



Dr. Kevin Gannon

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MWF 10:00-10:50

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Catalog Description:

This course, required for all History majors, explores the foundations of the discipline through attention to the philosophy of history, historical methodology, and historiography.

The Historian's Craft

Course Objectives:

History 300 is the gateway to advanced study in History. In this course, We will explore the discipline, its practitioners, and its debates. You will begin to master the habits of mind and scholarship used by historians, and we will engage in original scholarly research to put those habits into practice.

In this course, you will:

[Foundational Knowledge]

- Understand and utilize the professional standards of historical scholarship—including research methods and documentation of sources.
- Become familiar with various methodological approaches historians employ to interpret both quantitative and qualitative data.

[Application]

- Develop the critical thinking skills necessary to meaningfully analyze historical material and arguments, and become aware of the accepted standards of evidence and canons of method that provide guidance in historical scholarship and teaching.
- produce an original work of historical scholarship, based upon both primary and secondary sources, and present it to colleagues in the History Department.

[Integration]

- develop an appreciation of the contributions that historians make to an understanding of human nature and social change through their interpretations of the past.

[Learning How to Learn]

- Gain a deeper understanding of what historians do, and awareness of the formal rules and informal conventions that guide research, publication, and teaching in the field.
- Articulate how you will use the knowledge and skills acquired in this course in your academic and professional careers.

[Critical Inquiry]

You will apply disciplinary approaches and evidentiary standards for the purpose of investigating, researching, assessing and generating knowledge.

[Information Literacy]

You will analyze questions, theses, or problems and collect and evaluate related information for the purpose of producing evidence-based responses.

[Written Communication]

You will develop effective written communication skills through the process of forming ideas and presenting them to a specified audience (e.g. the instructor, classmates, community members, discipline specific peers, etc.).

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All History courses at Grand View will help you accomplish the following:

Value lifelong learning and engagement with History

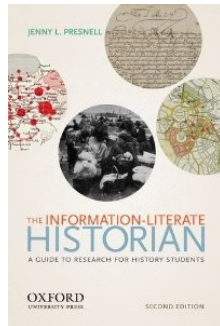
To think like a historian:

- understand causation
- See the past and present as a continuum.
- Foster global awareness and empathy for the other
- Construct and critically approach narratives

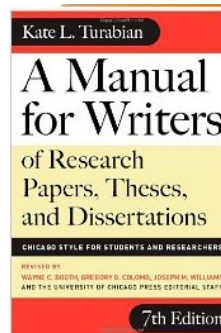
Proficiency in documentation and research.

What You'll Need

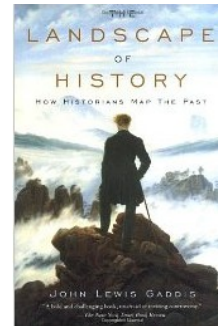
[Both new and used copies of these texts are available in the GV Bookstore..]



Jenny L. Presnell, *The Information-Literate Historian: A Guide to Research for History Students* (Oxford, 2013).



Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. (Chicago, 2007).



John Lewis Gaddis, *The Landscape of History: How Historians Map the Past* (Oxford, 2004).

What We'll Do...

HIST 300 is the introduction to advanced coursework in History. To that end, we will explore exactly what it means to be a historian, and to think historically.

We will begin the semester with an introduction to the theoretical and philosophical contours of the discipline, using Gaddis's *Landscape of History* as our guide.

We will then embark on an intensive and rigorous introduction to research and methodology; we will be paying special attention to online and digital materials, as these have revolutionized the work of historical research in the last decade. In our immersion in historical research, we will be exploring what it means to be both *critical thinkers* and *information literate*. Both of these habits of mind are integral to doing History.

The heart of the course is your research project, which will be an original work of scholarship on a topic of your choosing. Throughout the semester, we will be working on various components of the research and writing process, culminating with your final paper and presentation at the end of the semester.

...And How We'll Do it

Here are the expectations for our seminar; all of us are obligated to adhere to them in order to make the most of our time together:

- Do all the readings before the class meeting for which they are assigned, and be prepared to engage with both these materials and the rest of us during our time together.
- Conduct scholarly research and articulate your findings in a term paper that is an original contribution to the conversations of historical scholarship.
- Be ready to be challenged, perplexed, confused, and perhaps even frustrated—but survive and thrive in the course anyway.
- Accept your role as a historian and colleague in our seminar, which entails open-mindedness, a willingness to engage with the world of ideas, respect for others' contributions and for the life of the mind.

