This section of Introduction to Themes in History will emphasize the role of race in American history, especially in the antebellum South and during Reconstruction and the late 19th/early 20th centuries.

**Required books/readings:** Kate Turabian et al., *A Manual for Writers of Research Papers, Theses, and Dissertations* (7th ed.); Eric Foner, *Who Owns History?: Rethinking the Past in a Changing World*; and additional reading assignments listed on the schedule

**Grades:** Grades for the course are based on written assignments, quizzes, and participation. Students must have a passing (70%) average in each of these to pass the course. See also “Attendance,” below. A = 90s, B = 80s, C = 70s, D = 60s, F = below 60.

The various written assignments will count on a “per-page” basis—“exercises” as two pages, “reviews” and the slave narrative analysis as four pages, and the final project as eight pages. These assignments count 60% of the course grade.

We will have quizzes on a daily (or almost-daily) basis. The quizzes will cover readings, discussions, assignments, anything we’ve done in the class. And they cover the whole term (which means you need to remember everything we do). I might give you a punctuation quiz on the last day of class, for example. Quizzes count 20% of the course grade.

I expect students to come to class having completed all assignments and prepared to participate fully in class discussions. Participation counts 20% of the course grade.

**Attendance:** Students should attend every class session. After the first absence, students will lose five points from their final course grade for each absence. (This is in addition to how these absences might affect the daily participation and other grades.) Absences are absences; I make no distinction between “excused” and “unexcused.” Students who arrive late or leave early will be counted present at my discretion.
**Other course policies:** Cell phones and similar devices should be turned off and put away during class. Laptop computers are allowed for course work only.

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 WebCT.

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,” “by boyfriend 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. I might allow an extension. Note that you will still have to submit a paper copy (which must be identical to the earlier copy) as soon as possible.

Finally, I expect students to do their own work. “Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating. . . . Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an informal resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.” -- KSU Senate, 3/15/99

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 for the class (this has usually meant a grade of F).
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.
Note: Unless otherwise specified, all assignments for this course should be considered individual rather than group work.

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<tr>
<th>Date</th>
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<th>Assignment</th>
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<tr>
<td>May 28</td>
<td>Th</td>
<td>Today’s session is an introduction to the course and to each other. No assignments.</td>
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<tr>
<td>June 2</td>
<td>T</td>
<td>Read and be prepared to discuss “The Strange Death of Silas Deane” (available on WebCT). We will talk about the nature of history; the work of the historian; and the nature of historical sources.</td>
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| 4 | Th | 1. Read and be prepared to discuss *Who Owns History*, Part I.  
2. Read Turabian, Part 3 (esp. Chaps. 20-25). Turabian is a nice guide to punctuation, grammar, and the like. On matters that the book addresses, it should be considered authoritative. You might also be interested in the following:  
   - Michael Harvey’s *The Nuts and Bolts of College Writing*, available online at [http://nutsandbolts.washcoll.edu](http://nutsandbolts.washcoll.edu), is quite good, and not just for punctuation (under “mechanics”) and grammar (some of which is under “style”). The section on Chicago-style formatting (which is the one we use in history for citations) is clear.  
   - Some students swear by the Purdue University’s online writing guide, at [http://owl.english.purdue.edu/handouts/grammar](http://owl.english.purdue.edu/handouts/grammar). KSU’s own Writing Center uses the Purdue site for its online writing guide!  
3. Find on WebCT and print the *grammar/punctuation/style exercise*. (You might want to print two copies: one to submit, and one to use when we go over the exercise in class.) Directions are on the exercise. |
1. Read *Who Owns History*, Part II.

2. We will continue our discussion on grammar, style, punctuation, and such (but no new assignment).

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11 Th

1. Read *Who Owns History*, Part III.

2. We will begin looking at bibliographical databases.

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16 T

1. **book review exercise**— Read reviews of Catherine Clinton’s *The Plantation Mistress* in the following journals: *William and Mary Quarterly; Reviews in American History; American Historical Review;* and *Virginia Magazine of History and Biography*. Write a two-page paper in which you describe the reviews. What do they tell the reader about the book? How do they differ? In general, why might historians read book reviews? Note: For this paper, do not worry about trying to cite the reviews; refer to them using the reviewer’s name.

