

# **History 3100: Historical Methods**

Fall 2019

TTH 9:30–10:45

Social Science Building, Rm. 3020

Dr. Albert Way

Office: Social Sciences Building, 4096

Office Hours: TTH, 11:00–2:00, and by appointment

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## **Course Description**

This course will examine the practice of doing history. Students will learn the methods of the field as practiced via reading, researching, writing, and teaching about the past. We will do this via the lenses of the subfields US agricultural and environmental history.

## **Course Objectives**

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 into 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 a 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

## **Readings**

- Kate Turabian et al., *A Manual for Writers of Research Papers, Theses, and Dissertations* (9th ed., University of Chicago Press, 2018)
- Sara Maza, *Thinking about History* (University of Chicago Press, 2017).
- Additional readings listed on the schedule

## **Course Requirements**

### Research and Writing Exercises (15%)

You will complete several exercises on research and writing over the course of the semester. They will be posted on D2L and will due on the dates listed in the course schedule.

### Article Reviews (30%)

You will write three article reviews of about 600 words each (2–3 pages). Your article review is not a paper on the subject of the article. It is a paper on what the article has to say about the subject. When you read articles in professional historical journals, you should always ask these questions: What is the author's thesis? Or what the point of the article? How does the article change our understanding of the subject? What is the author's historiographical intervention? How is the article organized? What kind of evidence does the author use? Does the evidence support the thesis?

### Historiographical Paper (25%)

The historiographical essay should discuss five or six secondary sources (generally a mix of books and journal articles) and should be about 1,200 words (5–6 pages). We will discuss this assignment further in class.

### Research Paper (30%)

The final project is a research paper on some topic in environmental or agricultural history. If you have a burning desire to research a topic that falls outside of those fields, you can, but you must clear it with me first. Your paper will be on a well-

defined topic; it will have a good discussion of the historiographical context; it will have a solid thesis and will use primary sources (and use them well) to prove the thesis; it will be properly formatted and have a proper bibliography; it will be well written. In short, the paper will show that you have mastered the historical methods taught in the class. Papers should be 2,500–3,000 words (10–12 pages), not including the title page or bibliography.

### Grading Scale

Students are evaluated on the following scale:

A - (90–100%)

B - (80–89%)

C - (70–79%)

D - (60–69%)

F - (59% or below)

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.

### **Late Work**

Your formal papers are due at the beginning of class on the due dates listed below. Late work will lose one letter grade (10 points) for each day the work is late. If an emergency results in a missed assignment, you should contact me as soon as possible. You should also upload all papers to D2L.

### **Class Participation**

In addition to the above, you are expected to fully participate in classroom discussion. You should come to class each day prepared to engage the readings with thoughtful comments and questions. Be ready to present, articulate, and defend your ideas, as well as listen to and comment on the ideas of others. The success of this class depends, in large part, on your willingness to participate in discussion. Your grade for the course will be adjusted downward by up to 10% if you do not participate.

### **Academic Integrity**

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>.

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>. For a detailed description of plagiarism and how to avoid it, see here: <http://plagiarism.org/>

### **Attendance**

Attendance is mandatory, and I will take roll every day. If you are more than fifteen minutes late for class, or if you leave early, it will count as a ½ day. Each absence over **five** will result in **five points** subtracted from your final grade. Your physical and mental presence in the classroom is essential to your ability to do well in this course. Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

### **Contacting Me**

I will hold regular office hours on Tuesdays and Thursdays, 11:00–2:00. If these hours do not work for you, feel free to knock on the door to see if I’m in, or we can make an appointment for a convenient time. You can also contact me via office phone or email, but keep in mind that I sometimes do not check email at night.

**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.

### **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. For more information please visit their website, [sss.kennesaw.edu/sds](http://sss.kennesaw.edu/sds).

Contact information is as follows:

SDS Email: [sds@kennesaw.edu](mailto:sds@kennesaw.edu)

Primary number for Kennesaw campus: [470-578-2666](tel:470-578-2666)

Primary number for Marietta campus: [678-915-7244](tel:678-915-7244)

### **Electronic Devices Policy**

I aim to create a congenial classroom experience guided by the imperative of mutual respect among participants. The ring of the cell phone, the lowered head and hidden hands of the texter, and the disinterested gaze of the web surfer all amount to a breach of that respect. So put your phone/watch away before entering the classroom; it’s just that simple. And remove those headphones!