TRUST ME, I'M A
HISTORIAN

Succeed in HIST 300,
and you get to tell
people this.

Blackboard and Other Class Technologies

Much of the work for this course will be done via GVU's campus network resources. Assignments will be posted on the Blackboard course site. I will require the electronic submission of assignments via Blackboard (I'll demonstrate how to do this in class), and you will receive my feedback and evaluation via Blackboard as well. Announcements and other matters outside the classroom will be conducted via Blackboard and GV email. Please check your account regularly; you are responsible for any material distributed in this manner. You will be asked to place your research trail assignments and term project in your electronic portfolio, and I will post my evaluation and feedback there as well. Not only do we save trees by doing things this way—and who doesn't like trees?—but we will collectively improve our technological proficiency, which is of vital importance in today's economic and intellectual climate. If needed, I will provide tutorials and personal assistance in resolving any issue you might have with these requirements. They are meant to make life easier, not more complicated.



Blackboard Grading

The MyGrades tool of Blackboard is intended to be a communication tool and to facilitate information sharing between instructors and students. The grades and feedback posted on MyGrades are not to be interpreted as the final grade submitted by the instructor. Discrepancies and mistakes can be made in using and interpreting the technology – by both student and instructor. Refer to the grade policy in the syllabus for a full understanding of how your grade is calculated. Students will find their final grade on myView > myTools > Academic Profile > Grades by Term.

GV E-Mail

It is imperative that you check your Grand View email regularly. All official communications from GV via email will go to your GV account—this includes messages sent through Blackboard. I use email extensively, and will be sending messages to your GV email address. You are responsible for all information and assignments communicated in this manner. University policy is as follows: "It is essential that all students check their Grand View University e-mail account or set their account to forward to a preferred e-mail address. Students may set-up an e-mail auto forward from the myView web site (myView > Campus Life > Technology Resources > myView Mail > myView Mail Forwarding)."

Netiquette (from 'Internet etiquette')

"Netiquette" refers to the standards for appropriate interaction in an online environment. You are expected to display proper netiquette in their communications with me and with other students. This includes using proper written English, being polite by disagreeing agreeably when necessary, including your name and other necessary identifiers on any communication. If an email or discussion post ever concerns you, please notify me right away in a private manner.

Attendance & Engagement

You need to be in class, and turn your work in on time. In a seminar course such as HIST 300, things will only work if we all commit to doing so. I expect our discussions and activities to reflect your prior engagement with the material out of class, and I expect you to contribute in a meaningful and informed manner to our work together. To that end, I have a few course policies that you should bear in mind:

- Late work will be penalized one letter grade *per day* .
- Absences and/or late work will be excused only in cases of emergency, official college activity, or documented medical issue.
- Remember that class participation and engagement is a significant component of your final grade; absence from class cannot help but hurt your evaluation in this area.



Accommodation

Grand View University prohibits unlawful discrimination and encourages full participation by all students within the university community. When a student requires any instructional or other accommodation to optimize participation and/or performance in this course, it is the responsibility of the student to contact both the instructor and the Associate Director of Student Success: Academic Support and Disability Services and apply for any requested accommodation. The associate director is [Ms. Joy Brandt](#) and she can be reached at 515/263-2971.

Class Attendance

Students are responsible for adhering to the attendance policies as expressed by the instructor/department. Furthermore, the Federal Government requires that students receiving financial aid attend classes. Students, who are identified by the instructor as not attending classes, will be reported. Students who fail to return to classes may lose all or a portion of their financial aid.

Classroom Conduct

Students should conduct themselves as responsible members of the University community respecting the rights of others. Any student behavior interfering with the professor's ability to teach and/or the student's ability to learn constitutes a violation of the Code of Student Conduct found in the Grand View Catalog. The professor may ask the student to leave the classroom and that student will be subject to disciplinary sanctions.

