HIST 2270-01: Introduction to Themes in History  
Spring 2015  
T/R 9:30-10:45 a.m.  
SO 3032

Dr. Bryan McGovern  
SO 4122  
office hours:  T/R, 11-12

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Required books/readings:

Brundage, *Going to the Sources*  
Graf, *They Say, I Say*  
Additional reading assignments (on D2L) listed on the schedule.  
Strongly suggested: Turabian, *A Manual For Writers*

This section of Introduction to Themes in History will emphasize the Irish in America, but the class should be interesting and useful to students pursuing any concentration in the history major.

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 ½ absence 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 9:30 to 10:45 on Tuesdays and Thursdays, you should consider this class to be your only point of emphasis.

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. 8  Th introduction—to the course and to each other

13  T  read Meagher, “Irish American Nationalism (available on D2L).

15  Th  read Brundage, “Recent Directions in the History of Irish American Nationalism” and Kenny, “Twenty Years of Irish American Historiography” (available on D2L)

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

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

27  T  read They Say, I Say, Intro and Part 1; more on grammar, style, punctuation, and such

29  Th  read Miller, “Ulster Presbyterians and the ‘Two Traditions’ in Ireland and America on D2L

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

5  Th  read reviews on Miller, Emigrants and Exiles. You will need to find 3 reviews on this book.

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

12  Th  read Going to the Sources, chap. 6 and McGovern, “John Mitchel, Ecumenical Nationalist in the Old South” (D2L)
Feb.  17  T   read Papsun and Bangura, “Changing Views of the Irish in 19th Century America” and Gleeson, “‘To Live and Die [for] Dixie’” (D2L)

19   Th   Turabian, Part 2 (Chaps. 15-17 only); citation exercise

24  T   read They Say, I Say, Part 2; more on citations and such; no new assignment

26  Th   read Doyle, “the Irish in Australia and the United States” (D2L). article review

March 3  T   read They Say, I Say, Part 3. Last day to withdraw w/o academic penalty.

5   Th   read They Say, I Say, Part 4

10  T   historiographical essay due

12  Th   read Going to the Sources, chaps. 5, 7-8

17  T   read Nolan, “Women’s Place in the History of the Irish Diaspora” and Casey, “Family, History, and Irish America” (D2L); article review

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

24  T   read Cronin, “The Gaelic Athletic Association’s Invasion of America, 1888 (D2L); article review

26  Th   read Hicks, “Shamrocks on the Prairie” and Cochrane, “Irish America, the End of the IRA’s Struggle and the Utility of ‘Soft Power’” (D2L)
31   T  no class—individual conferences, work on projects!

April

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

7    T  no class (spring break!)

9    Th  no class (spring break!)

14   T  class meets to discuss projects; no new assignment

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

21   T  class meets to discuss projects; no new assignment

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

28   T  presentation of final projects

May

5    T  presentation of final projects, continued; final papers due (note: This is our assigned final exam time, 10:30-12:30).

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

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

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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 D2L).