I allow the use of laptops and will ask that you bring them for in-class work on certain days. If you do not own a laptop, please inquire at the library about borrowing one for those days listed on the schedule.

### **Course Schedule**

*\*This schedule is a general outline for the semester. If I need to change anything, I will give you plenty of notice.*

*\*You should complete the readings for the day on which they are listed.*

T, 8/20: Course Introduction

Th, 8/22: Thinking about History

Read: Maza, Intro, Ch. 1

T, 8/27: More Thinking

Read: Maza, Chs. 2 and 3

Th, 8/29: Defining a Field

Read: Donald Worster, "Transformations of the Earth: Toward an Agroecological Perspective in History," *Journal of American History* 76, no. 4 (March 1990): 1087–1106);

AND Responses in the same issue by Richard White (1111–1116), Carolyn Merchant (1117–1121), and William Cronon (1122–1131) (Find all in JSTOR).

T, 9/3: Library Databases—Meet in Library, Room G-12

Th, 9/5: Read: Bruce Mazlish, "The Art of Reviewing" (D2L);

AND Peter A. Coclanis, "Urbs in Orto," *Reviews in American History* 20, no. 1 (March 1992) (Find in JSTOR).

T, 9/10: **Article Review Due and Discussion:** William Cronon, "A Place for Stories: Nature, History, and Narrative," *Journal of American History* 78, no. 4 (March 1992): 1347–1376 (Find in JSTOR).

Th, 9/12: Turabian, Chapters 1, 2, and 11

**Due in Class: Writing Exercise**

T, 9/17: Making History

Read: Maza, Ch. 4

Th, 9/19: Meet in KSU Archives, 2nd Floor

Read: "Using Archives: A Guide to Effective Research" (D2L)

T, 9/24: Approach, Theory and Method

Read: Maza, Ch. 5

Th, 9/26: NO CLASS—Individual Meetings

**\*Research Topics Due at Meeting**

T, 10/1: Fact or Fiction?

Read: Maza, Ch. 6 and Conclusion

**Due: Review Exercise**

Th, 10/3: The Historiographical Essay

Read: Anthony Brundage, "Exploring Changing Interpretations: The Historiographic Essay" (D2L)

T, 10/8: **Article Review Due and Discussion:** S. Max Edelson, “Clearing Swamps, Harvesting Forests: Trees and the Making of a Plantation Landscape in the Colonial South Carolina Lowcountry,” *Agricultural History* 81, no. 3 (Summer 2007): 381–406 (Find in JSTOR).

**\*Oct. 9 is the last day to withdraw without academic penalty**

Th, 10/10: Work on Historiographical Essay in class—Bring laptop

T, 10/15: Turabian, Chapters 15–17

**Due: Citation Exercise**

Th, 10/17: No Class—Work on historiographical essay

T, 10/22: **Historiographical Essay Due**

Th, 10/24: Developing a Research Project

Read: Turabian, Chapters 3–7

T, 10/29: No Class—Work on your research projects and article review

Th, 10/31: **Article Review Due and Discussion:** Karl Jacoby, “Class and Environmental History: Lessons from ‘The War in the Adirondacks,’” *Environmental History*, vol. 2, no. 3 (July 1997): 324–342.

T, 11/5: No Class—Individual Conferences, Work on research projects

Th, 11/7: No Class— Individual Conferences, Work on research projects

T, 11/12: Class meets—Report on Progress

Th, 11/14: No Class—Work on research projects

T, 11/19: No Class—Work on research projects

Th, 11/21: No Class—Work on research projects

T, 11/26 – Th, 11/28: **Thanksgiving Break**

T, 12/3: Presentations

Th: 12/5: Presentations

**\*You are encouraged to attend Senior Seminar presentations on December 6, 2–4 pm, SO 5074.**

Th, 12/12: Presentations

**Final Papers Due in Class on Dec. 12** (hard copy and digital copy on D2L)