Assignments & Grading

- Attendance, Participation, Engagement: 200 points
- Theory Think Piece: 50 points
- Topic Proposal: 25 points
- Working Bibliography: 50 points
- Historiographic Review: 25 points
- Rough Draft & Peer Review: 100 points
- Final Draft: 150 points
- Presentation: 100 points

Total Points Possible: 700

GRADING SCALE

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Students who wish to appeal a final course grade or other academic disciplinary action of an instructor must complete at least section I.A. of the Academic Appeal Form on-line within fourteen calendar days after the published due date for the final grade submission of the academic term in which the issue of disagreement occurred. Visit site below to complete first part of the form. <https://secure/grandview.edu/gradeappealform.html>
This form must be submitted electronically to the Office of the Provost. Nursing Students appealing a grade in a nursing course must follow the Nursing Division procedures.

Academic Responsibility & Integrity

In the scholarly community, there is an obligation to abide by rigorous standards of professional conduct. These include civility and respect in discourse and debate, and honesty and integrity in scholarship. Plagiarism and falsifying research are the very antithesis of the scholarly process. You might be aware of several high-profile cases in the historical field over the last ten years, which have basically ended scholarly careers. To be sure, we borrow ideas and phrases from our sources all the time—but we must acknowledge our debt to those sources. It's serious stuff: Stealing words and ideas is theft of intellectual property. We will abide by these standards for scholarship in our course, as well as Grand View's policies on academic honesty:

"In accordance with its mission statement, Grand View University is dedicated to the development of the whole person, and committed to truth, excellence, and ethical values. The University strives to promote appreciation of the dignity and worth of each individual and open interaction between student, faculty and staff. Personal integrity and academic honesty are essential to building a campus of trust. Thus, honesty in all aspects of the college experience is the responsibility of each student, faculty, and staff member.

This is reflected in the Grand View University Code of Integrity which states: **As a member of the Grand View University community, and in accordance with the mission of the university and its Lutheran identity, I agree to appreciate and respect the dignity and worth of each individual. I will honor and promote a community of open interaction, personal integrity, active and intellectual engagement, and academic honesty with students, faculty and staff."**

The Research Process

Well-done and thorough research can help a good paper almost write itself. But research often helps the final version look different from the original idea; a thesis may change—or be rejected in favor of another argument—or the scope of the original questions get modified significantly as your research progresses. That's part of the fun—setting out to explore one set of questions sometimes leads to another set you had never thought to ask. Our goal this semester is for you to become proficient in historical research. That means you will be able to do the following:

“The greatest part of a writer's time is spent in reading, in order to write: a man will turn over half a library to make one book.”
— Samuel Johnson

- Identify and articulate good research questions about a particular topic.
- Utilize catalogs, bibliographies, databases, and other appropriate resources to identify both primary and secondary sources to research.
- Formulate a bibliography that adheres to disciplinary conventions regarding style and format.
- Critically evaluate and analyze both primary and secondary sources, and integrate them into the structures of your paper's argument and evidence.
- Master the process of paraphrasing, quoting, and/or referring to sources via text and foot/endnotes.
- Know how and when to make the shift from (mostly) researching to (mostly) writing, and how to organize and plan a research paper to present your arguments and evidence clearly and effectively.

We will spend a great deal of time working on and discussing each of these items, and I will make sure that you will have the necessary resources to be successful in achieving these goals.

The Research Trail & Research Paper Assignments

You will demonstrate scholarly research on a topic centered upon US history in a research paper of at least twelve textual pages. All papers will have a specific thesis, be double-spaced, have a title page, use the Chicago Manual of Style, and include a full bibliography. Unless special permission is granted, no more than a third of the research can be web-based (this limitation does not include electronic journals or online primary documents). The paper proposal requires at least four sources; the working annotated bibliography at least eight sources; and the final draft at least ten sources. Remember that a historical paper without primary documents is considered weak.

Think of paper proposals as responding to a conference 'call for papers'. You need to convince the conference organizers that your proposed paper is worthy of inclusion in the conference. In all professions, it's important to learn how to communicate ideas and persuade peers and superiors to consider your work. The annotated bibliography operates as a map of ideas, issues, evidence, and theories raised by authorities on your topic. This becomes a resource as you build the structure of evidence and reasoning for your rough draft of the paper.



