Teaching American History  
HIST 2271-01: Introduction to Themes in History  
Fall 2013  
MW 2:00-3:15 p.m.  
SO 3032

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SO 4122        bmcgover@kennesaw.edu  
office hours:  T, 11-12

Required books/readings:

Bruce Lesh, *Why Won’t You Just Tell Us the Answer?*: Teaching Historical Thinking in Grades 7-12

Kate Turabian et al., *A Manual for Writers of Research Papers, Theses, and Dissertations* (8th ed.)

NCSS National Task Force for Social Studies Standards, *Curriculum Standards for Social Studies*

Additional reading assignments (on GA View and online) listed on the schedule.


Class Policies:

- **Class Participation:** I expect students to come to class having completed all assignments and prepared to participate fully in class discussions. Especially brilliant participation can have a positive effect on the final grade; failure to participate in an adequate and satisfactory manner will affect the grade negatively.

- **Attendance:** Students should attend all sessions of the class. Students who miss more than four class sessions will not pass the course. Students who arrive late, leave early, or take breaks will be counted ½ an absence at the discretion of the instructor. Please be aware that attendance is a factor that affects class participation.

- **Electronic Devices:** Cell phones and similar devices should be turned off and put away during class. Using laptops during class is discouraged for a variety of educationally-sound reasons. Use of laptops is therefore limited to those who have a specific, verifiable need to use them.

- **GeorgiaView:** Check regularly for assignments and messages. GeorgiaView will be the preferred means of communication outside of class.

- **Academic Integrity:** I expect students to do their own work. “Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating. . . . Incidents of alleged academic misconduct will be handled through the established procedures of
the University Judiciary Program, 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.” -- KSU Senate, 3/15/99

• If you are having any difficulties regarding this class, please make an appointment so that we can talk about them. The sooner we can resolve problems, the better for all concerned.

• Changes in the Syllabus: It is possible that we will have to make changes in this syllabus, especially the schedule. Any such changes will be for good cause and will be announced in class (if possible) and through the email function of GeorgiaView.

Course Objectives: The following are the approved objectives for History 2270.

At the end of this course, students will:

1. be able to articulate what is encompassed by the discipline of history.

2. recognize and follow ethical conventions of the discipline.

3. understand the concept of an historical argument.

4. know how to read monographs and articles in a scholarly way. Specifically, students will be able to identify the author’s argument and type of evidence used; explain how the author relates his/her argument to other work in that area; analyze the organization of the piece and/or argument; and evaluate the author’s success in proving his/her argument.

5. be able to identify different types of sources (primary/secondary).

6. be able to locate secondary sources and book reviews using electronic and hardcopy indices.

7. know how to write a scholarly review.

8. have visited and become familiar with the structure and philosophy of finding aids and other research aids available in an archive.

9. have become practiced in evaluating and interpreting primary resources.

10. be able to develop a valid historical argument from primary sources.

11. understand how academic historians locate and develop research topics, and be able to do this themselves.

12. understand how historians position their research within a larger framework, and be able to do this themselves.

13. know and be able to apply the Chicago Manual of Style as it is used by major journals in the history profession.

14. have become practiced in giving formal presentations.
15. understand the differences between academic and public history.

16. have become practiced in planning, drafting, and completing formal written work. It is expected that students will have completed a total of at least 15 pages of formal written work at the conclusion of the course.

In addition, students in these two sections, designed specifically for History Education students, will also

17. be able to use the National Council for the Social Studies thematic standards and the Georgia Performance Standards in designing units/lessons of study.

18. know the elements of a formal lesson plan.

19. have become practiced in planning lessons for secondary history students.

**Course Schedule**

Note: Unless otherwise specified, all assignments for this course should be considered individual rather than group work.

**Aug.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
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<tbody>
<tr>
<td>19</td>
<td>M</td>
<td>Introduction to the course and content</td>
</tr>
<tr>
<td>21</td>
<td>W</td>
<td>Read and be prepared to discuss Introduction to Grob and Billias, eds. <em>Interpretations of American History: Patterns and Perceptions, Vol. II</em> (available on D2L). We will talk about the nature of history; the work of the historian, and the nature of historical sources.</td>
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<tr>
<td>26</td>
<td>M</td>
<td>Writing Effectively: Read Turabian, Part 3 (esp. Chaps. 20-25). Turabian is a nice guide to grammar, punctuation and the like. On matters that the book addresses, it should be considered authoritative. <strong>Grammar, Punctuation, and Style Exercise due (D2L).</strong></td>
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<tr>
<td>28</td>
<td>W</td>
<td>Read Sellers, “Andrew Jackson Versus the Historians” (D2L).</td>
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**Sept.**

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<th>Activity</th>
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<tr>
<td>2</td>
<td>HOLIDAY</td>
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<tr>
<td>4</td>
<td>W</td>
<td>Read and be prepared to discuss Bernstein, “Moral Perspective and the Cycles of Jacksonian History” and Egerton, “An Update on Jacksonian Historiography” (D2L).</td>
</tr>
<tr>
<td>9</td>
<td>M</td>
<td>Read and be ready to discuss Inabinet, “Whigging Out: Controversy in the Age of Jackson and the book review by Waldstreicher.”</td>
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<tr>
<td>11</td>
<td>W</td>
<td>Read and be prepared to discuss Davidson and Lytle, “Jackson’s Frontier – And Turner’s.”</td>
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16 M Lesson planning, GPS, NCSS Themes. **Analysis of book reviews due today.**

