughout the semester. You will demonstrate your ability to pose appropriate historical and scholarly research questions, utilize library resources to identify appropriate primary and secondary sources, apply ethical standards common to the discipline, and utilize archival repositories and their tools. A grading rubric is included in the assignment directions.

AR: In the AR, you will identify, visit, and use an archival repository to look at primary sources. In doing so, you’ll further apply some skills and concepts you learned in LAB3. The AR demonstrates to me that you can utilize tools and resources common to archival facilities and identify and use primary sources. You will have the latitude to visit the archival repository of your choosing, but know there are many institutions to visit within metro Atlanta (and on KSU’s own campus!). I will provide suggestions of archival repositories that you might visit later in the course. You’ll write a summary of your visit and findings. A grading rubric is included in the assignment directions.

Major Assignments are due at the day and time specified in the course modules and in the “Module, Test, and Major Assignment Due Dates” file. You will be penalized 10 percent of the major assignment grade for each and every 24 hour period that an assignment is late. The “late clock” starts at the assignment due date and time. That is, if a major assignment is due on **Monday at 8:00 a.m.**, you will lose 10 percent off that assignment if you submit the assignment at 8:05 a.m.. Technology failures, slow internet service, loss of electrical power, computer malfunctions, packed campus computer labs, and the like will not excuse late submissions.

GRADING:

Your final grade will be calculated as follows:

Participation_M1 10 points

Participation_M2 5 points

Participation_M3	10 points
LAB1	50 points
Participation_M5	10 points
Participation_M6	10 points
LAB2	50 points
TEST1	45 points
Participation_M7	20 points
AB	40 points
Participation_M9	5 points
LAB3	50 points
Participation_M11	15 points
AE	50 points
Participation_M12	10 points
Participation_M13	10 points
AR	40 points
RP	50 points
TEST2	50 points
TOTAL	530 points

A= 475 to 530 points

B= 420 to 474 points

C= 370 to 419 points

D= 315 to 369 points

F= 0 to 314 points

Posting grades and feedback: I post grades on major assignments within one week of the test or assignment due date. I will provide you with feedback by returning a marked-up assignment, posting to the gradebook, distributing a “key”, or posting a video discussion of the test/assignment.

Keep your work and emails! Keep a copy of all your submitted emails/work and graded assignments until you receive your final grade at the end of the semester. If I post your grade incorrectly or if I penalize you for a late assignment that you think you submitted on time, you’ll need to provide evidence to me so that I can correct your grade.

Academic Policies: Besides the course policies outlined thus far, you are expected to comply with KSU's academic policies, including the below:

Sexual Misconduct: <http://scai.kennesaw.edu/procedures/sexual-misconduct.php>

Student Code of Conduct: http://scai.kennesaw.edu/KSU_Codes_of_Conduct_2018-2019.pdf

Learning Support Services: If you have a specific physical, psychiatric, or learning disability and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the disAbled Student Support Services office, located in the Student Center room 267, and obtain a list of approved accommodations. More information is available at http://www.kennesaw.edu/stu_dev/dsss/dsss.html.

Software accessibility info: For software used in this course, see the accessibility information here: <http://www.brightspace.com/about/accessibility/standards/>

Student Support Resources: You have access to a number of excellent support services through the KSU's Student Success Services, including counseling, recovery and addiction counseling, military and veteran support, disability testing, and athlete success services: <http://sss.kennesaw.edu/>

Academic Support Services: You also have tutoring, learning resources, and academic support available to you at: <http://learnonline.kennesaw.edu/student-resources/tutoring.php>

Final Note: By remaining enrolled in this course, you are acknowledging that you understand and agree to adhere to all the above policies.