Books:

Please purchase in the campus bookstore the following two books:


Purpose:

This is a “how-to-do-it” course, designed to teach how historians think, conduct research, and write. If the class is successful, you should acquire skills and perspectives that will be helpful in any history class. The first half of the course will focus on what history is and the different ways that historians view the past. We will also discuss such practical matters as the proper style for footnotes and how to prepare a bibliography. In the first half of the course we will also visit museums, libraries, archives, and government agencies to familiarize you with some of the resources available in this area.

During the second half of the course we will make several trips to the National Archives—Southeast Region, in East Point, Georgia. The first trip will be for general orientation. By the second trip you will begin finding a topic to research. After you have a topic and your research is under way, you will be largely on your own, conducting your research whenever you want to travel
to the archives. This is the part of the course where you will have to exercise self-discipline to stay on schedule. Please be aware, however, that I’m available to help. So please don’t hesitate to call on me for anything related to your work in the course. It’s my job to assist you at all stages of the project.

Grading:

All work will be graded on a scale of A = 90-100, B = 80-89, C = 70-79, D = 60-69, and F = 0-59. The final grade will be determined in the following manner:

**Quizzes – 25 percent:** Expect a fill-in-the-blank quiz everyday over the current reading assignment. In calculating your average I will drop the lowest quiz grade. Unexcused absences will count as zeroes, but you may be excused from or allowed to make up an occasional quiz for good reason. Let me know as early as possible if you are ill or have some other emergency.

**Field trips – 5 percent:** Attend all field trips with the class.

**Library/Internet Assignments – 5 percent.**

**Essay Exam – 10 percent.**

**Preliminary bibliography – 10 percent.**

**Term paper – 40 percent.**

**Class presentation – 5 percent.**

Term Papers:

The term paper should be at least fifteen (15) pages of text plus an annotated bibliography. Use footnotes to cite your sources. **This semester I want you to write a paper based on primary sources found at the National Archives—Southeast Region.**

Below are a few titles of papers written by students using national archives records in previous semesters [with the main record group in brackets]:

Engel, Mary Ella. “Oak Ridge, the Atomic Bomb, and God: An Uneasy Alliance Between Church and State” [Atomic Energy Commission, Record Group (RG) 326]

Fraire, Jennifer L. “The Fair Employment Practices Committee: the Spark of the Civil Rights
Movement” [FEPC records, RG 228]

Griffith, Luther Joe. “The Florida Black Seminoles: Their Rise and Demise as Tribespeople” [Bureau of Indian Affairs, RG 75]

Kowalewski, Susan. “History of the Cherokee Educational System” [Bureau of Indian Affairs, RG 75]

Freeland, Arlene. “Giving Farmers Credit in Georgia” [Farmers Home Administration, RG 96]

Breen, John R. “The War Manpower Commission and Minority Discrimination in Atlanta and Mobile, 1941-45” [War Manpower Commission, RG 211]

Larimer, Michael. “TVA and Whitewater Recreation” [TVA records, RG 142]

Ingalls, Sandra. “Effects of TVA’s Fontana Dam on the Community and Region” [TVA records, RG 142]


Nobles, Mary. “The Men Behind the Treaty of 1835” [Office of Indian Affairs, RG 574, microfilm]

Bearrow, James M. “Marking Time: Union Soldiers Buried at Chattanooga National Cemetery” [Office of Quartermaster General, RG 92]


Stoudemire, George M., Jr. “Project Paperclip, the Alien Scientist Program, and Man on the Moon” [NASA records, Marshall Space Center, RG 255]

Pittman, Christen. “Williams v. Wallace: From Selma to Montgomery, the March for Equality” [District Courts, RG 21]

Goodman, Amanda. “Georgia’s Road from Segregation: the Horace Ward Case” [District Courts, RG 21]

Ambrosio, Craig W. “Evers, Memphis, and Segregation: Did the NAACP Have Ulterior Motives?” [District Courts, RG 21]

Bryant, Andrew D. “Prohibition Trends in Mobile, Alabama and the Southeast” [District Courts, RG 21]

Hinson, Stacey. “History of the Pickrick Court Case” [District Courts, RG 21]

Campbell, Shawn L. “Leo M. Frank: The Appeals” [District Courts, RG 21]

**Daily Class Schedule:**

**Aug. 30 –**

11:00-12:30: Introduction to course and visit to Bentley Rare Book Gallery.

