History 2270/02 - Spring 2009

Introduction to Themes in History
MW – 6:30 – 7:45, SO 3032

Instructor: Dr. Elsa A. Nystrom
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Office Hours: TTH – 12:30 – 2:00, 3:30 – 5:00, or by appointment.
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Texts:
Hoffer, Peter Charles. Past Imperfect; Facts Fictions Fraud—American History from Bancroft and Parkman to Ambrose, Bellisles, Ellis and Goodwin.
*Note: I didn’t assign Turabian or any other style manual. There are many available used.

The overall theme in this class is the Victorian world in America and Great Britain with some emphasis on solving mysteries. We will look at fiction and non-fiction written during and about this period as well as modern works about the period. Some assigned material contains an element of mystery as deduction and problem solving is a part of the historian’s craft. The class will be divided between discussion about method and analysis, discussion of historiography and historians, and discussion of the results of your assignments.

Course Objectives

1. To understand the meaning of history and how historians research and interpret historical topics.
2. To learn about the variety of sources that can be used in the study of local history.
3. To learn the proper techniques of documenting historical sources.
4. To evaluate primary sources and analyze secondary sources.
5. To gain a working knowledge of the use of different types of primary and secondary source materials in a problem solving situation.

Course Description

The purpose of History 2270 is to teach you to think, research and write history as a professional historian does. The skills and insights you learn will be useful for all history majors, history teachers at all levels and in the real world as well. Considerable class time will be devoted to a discussion of the methods of historical interpretation and the different ways in which historians have viewed the past. Class time will also be spent on discussion of the proper ways to footnote a paper and prepare a bibliography using the format detailed in the Chicago Manual of Style (available in the library) We will use two online resources the Historian’s Toolbox http://guides.library.fullerton.edu/historians_toolbox/index.html
and Son of Citation Machine http://citationmachine.net/leftpanel.php?reqstyleid=10&more= to provide assistance in learning the fundamentals of formatting and research.

Written assignments include an analysis of newspaper accounts and an evaluation of textbook chapters on the reconstruction era in the United States

You will also get to choose one of two websites dealing with mysterious events during the Victorian era to develop a Power Point argument providing your interpretation of what actually happened to the Borden family or William Robinson using the skills you have learned.


The Lizzy Borden Case Study
If you have any questions don’t hesitate to email me or stop by my office. Please don’t wait until the last minute if there is a problem. I am in my office all day Monday and Wednesday. **You must adhere to the time table set out in the syllabus unless you have major problems. Assignments are due on the date listed in the syllabus.**

**Academic Honesty and student Conduct:**
The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of these high standards is crucial since the validity and equity of the University’s grades and degrees depend upon it. Any student found guilty of an infraction or a regulation for academic honesty shall be suspended for at least one semester unless evidence is provided to convince the court that substantial mitigating circumstances existed in that student’s offense.
The following regulations are designed to assist students in developing appropriate standards and attitudes with respect to academic honesty. To this end, the regulations protect students against infractions that may compromise the validity of their degree or place them at an undue disadvantage with respect to the equity of their grades.

**A. Plagiarism and Cheating**
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 as part of a course (including examinations, laboratory reports, essays, themes, term papers, etc.) When direct quotations are used, they should be indicated; when the languages, 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.

**B. Unauthorized Access to Official University Materials**
NO student shall take or attempt to take, steal, or in an unauthorized manner otherwise procure, gain access to, alter or destroy any material pertaining to the conduct of a class. For further information on Academic Honesty, see the current KSU Catalog.

**Turnitin**
All students are required to submit their written assignments to Turnitin, a website that checks for plagiarized work. It also can help you identify your sources and provide feed back regarding correct citing of material. The registration process for Turnitin will be explained in the first week of class.

**Grading System**
Grades will be based on the following scale: A 90-100, B 80-89, C 70-79, D 60-69 and F 0-60. The final grade will be an average of the following parts:

1. Classroom. Participation in Weekly Lecture/Discussions – 20 %
2. Newspaper article comparison paper – 10 %
3. Textbook comparison /review – 30 %
4. Power Point Presentation and bibliography – 40 %
* Assignments are due on date listed on syllabus. Late papers will decline in value rapidly. No papers will be accepted after the last day of class unless you have a very serious reason for not completing your work.

There is no final exam in this class.

**Attendance Policy**
Students are expected to attend class. Your grade will reflect missed classes. NO cell phones on in class please.

**Incomplete Grade**
At semester's end an incomplete will be considered **only** if you have completed 75% of the class requirements, **only** if you have a grade of C or better and **only** if you can prove that some emergency prevents you from completing all the course requirements on time.

**Class Schedule  Day by Day**

1  Monday, January 12
   Introduction to the course. – sign up for Turnitin

2  Wednesday, January 14
   **Virtual Tour of Sturgis Library** 6:30 pm, in Library 209. This is an excellent workshop that will acquaint you with KSU library resources and how to find them. We will meet at the library.

