**History 2270/02 - Spring 2012**

**Introduction to Themes in History – CRN810185**

**TR 2:00 - 3:15, SO 3032**

**Instructor:** Dr. Elsa A. Nystrom  
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**Office Hours:** TR – 9:00 – 12:30, 3:30 – 4:30, or by appointment.  
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**A NOTE ABOUT VISTA**

Vista is an important part of our course structure. Please expect emails about upcoming classes as well as uploaded documents for you to read. If I can’t make a class, I will contact you through VISTA so please check your messages regularly. I will also post assignment due dates on Vista calendar.

**Text:**  
**Hoffer, Peter Charles. Past Imperfect; Facts Fictions Fraud—American History from Bancroft and Parkman to Ambrose, Bellisles, Ellis and Goodwin.**

**A Note about the textbooks:**

The Hoffer book deals with historiography and current trends in writing American history. It will give you some insights regarding the subjectivity of history and show that often historians have more than one reason for writing about a particular period of history. We will use the web for input on proper grammar, punctuation, footnotes and bibliography.

**The overall theme in this class is history and mystery in 19th and 20th century North America extending outwards to the British Empire because of its influence on America at this time. We will look at fiction and non-fiction written during this period. Some assigned material deals with a 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 as well as presentations to the class.**

**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 source
5. To gain a working knowledge of the use of different types of primary and secondary source materials in a problem solving situation.
6. To learn how to write a variety of papers with the style and methodology used by historians including analysis, critique, evaluation and essay.

**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](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 from a variety of case studies based on primary sources dealing with mysterious events during the time frame of the class to develop a Power Point argument providing your interpretation of what actually happened using the skills you have learned in the class.

These case studies are found on the following website: [http://www.canadianmysteries.ca/mysteries/indexen.html] I will add another website link shortly.

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 Tuesday and Thursday unless I have a meeting or am in class.

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. If your assignment is not turned in on time, you will either lose points or get a zero for the assignment.

Academic Honesty:
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). Any infraction will be handled according to KSU Policy in the KSU Student Handbook.

Turnitin

All students are required to submit their written assignments to [Turnitin.com](http://turnitin.com), a website that checks for plagiarized work. It also can help you identify your sources and provide feedback regarding correct citing of material. The registration process for Turnitin.com 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 – 10%
2. Newspaper article comparison paper – 20%
3. Textbook comparison/review – 20%
4. Power Point Presentation and bibliography – 40%
5. Minor 50 word writing assignments – 10%
* 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. We will take attendance every class. Your grade will reflect missed classes. NO cell phones on in class please and computers only for notes if needed NOT web surfing or face booking.

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 Calendar

1 Tuesday, January 10
   Introduction to the course.

2 Thursday January 12
   Select topic for newspaper article assignment from list that follows. Discuss directions for assignment. Assignment due February 2.
   Wreck of the Steamship Arctic, 1854
   The Great Chicago Fire, 1871
   The Eruption of the Krakatoa Volcano, 1883
   President James Garfield Assassination and Death, 1881
   Assassination of President McKinley
   Sitting Bull surrenders, July 20, 1881
   The Johnstown Flood, 1889
   Jesse James Shot, 1882
   The Galveston TX Hurricane, 1900
   The Peshtigo WS Fire, 1871
   The Boxer Rebellion in China, 1900
   Sinking of the Maine
   Italy’s King assassinated, 1900
   Triangle Shirtwaist Factory Fire, March 25, 1911
   San Francisco Fire and Earthquake, 1906
   Marconi transmits radio signal across the Atlantic, 1900
   Wilbur and Orville Wright first powered flight, 1903
   Lindberg Flight across the Atlantic, 1927
   Tomb of King Tut Found, 1922
   Okeechobee Hurricane, Sept 16, 1928
   Sinking of the Lusitania, May 7, 1915.

Newspaper Article Review Assignment Directions

After you get your topic, you must locate an article on your event in four different newspapers of the time. Before you read your articles, look up the event in Wikipedia to see what current thinking is on what happened. Then read your articles and write a brief account of your findings. Was the information similar or the same? Did it vary by region or type of newspaper? What was stressed in the articles? Was anything omitted or
perhaps misleading? How did these newspaper accounts compare with the modern account of the event? Please include printouts of your articles with your paper.

Tuesday January 17

Virtual Tour of Sturgis Library resources related to this class, 11:00 AM. Meet in classroom. Afterwards, write 50 word sentence stating how useful you found the virtual tour.

Due Thursday January 19.

