Kennesaw State University
History 2270
Introduction to Themes in History
Spring 2013
M/W 8 a.m. -9:15 a.m.
SO 3032

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Office Hours: M/W 1-2 p.m., and by appointment

Course Description: This course is designed to introduce you to the practice of history as an academic discipline. As a prospective history or history education major, you will learn firsthand how historians work with historical sources and produce scholarship in the form of conference papers, articles, books, and classroom lectures. Our study will focus specifically on the era of the American Revolution. You will read several significant works on the topic to become familiar with major issues of the Revolution and to help you identify an area for your own research. Then, using the skills you have acquired, you will undertake your own research and produce an article-length essay.

Course Goals: The History Department has established a standard list of goals for all students taking History 2270. At the end of the course, you will be able to:
* articulate what is encompassed by the discipline of history
* recognize and follow ethical conventions of the discipline
* understand the concept of a historical argument
* know how to read articles and monographs in a scholarly way (i.e., identifying the author’s argument, types of evidence used, explain how the author relates the work to other works in that area, analyze the organization of the work, and evaluate the author’s success in proving the argument
* write a book review
* identify different types of sources
* locate secondary sources and book reviews in both electronic and printed form
* be familiar with finding aids and other research aids available in a library or archive
* develop a valid historical argument based on primary sources
* understand how historians identify and develop research topics, and do this yourself
* understand how to position your research within a larger framework, and do this yourself
* apply the conventions of The Chicago Manual of Style in your writing
* become practiced in giving formal presentations
* understand the difference between academic and public history
* plan, draft, and complete a formal written work
Expectations: Success in this course requires regular attendance, prompt completion of all reading and written assignments, and active participation in discussions. Because of the importance of the material we cover, excessive absences will affect your grade. Each absence that is not made up will reduce your final average by three points. You can make up absences by submitting written makeup assignments.

Required Texts:
   Mary Lynn Rampolla, Pocket Guide to Writing in History, 7th edition
   Kelly Schrum, US History Matters
   Bernard Bailyn, Ideological Origins of the American Revolution
   Gary Nash, The Urban Crucible
   John Resch and Walter Sargent, War & Society in the American Revolution
   Jim Piecuch, Three Peoples, One King
   Forrest McDonald, Novus Ordo Seclorum

Grading: Your grade will be based upon the following factors:
   Primary Source Assessment: 10 %
   Condensation Exercise: 10%
   Book Review: 15%
   Discussion and In-class Writing Exercises: 25%
   Research Presentation and Paper: 40%

Schedule: (Subject to Change)

Jan. 9: Introduction

Jan. 14: Historians and their Work
   Readings: Rampolla, 1-5

Jan. 15: End of Add/Drop Period

Jan. 16: Historical Sources
   Readings: Rampolla, 6-21; US History Matters, 1-34, 37-60, 68-75

Jan. 21: No Class – Martin Luther King holiday

Jan. 23: Library Orientation
   Meet at library (subject to library’s scheduling)

Jan. 28: Discussion, Bailyn
   Readings: Bailyn, through chapter 4

Jan. 30: Discussion, Bailyn
   Readings, Bailyn, chapter 5-Postscript
Feb. 4: Reading and Writing History  
Readings: Rampolla, 22-39, 49-76

Feb. 6: Discussion, Nash  
Readings: Nash, through chapter 4

Feb. 11: Discussion, Nash  
Readings: Nash, chapters 5-7

Feb. 13: Writing History (again)  
Readings: Rampolla, 77-105

Feb. 18: Discussion, Resch and Sargent  
Readings: Resch and Sargent, chapters 1, 3, 5

Feb. 20: Discussion, Resch and Sargent  
Readings: Resch and Sargent, chapters 8 and 9

Feb. 25: Citing Sources  
Readings: Rampolla, 106-145

Feb. 27: The Writing and Publishing Process

Mar. 4 and 6: No Classes – Spring Break

Mar. 11: Discussion, Piecuch  
Readings, Piecuch, introduction-chapter 4

Mar. 13: Discussion, Piecuch  
Readings, Piecuch, chapter 5-conclusion

Mar. 18: Other Historical Work

Mar. 20: Discussion, McDonald  
Readings: McDonald, Preface-chapter 4

Mar. 25: Discussion, McDonald  
Readings: McDonald, chapters 5-8

Mar. 27: Catch-Up/Planning

Apr. 1: Catch-Up/Planning
Apr. 3: Catch-Up/Planning

Apr. 8: Research Discussion
Make a 5-8 minute presentation on your research topic, preliminary findings, and research plans.

Apr. 10: Conferences

Apr. 15: Conferences

Apr. 17: Conferences

Apr. 22: Conferences

Apr. 24: Presentations

Apr. 29: Presentations

May 1: Presentations

Last Day of Classes

Book Reviews are due no later than two weeks after the final class date during which we discussed the book you are reviewing.

Final Research Paper Due May 6 by 5 p.m.

Miscellaneous

Academic Honesty: Please read the section on this subject in your student handbook. I expect all work you turn in to be your own, prepared without outside assistance or collaboration. Plagiarism (presenting someone else’s work or ideas as your own) is easier to spot than you may realize. University rules require that I report suspected cases of plagiarism to the administration, and being found guilty of this offense can result in severe penalties. In addition, I will automatically fail you for the course. Cheating on exams in any form, including providing answers or information to other students, will also result in a failing grade.

Students with Disabilities: If you have a disability that requires accommodation, please notify me as soon as possible and provide the necessary documentation so that we can make arrangements to deal with this situation.

Cell Phones and Pagers: Cell phones, pagers, and other electronic devices must be turned off before you enter the classroom. Any student whose phone or pager sounds
during class will be asked to leave the room immediately. Repeated violations may result in the offender being banned from the classroom.

**Assignments:** Writing assignments, lists of study terms, additional readings, etc., will be made available well in advance of the due date. We will discuss all assignments in class. Please see me if you have any problem with the assignments.

**Problems and Personal Matters:** If you have any difficulty with this course, such as understanding the readings or lectures, speaking in discussion, or personal issues that may affect how well you do in the course, please see me immediately. The sooner that I know about a problem, the faster we can solve it.