3  Wednesday, January 21
   Select topic for article assignment. Read and discuss *Past Imperfect*, pg 1 – 16 and Kelleher 1 – 19.

4  Monday, January 26
   Read and discuss the Sherlock Holmes adventure, *The Speckled Band* by Sir Arthur Conan Doyle in Victorian context.

5  Wednesday, January 28
   Introduction to *Historians Toolbox* and *Citation Machine*, read Kelleher, Chapter 2 on source materials.

6  Monday, February 2
   Read and discuss *Past Imperfect*, Chapter 1; more on formatting.

7  Wednesday, February 4
   Read and discuss *Past Imperfect*, Professions of History.

8  Monday, February 9
   Newspaper article assignment due; discuss findings.

9  Wednesday, February 11
   Discussion of textbook review assignment; read and discuss *Past Imperfect*, Chapter 3.

10 Monday, February 16
    Selection of website for final Power point assignment and discussion of assignment.

11 Wednesday, February 18
    Read and discuss Past Imperfect, Chapter 4.

12 Monday, February 23
    Experiential Workshop

13 Wednesday, February 25
    Experiential Workshop continued.

14 Monday, March 2
    Read and discuss Kelleher, Chapter 3 and Past Imperfect, Chapter 5.
Wednesday, March 4
Read and discuss Kelleher, Chapter 4.

Spring Break – March 9 - 11 – No Class

Monday, March 16
Creation of bibliography, annotation and other elements of formatting in Turabian and Chicago style.

Wednesday, March 18
Visit to rare book room.

Monday, March 23
Textbook chapter review assignment due; discuss findings.

Wednesday, March 25
Read and discuss *Past Imperfect* Chapter 7.

Monday, March 30
Read and discuss *Past Imperfect* Chapter 8.

Wednesday, April 1
Read and discuss Kelleher Chapter 5.

Monday, April 6
Read and discuss Kelleher Chapter 6.

Wednesday, April 8
Read and discuss Kelleher Chapters 7 and 8.

Monday, April 13
Read and discuss *Past Imperfect*, the future of the past.

Wednesday, April 15
Power Point presentations begin.

Monday, April 20
Presentations continue

Wednesday, April 22
Presentations continue

Monday, April 27
Presentations continue

Wednesday, April 29
Presentations conclude.

*** No final exam

Students must hand in a print out of their Power Point presentation and bibliography.
Newspaper Article Review Assignment

You must select a topic (a particular event like the sinking of the Titanic that would be sensational enough to be found in a variety of newspapers) and locate an article on your subject in four different newspapers of the time. You will then write a brief account of what you found in the articles. Did they all carry the same information? Did the information vary by region or the type of newspaper? What was stressed in the articles? Was any information left out or added by any of the papers? Include a bibliographic listing for each of the newspapers you accessed.

Textbook Review Assignment

I have selected chapters from four different textbooks for you to review and analyze. One dates from 1898, though it was revised in 1910, one from 1923 and the others are current popular survey texts. The chapters I have chosen deal with reconstruction although the earlier texts which were written fairly close to the event obviously will not have a chapter strictly dedicated to reconstruction although the information they contain has some relevance to the modern texts.

The texts are:
Chapter 25 Past and Future

Fite, Emerson Davis. A History of the United States, 1923
Part VII Economic and Political Reconstruction

Brinkley, Alan. American History, a survey.
Chapter 15 Reconstruction and the New South

Brands, Breen, Williams, Gross. American Stories: A History of the United States
Chapter 16 The Agony of Reconstruction

You might expect to find similarities between the two earlier books and the two later ones and some startling differences between the earlier and later books, but that may or may not be the case. At any rate, these are the questions you must ask yourself as you read these chapters…
What are the main ideas that each author wants to convey and how do they differ from each other?
Where is there a parallel in both coverage and analysis in all four books? Do some of them have a sort of consensus regarding the issues?
What kinds of events and people does each author stress?
Who and what do they leave out? Obviously the first two books will leave out some of the issues stressed in the later ones, but you must take that into consideration.
Finally which text do you like the best and why? Would students reading the earlier texts have come away with a somewhat biased view of American History?
Your assignment should be double spaced and approximately 5 to 8 pages in length.
You will be graded on content, organization and grammar.

Web Based Mystery Power Point Project

If you have Lizzie Borden you must answer and prove to the best of your ability based on the sources on the website either that Lizzie Borden was innocent of the murder of her parents or that she was guilty. You may also try to prove the statement that Lizzie was driven to murder because of the constrained roles of middle class women in Victorian society.

If you have William Robinson, you must either prove to the best of your ability who was guilty of the murder of William Robinson, again based on the sources on the website, or what role race played in the murder of Robinson or how the relationships between whites, blacks and Indians resulted in the murder.
You will present your arguments and conclusions in a Power Point that will be presented to the class at the end of the semester. In addition, you will include a paper copy of an annotated bibliography of the sources used to create the presentation.