**Sept. 6 –**

11-12:30: Turn in Library/Internet Exercise 1 and be prepared to discuss and take a quiz on the Prologue to *After the Fact* and the Introduction to *A Short Guide*.

1:00-1:45: Field Trip # 1: (Georgia Room at main Cobb County Public Library, Carolyn Crawford, 770-528-2333)

**Library Exercise 1** has two parts. First, from your home computer or those in the library, find the official Website for the Cobb County School System and print out a history of McEachern High School. Second, from a computer on campus, go to GALILEO, click on Databases, and then find Dissertation Abstracts. Find a dissertation with the keywords, “Southern liberals,” completed at the University of Georgia in 1990. Print out the abstract of this dissertation.

**After the Fact** Prologue, “The Strange Death of Silas Deane: the Problem of Selecting Evidence”:

1. Who was Silas Deane, and how did he die?
2. Why is it misleading to define history as “what happened in the past?” If history isn’t merely what happened in the past, then what is it?
3. What critical questions did Julian Boyd raise about Deane’s death, and how did he gather evidence for his own explanation?

4. In the Additional Reading section, what alternative theses do the authors present?

5. What did you learn from this chapter that might change the way you write your paper (or teach a history class)?

A Short Guide, Introduction:

1. How does the definition of history given by Marius and Page compare to that of Davidson and Lytle?

2. What does Mary Louise Roberts try to accomplish in the opening paragraphs of her AHR article? What other objective of every good paper is summarized in the concluding paragraph?

3. What do the authors say about “truth” in history? How do our beliefs about what is possible for human beings shape our interpretations of historical events?

4. Why are the authors skeptical of those who think that the past helps us predict the future? What do they say about the role of leaders in history?

5. What are some issues that historians of previous centuries ignored that are more central to historical study today?

Sept. 13 –

11-12: Turn in Library/Internet Exercise 2 and be prepared on After the Fact, Chap. 2 and A Short Guide, Chap. 1.

12:30-1:45: Field Trip # 2: (Marietta Museum of History, Dan Cox, 770-528-0431)

Library Exercise 2 has two parts. First, find the Website for the National Archives and Records Administration Southeast Region. Click on Services: Public, and then on Historical Research. Scroll down and click on selected finding aids. Then click on Guide to Archival Holdings at NARA’s Southeast Region (Atlanta). You may want to write this down rather than print it out. Bring to class the Record Group (RG) number for the District Courts of the United States. Then click on that number and write down the descriptions of several school desegregation cases in the Georgia Northern District and Georgia Middle District. The second part of the exercise involves the Cobb County Public Library Website. Find a book by Peggie Elgin on the Marietta City Schools. Print the page containing the bibliographical citation and the call number.

After the Fact, Chap. Two, “The Visible and Invisible Worlds of Salem: Studying Crisis at the Community Level”:

1. What happened in Salem in 1692?

2. If one wrote a local history of Salem Village without reference to the outside world, how would one’s perspective on the witch trials be distorted?

3. How have authors’ interpretations been shaped by their belief (or lack of belief) in witchcraft and their faith (or lack of faith) in modern psychiatry?
4. How has modern psychology changed our understanding of the witch trials?
5. What perspective does one lose by concentrating exclusively on individual behavior? What have Boyer and Nissenbaum added to our understanding of the witch trials?
6. How did Carol Karlsen explain who the victims were and why? Why did few historians interpret the Salem story this way before the 1970s and 1980s?
7. What does this chapter tell us about the value of local case studies for understanding big themes in history?

**A Short Guide, Chap. 1, “The Essay in History”:**

1. What’s wrong with deciding to write a psychohistory of Henry VIII for your term paper? What hints do the authors give on creating a sharply focused, limited topic?
2. How do the authors define “argument”?
3. What are some of the major characteristics of a good historical essay?
4. What is the difference between a primary source and a secondary source?
5. What is the unforgivable sin of any writer, and how can you avoid this “sin”? (What needs to be documented and what does not?)
6. If you are writing on a controversial topic, how should you handle differences of opinion with previous authors?
7. What do Marius and Page say about the relationship between the first and last paragraphs of a good history paper?
8. What do they say about conventions? Who is your audience when you write a history term paper?

**Sept. 20 –**

11-12: Turn in Library/Internet Exercise 3 and be prepared on After the Fact, Chap. 4 and A Short Guide, Chap. 2.