2. We will also continue looking at databases.

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18 Th

1. Read Turabian, Part I (skim Chapter 5). We will talk about general research methods.

2. I’ll describe the final course project (see 7/16) and urge you to begin thinking about it.

3. Second half of class: Surprise!

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23 T

1. Find Lu Ann Jones, “Gender, Race, and Itinerant Commerce in the Rural South,” *Journal of Southern History* 66, no. 2 (May 2000): 297-320. First, skim the article. Read the whole introduction, the whole conclusion, and the first and last sentences of each paragraph. Then ask yourself: What is the article about? How is it organized? How did Jones prove her point? How effective is skimming this way?

2. Then read the article fully and write an **article review**. Using the book review from last week as a model, identify the specific thesis and describe the organization and evidence of the article. Reviews should be three to four pages. See “A Few Writing Tips” (WebCT) for citation form.
June 25 Th

1. Read the following:

Today’s class assumes a survey-level knowledge of Reconstruction. No written assignment on this reading, but come to class prepared to discuss.

2. The joy of microfilm-- Choose a year of the *Georgia Historical Quarterly* from 1940 to 1965. Spend 10 minutes or so looking through those issues on microfilm. Be prepared in class to tell the author/title of three articles from your year and discuss how the *GHQ* in your year was different from the more recent issues we’ve seen.

30 T


2. Write an article review (as described last week) on this article.

July 2 Th

1. Read Jerome L. Sternstein, “Historical Fraud and the Seduction of Ideas: The Poulshock Case,” available on History News Network at http://hnn.us/articles/568.html This will be the beginning point in a discussion of issues of academic integrity.

2. Read the Sam Hose articles (WebCT). No written assignment today, but be prepared to discuss!

3. A reminder of the final course project-- It’s worth a third of your written assignment grade, so don’t wait until too late to get started!
1. Read Turabian, Part 2 (Chaps. 15-17 only) and prepare the citation exercise.

2. Read “The ‘Peculiar Institution’” (Web-CT)

9  Th

Final article review. Student’s choice of article (but get my approval first by sending an email message with your citation), same guidelines as above.

14  T

analysis of slave narratives: Write a three- to four-page analysis of some aspect of slave life in which you use at least three narratives/twenty-five pages of the WPA ex-slave narratives. Go to the Library of Congress web site (www.loc.gov). From there, click on American Memory, then African-American History, then Slave Narratives, Federal Writers’ Project.

Citations for the slave narrative analysis: On a separate page at the end of your paper, put the follow heading or something similar at the top, centered:

Cited WPA Slave Narratives

Then, list the narratives that you use by name and state:

Elizabeth Alexander, Kentucky

Bryant Huff, Georgia

Luke Towns, Florida

Clara Walker, Arkansas

(This isn’t “official” citation style, but it will suffice for this.)

Then, in the text of your paper, simply put the page number in parentheses as follows: “I don’t right know whether culled folks wanted to be free or not,” said Clara Walker. “Lots of ’em didn’t rightly understand” (26).

If it is not obvious from the text which narrative you are referring to, add the name to the citation: Some narratives suggest that not all slaves wanted to be free (for example, Walker, 26).
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| July 16 | Th | No class meetings for these two days. Students will be working on their final course project: an annotated bibliography for a research project that touches on some aspect of the themes discussed in this course. The paper will consist of three parts:  
  - a two-page discussion of your topic and thesis  
  - an annotated bibliography of five secondary sources that you would use in the project  
  - an annotated bibliography of at least five primary sources that will allow you to prove your thesis  
  During this week off from class sessions, I will meet with students individually about their projects. |
| July 21 | T |  |
| July 23 | Th | submission and discussion of research proposal/annotated bibliography |
| July 28 | T | discussion of what we’ve learned this summer  
  note: This class session meets during our scheduled final exam time: 11:30-1:30) |