Thursday January 19

Read and discuss Past Imperfect, pg 1 – 16. Write a 50 word sentence that summarizes what Hoffer says about the study of history. Be prepared to read yours before you hand it in next Tuesday, the 25th. I am not kidding about the 50 word limit; you will find this is not as easy to do as you might think. Scoring Rubric is posted on Vista

Tuesday January 24

Read and discuss the Sherlock Holmes adventure, The Sign of the Four by Sir Arthur Conan Doyle in its Victorian context (follow this link on Project Gutenberg http://www.gutenberg.org/files/2097/2097-h/2097-h.htm). Write a 50 word summary of the story. Be prepared to read yours to the class. Again the idea here is brevity; anything over 50 words will be penalized. Due January 26.

Thursday, January 26

Introduction to Historian’s Toolbox and Citation Machine. Discussion of annotation of an article. 50 word Sherlock Holmes assignment due. Discuss.

Tuesday January 31

Read and discuss Past Imperfect, Chapter 1; Discussion of formatting and writing styles. Read and discuss Past Imperfect, Professions of History.

Thursday, February 2

Newspaper assignment due; discuss findings

Tuesday February 7

Tour of Rare Book Room; meet in library lower level at Rare Book Room. After tour write 50 word sentence detailing the importance of the Rare Book Room for KSU students, faculty and alumni.

Thursday February 9

Discussion of textbook review assignment.; Read and discuss Past Imperfect, Chapter 3.

Textbook Review Assignment Directions

I have selected chapters from four different textbooks for you to review and analyze. One chapter dates from 1898 although it was revised in 1910. One is from 1920 and the other two are popular current survey texts. The chapters I have chosen deal with Reconstruction although the earlier texts, written fairly close to the event, do not have a chapter strictly dedicated to Reconstruction although they have some relation to the modern texts. The chapters come from books written by
Julian Hawthorne, 1898, Emerson Davis Fite, 1923, Alan Brinkley and Howard Zinn, both current
texts.
One might expect to find similarities between the two earlier books and between the two later ones
and a few startling differences between the earlier and later books but this may not be the case. As
you read try to answer the following questions. Before you begin, you will find it very helpful to
learn something about each author, to place him in the proper school of historical interpretation.
What is the thesis of each chapter and is the thesis different in each? Is there a parallel in coverage
and analysis in any of the four? Do any have a consensus regarding the issues of Reconstruction?
What kind of events does each stress? What important historical figures are mentioned? Who and
what do they omit? Obviously the first two will leave out some of the issues considered important
in the later ones given the changing perspectives that time brings to historical events. Where does
each author fit in regard to historiographical interpretation of his work. Finally which text do you
like the best? Why? Do any of these chapters provide an unbiased view of the past? Why or why
not? Finally, often books tell us more about the culture, values and beliefs of the time in which
they were written. Do you see any evidence of this in your four chapters? Be specific. Your
assignment should be double spaced and approximately 5 to 8 pages in length. You will be graded
on organization, content and grammar.

11 Tuesday, February 14
Selection of website for final Power point assignment and discussion of assignment. See
Great Mysteries in Canadian History website.
http://www.canadianmysteries.ca/mysteries/indexen.html
Instructions for this assignment are posted on Vista.
Rare Book Room assignment due today

12 Thursday, February 16
Read and discuss Past Imperfect, Chapter 4.

13 Tuesday, February 21
Discussion on the mechanics of writing and research.

14 Thursday, February 23
Catch –up if needed.

15 Tuesday February 28
Read and discuss Past Imperfect, Chapter 5.

16 Thursday March 1
Discuss research progress for PPT, textbook and textbook chapter assignment.

NO Class this week(March 3 - 9) - Spring Break

17 Tuesday March 13
Creation of bibliography, annotation and other elements of formatting in Turabian or Chicago
style. Put together a brief bibliography for your research topic including a variety of sources;
books, articles, web pages etc.

18 Thursday March 15
Discuss your bibliography in class, bring copy to put on screen.

19 Tuesday March 20
Textbook chapter review assignment due; discuss findings.
20 Thursday March 22
Discussion overflow if needed. Read and discuss *Past Imperfect* Chapter 7.

21 Tuesday March 27
Read and discuss *Past Imperfect* Chapter 8.

22 Thursday March 29
Footnoting, Footnoting, Footnoting and solving the mysteries of an annotated bibliography.

23 Tuesday April 3
Read and discuss *Past Imperfect*, the future of the past.

24 Thursday April 5
Power Point Presentations begin.

25 Tuesday April 10
Power Point presentations continue.

26 Thursday April 12
Power Point presentations continue.

27 Tuesday, April 17
Presentations continue.

28 Thursday April 19
Presentations continue.

29 Tuesday April 24
Presentations continue.

30 Thursday April 26
Presentations continue.

*** No final exam

Students must hand in a print out of their Power Point presentation and an annotated bibliography listing sources used.