Why only US History topics?

In order for me to be an effective guide and resource for your research, we will limit ourselves to topics in US History, as this is the broad area in which I was trained as a scholar, and where I am most familiar with the content, historiography, sources, and research materials. What we'll be doing this semester is going to require guidance and mentorship on my part, and it's within US history that I can do so the most effectively for you.



Other Assignments & Expectations

Theory Think Piece: Based upon our reading and discussion of John Lewis Gaddis's *The Landscape of History*, you will write a brief essay that explores, analyzes, and assesses the book and its arguments. I will post an assignment sheet with some specific prompts closer to the due date (see the course schedule).

Paper Presentation: In lieu of a traditional final examination, you will present your research in a session that will closely resemble a panel at a scholarly conference. For those of you contemplating graduate work in History, this will give you a taste of what's to come as you gain membership in the scholarly community. For all of us, the effort and skills required to modify a paper for oral presentation, and then giving that presentation in a polished and professional manner, are invaluable tools to put into your academic toolbox. I will provide opportunities for practice, as well as further instruction regarding the presentations, as we move toward the end of the semester. You will all receive a detailed rubric of presentation criteria well in advance, so you'll have all of the information you need about how I will evaluate your presentations.

Course Schedule and Assignments

Week 1: 8/26-8/30	M: Introduction to the course and each other W: Gaddis, Introduction, Ch. 1 F: Gaddis, Introduction, Chs.2-3
Week 2: 9/2-9/6	M: No class—Labor Day. Thank a union member. W: Gaddis, Chs. 4-6 F: Gaddis, Chs. 7-8
Week 3: 9/9-9/13	M: Presnell, Ch. 1 W: Introduction to Turabian: read TOC, Chs. 1-2 (Bring Kate to class) F: Presnell, Ch. 2 Theory Think Piece Due 9/13
Week 4: 9/16-9/20	Getting to know catalogs and databases M: Monographs—Presnell, Ch. 3, Hands-on searching W: Journals—Presnell, Ch. 4, Hands-on searching F: Evaluation of sources—Presnell, Ch. 5, how to use book reviews and Historiographic essays; Also read Turabian, Ch. 4.
Week 5: 9/23-9/27	To the Research! M: Primary Sources—Presnell, Ch. 7 W: Digital History—Presnell, Ch. 8 F: Research Workday: Prospectus Due: Submit on Blackboard by 5:00 PM!



Week 6: 9/30-10/4	M: Presnell, Chs. 8-9 W-F: References & Bibliographies—Turabian, Part II (Bring Kate to class)
Week 7: 10/7-10/11	M: Crafting your argument—Turabian, Ch. 5 W-F: Individual Conferences: Working Bibliographies Due
Week 8: 10/14-10-18	Style Week! Read Turabian, Part III. The Commandments of Style and Mechanics
Week 9: 10/21-10/25	The Writing Process M: Framing your research— Historiographic Reviews Due W-F: Successful Drafting and Writing. Read Turabian, Chs. 6-7
Week 10: 10/28-11/1	Research and Writing week. We won't meet as a class, but I will be available in my office during class time for questions or consultation.
Week 11: 11/4-11/8	M: The Oral Presentation and conference styles—Review Presnell, Ch. 11; Read Turabian, Ch. 13 W: Revisions and Peer Reviews—Turabian, Chs. 9-12 F: Drafting and Workshopping [Computer Lab]
Week 12: 11/11-11/15	Writing Workshop—Meet in Computer Lab [KCTR 26]
Week 13: 11/18-11/22	M: Rough Drafts Due for Peer Review W-F: Peer Review and Discussion
Week 14: 11/25-11/29	M: Work on revisions from peer feedback (Be sure to keep copies of peer comments!) W-F: Thanksgiving Holiday—No Class
Week 15: 12/2-12/6	PRESENTATIONS [These will carry over into our final exam period, which is Tuesday, Dec. 10, from 8:00-9:20 AM] Final Drafts of your paper are due <u>in class</u> on Friday, December 6.

N.B.: I reserve the right to alter or modify the course syllabus or schedule if circumstances dictate. Any changes will be communicated through Blackboard and GV email. You are responsible for any material disseminated in this manner