18 W Using primary sources for the Jacksonian Era

23 M Read and be prepared to discuss Cheatham, “Andrew Jackson, Slavery, and Historians” (D2L).

25 W Jacksonian Era Project Assignments.

30 M **First article review due.**

**Oct.**

2 W Read Lesh, 1-26. Lesson Planning

4 M Read Lesh, 27-52. High School Textbooks: Then and Now.

9 W **Bibliographical exercise due** (available on D2L)

11 F **Last Day to Withdraw Without Academic Penalty**

14 M Read and be prepared to discuss Jaenicke, “The Jacksonian Integration of Parties into the Constitutional System.”

16 W Read and be prepared to discuss Oakes, “The Ages of Democracy and the Rise of American Democracy.”

21 M Read and be prepared to discuss Henry, “Sacred and Profane American History.”


28 M **Second article review due.**


**Nov.**

4 M Read Lesh, 181-209.

6 W Citing Sources Correctly: Turabian, Part 2 (Chaps. 15 – 17); **citation exercise due**

11 M **Analysis of primary sources due**

13 W No class; individual conferences to finalize ideas for lesson plan

18 M No class; individual conferences to finalize ideas for lesson plan

20 W Student presentations of lesson plans.
25 M Student presentations of lesson plans.
27 W No Class – Thanksgiving Break

Dec.
2 M Student presentations of lesson plans (all lesson plans due)
4 W Conclude student presentations of lesson plans; discussion of what we have learned this semester.

The instructor reserves the right to change these assignments as appropriate.

Assignments and Grades

Assignments will be counted according to the numbers of points indicated below. There will be in-class assignments and quizzes. Late written work will generally not be accepted. If accepted, a penalty of up to 10% per day may apply for its being late. In case of an absence on the day an assignment is due, please email work to the instructor by the time it is due in class.

Note: Unless otherwise specified, assignments should be done individually--no group work, copying of each other’s papers, or plagiarism of any sort.

I. Mechanics of Research and Writing 100 points
Grammar, Punctuation, and Style Exercise
Citation Exercise
Bibliographical Exercise
Writing Exercise (TBA)

Please print two copies of each exercise, one to turn in and one to use in class as we go over the exercise. Each exercise is worth 25 points.

II. Analysis of Book Reviews 100 points
In about two-three pages, describe the Levine and/or McPherson books; discuss and explain the differences among the reviews. What do they tell the reader about the book? In general, why might historians read book reviews? Note: For this paper, do not worry about trying to cite the reviews; refer to them using the reviewer’s name.

All papers will be turned in on turnitin.com. The class id is 6745011 and the password is Jackson.

III. Reviews of Articles (2) 200 points
Review two articles of your choice (3 pp. each):

As you read each article, ask yourself: What is the article about? How is it organized? How did the author prove his or her point? Then write an article review. Identify the specific thesis and describe the organization and evidence. Where appropriate, include information about the historian. See “A Few Writing Tips” (GeorgiaView) for citation form. 100 points each.
IV. Analysis of Primary Sources  
200 points

Write a three- to-four-page analysis of some aspect of the Civil War in which you use at least twenty-five sources. We will discuss where to access these primary sources throughout the semester.

V. Formal Lesson Plan  
200 points

Prepare a formal lesson plan according to instructions provided in class. Plans will be based on the template I provide and are worth 150 points. (In addition, attach lecture notes and ancillary materials.)

VI. Class Participation  
200 points

Class participation is a component made up of a variety of factors:

Class Discussions: Come to class having completed all assignments and prepared to participate fully and positively in class discussions. As noted on page one, especially brilliant participation can have a positive effect on the final grade; failure to participate in an adequate and satisfactory manner will affect the grade negatively.

In-class Assignments (including quizzes): These small assignments will make up part of the class participation grade. Quizzes will be based on assigned readings and/or material covered in class previously. Each such assignment will carry an announced point value.

Attendance and Punctuality: Students who miss more than four class sessions will not pass the course. Students who arrive late, leave early, or take breaks will be counted present at the discretion of the instructor. Attendance and punctuality are factors that affect class participation.

Excellent attendance and punctuality are essential characteristics of professionalism and are generally matters of choice, habit, and respect. Punctuality involves meeting deadlines as well as being on time for class and appointments.

Professional Demeanor: Be a positive force in the classroom. Do your share of the work. Be congenial, collaborative, and respectful. Disrespectful behavior can affect the entire class negatively. Please take care of personal matters before or after class.

As History Ed students and teacher candidates, it is time to begin moving to the “other side of the desk.” If you want your students to do their best work, then you too should produce your best work. If you want them to be on-task and actively participate in class, you should do the same in your classes. You will be a model for them – and that means “walking the walk.” That takes practice. They will know if you haven’t or don’t. So, start thinking (and acting) like the best teacher you know!

At the end of the semester, grades will be assigned according to the following point values:

900-1000 points = A
800-899 points = B
700-799 points = C
600-699 points = D
fewer than 600 pts. = F
Diversity Survey

You will need to fill out the Diversity Survey located at http://www.surveymonkey.com/s/Diversity_Survey_Summer_2013_Pre-Survey

For additional 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 http://www.kennesaw.edu/english/WritingCenter, or stop by Room 242 in the English Building.

2. The KSU Writing Center uses the Perdue University online writing guide wherein you will find user-friendly examples and clear information about composition rules. An excellent source of information! You can access it through the KSU Writing Center’s website or at http://owl.english.purdue.edu/handouts/grammar).

3. “A Few Writing Tips” (accessible on GeorgiaViewVista)