This section of Introduction to Themes in History will emphasize historical memory and the history of Georgia, but the class should be interesting and useful to students pursuing any concentration in the history major. This section is not recommended for History Education majors, who should take instead HIST 2271 (Introduction to the History Profession).

**Required books/readings:** Kate Turabian et al., *A Manual for Writers of Research Papers, Theses, and Dissertations* (8th ed.); Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing* (5th ed.); and additional reading assignments listed on the schedule.

Grades for the course are based on a series of article reviews (30% of the course grade); a historiographical essay (20%); quizzes/exercises/participation (20%); and the final project (30%). These assignments will be explained more fully in class and on D2L.

The course is based largely on what we do in the classroom, so students should attend all sessions of the class. **Students who miss more than four class sessions will not pass the course.** Note that absences are absences; there is no distinction between “excused” and “unexcused.” Students who arrive to class late or leave early will be counted present at the discretion of the instructor.

If you have any difficulties regarding this class, please make an appointment so we can talk about them. The sooner we can resolve problems, the better for all concerned.
Below is the statement on “Plagiarism and Cheating” from the KSU Student Code of Conduct:

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. 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).

All cases of academic misconduct in this course will be reported to the Department of Student Conduct and Academic Integrity and will result in a lower grade (usually an F) for the class.

Cell phones and similar devices should be turned off and put away during class. Do not use them during class time. Laptop computers are allowed for course work only; other laptop use can be distracting to other students (and sometimes to the professor as well). Students should not study for other classes during ours; from 3:30 to 4:45 on Tuesdays and Thursdays, you should consider this class to be your full-time job.

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 D2L. Check D2L regularly for assignments and messages.

Assignments are due as described on the syllabus. Except in truly exceptional circumstances, I will not accept late work. “In a documented coma in the hospital” will usually get you a brief extension; “I didn’t feel well,” “my family went out of town for the weekend,” “my car wouldn’t start,” “my girlfriend had a headache,” and the like won’t. If you are unable to be in class to submit work that is due that day, email or fax it to me by class time to show that you completed it as required. Also send an explanation of why you won’t be in class to turn it in.

Papers should be written thoughtfully and carefully. They should scrupulously follow “A Few Writing Tips,” available on D2L. There should be no typos, no punctuation errors, no grammatical slips. These writing mistakes will result in a lower paper grade.

The Americans with Disabilities Act (ADA), Public Law 101-336, gives civil rights protections to individuals with disabilities. This statute guarantees equal opportunity for this protected group in the areas of public accommodations, employment, transportation, state and local government services and telecommunications. Should you require assistance or have questions about the ADA, please contact the ADA Compliance Officer for Students at 770-423-6443.
The following are the approved course objectives for History 2270.

At the end of this course, students 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 an historical argument.

▪ 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.

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

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

▪ know how to write a scholarly review.

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

▪ have become practiced in evaluating and interpreting primary resources.

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

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

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

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

▪ have become practiced in giving formal presentations.

▪ understand the differences between academic and public history.

▪ 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.
SCHEDULE

Readings listed below should be completed before class.

Jan. 9  Th    introduction—to the course and to each other

14  T    read Edward J. Cashin, “Will the Real Georgia History Rise and Be Recognized,” GHQ 65, no. 1 (Spring 1981): 1-6 (available on D2L)

16  Th    read “The Strange Death of Silas Deane” (available on D2L)

21  T    history, historians, and historical sources: read Going to the Sources, chaps. 1-2

23  Th    read Turabian, Part 3 (esp. Chaps. 20-25); grammar/punctuation/style exercise due

28  T    more on grammar, style, punctuation, and such

30  Th    Rebecca Felton and bibliographical databases: read material on D2L

Feb. 4  T    more on bibliographical databases; read Going to the Sources, chap. 3

6  Th    discuss Georgia Historical Quarterly (distributed in class)

11  T    finding books: read Going to the Sources, chap. 4

13  Th    historiographical essay: read Going to the Sources, chap. 6; also read entries on the Lost Cause in Wikipedia, New Georgia Encyclopedia, and Encyclopedia Virginia.
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<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
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<tr>
<td>Feb. 18</td>
<td>T</td>
<td>read Teresa Crisp Williams and David Williams, “‘The Women Rising’: Cotton, Class, and Confederate Georgia’s Rioting Women,” <em>GHQ</em> 86, no. 1 (Spring 2002): 49-83; article review</td>
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<tr>
<td>20</td>
<td>Th</td>
<td>Turabian, Part 2 (Chaps. 15-17 only); citation exercise</td>
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<td>25</td>
<td>T</td>
<td>more on citations and such; no new assignment</td>
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<td>27</td>
<td>Th</td>
<td>read Fred Arthur Bailey, “The Textbooks of the ‘Lost Cause’: Censorship and the Creation of Southern State Histories,” <em>GHQ</em> 75, no. 3 (Fall 1991): 508-33; article review</td>
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<td>March 4</td>
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<td>no new assignment</td>
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<td>6</td>
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<tr>
<td>11</td>
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<td>historiographical essay due</td>
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<tr>
<td>13</td>
<td>Th</td>
<td>read <em>Going to the Sources</em>, chaps. 5, 7-8</td>
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<tr>
<td>20</td>
<td>Th</td>
<td>no class—individual conferences, work on projects!</td>
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<td>27</td>
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<td>no class—individual conferences, work on projects!</td>
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April 1  T  no class (spring break!)

3  Th  no class (spring break!)


10  Th  no class—individual conferences, work on projects!

15  T  class meets to discuss projects; no new assignment

17  Th  no class—individual conferences, work on projects!

22  T  class meets to discuss projects; no new assignment

24  Th  no class—individual conferences, work on projects!

29  T  presentation of final projects

May 6  T  presentation of final projects, continued: final papers due (note: This is our assigned final exam time, 3:30-5:30.)