12:30-1:30: Field Trip # 3: (Acworth City Hall, Abbie Parks, 770-975-1930 and Christina V. Lynch, City Clerk, 770-974-3112)

**Library Exercise 3** has two parts. First, on campus click on Sturgis Library Electronic Resources. Find America: History and Life, and then click on ABClio. When the next screen comes up, click on click here to access your subscription. Under Serials Databases, click on America: History and Life. Then find an article written by Jennifer Fraire from this class several years ago on the Fair Employment Practices Committee. Print out the abstract of the article. Second, find the Website for the Cobb County Superior Court Clerk. Under Deed Index/Images find the Name Search option, and then type in Kennesaw State and print out a list of property transactions of the Kennesaw State Foundation.

**After the Fact, Chap. Four, “Jackson’s Frontier—and Turner’s: History and Grand Theory”:**

1. In the broader sense, how do the authors define “theory”?
2. What is the Turner thesis, and how did Turner describe Jackson? How did Turner’s
background shape his views?

3. In a case study of the Tennessee frontier, what surprising conclusion did Thomas Perkins Abernethy reach about Jackson and his frontier? What debt did Abernethy owe to Turner, despite the fact that he reached different conclusions?

4. What rival theory did Arthur Schlesinger, Jr. advance about the sources of Jacksonian Democracy? How was he influenced by the fact that he wrote during the presidency of Franklin Roosevelt?

5. What is the New Western History, and what new perspectives have historians such as Patricia Limerick brought to the study of the West? How did the New Western History reflect the cultural changes of the 1970s and 1980s?

6. What did Richard White mean by the “middle ground”?

7. According to Davidson and Lytle, why are theories important for historians? Do you believe it is possible to tie together the different theories about Jackson?

**A Short Guide, Chap. 2, “Thinking About History”:**

1. What examples do the authors use to make their point that interpreting the past in ways that make sense in the present can distort the way that people viewed the story at the time?

2. What are the journalistic questions you should ask while reading?

3. What is the difference between a precipitating cause and a background cause? What advice do the authors give about historical causation?

4. What are some of the common fallacies of historical reasoning?

5. What is the importance of inference in historical writing? What inferences did Alfred W. Crosby make to explain the lack of buffalo in the Southeast when DeSoto went through and their presence two centuries later when the French moved in?

6. What do the authors mean by external criticism and internal criticism? Why should we be skeptical of our sources?

### Sept. 27 –

11-12: Turn in Library/Internet Exercise 4 and be prepared on A Short Guide, Chap. 3-4.

12:45-1:45: Field Trip # 4: (Cobb Superior Court Clerk, Jay Stephenson 770-528-1300)

**Library Exercise 4** has two parts. First, on campus, go to Electronic Resources and find JSTOR. Click on Browse and then scroll down to the Journal of Negro History. Print out the title page of the first issue, Vol. 1, No. 1, and then print the citation for the first article on the “Negroes of Cincinnati.” Second, find the Website for the Carl Vinson Institute of Government and then bring to class a print out from “This Day in Georgia History” for June 17.

**A Short Guide, Chap. 3, “Modes of Historical Writing”**

1. How do the authors define the modes of description, narration, exposition, and argument?
2. What mistake did Paul Murray Kendall make in describing the Battle of Barnet in 1471? What were the consequences of his mistake for the work’s credibility?
3. What can we learn about writing a good narrative from David Hackett Fischer’s work on the Battle of Lexington?
4. What five rules do the authors give for making a good argument?

**A Short Guide, Chap. 4, “Gathering Information”**:
1. What suggestions do the authors make about finding a topic?
2. If you start with a broad topic that interests you, what are some ways in which you can narrow it to a topic that can be exhausted in fifteen pages?
3. What are H-Net discussion networks?
4. Where are some likely places to find bibliographical citations that you can incorporate into the bibliography for your paper?
5. Why should you be skeptical of any sources (primary or secondary) that you find on the World Wide Web? (Why are professional journal articles that you find in a library more likely to be trustworthy)?
6. What critical questions should you ask as you reach the home page for a www site?

**Oct. 4** –

**11-1**: Turn in Library/Internet Exercise 5 and be prepared on *After the Fact*, chap. 7 and *A Short Guide*, Chap. 5-6.

**Library Exercise 5** has two parts. First, in the Reference area of the Sturgis Library go to Work Station 50 for the Atlanta Journal/Constitution. Search for Thomas Tocco and print out a January 1989 article where Superintendent Tocco abruptly leaves his job with the Cobb County School System. Second, on any library computer go to Lexis-Nexis Academic Universe. Click on Legal Research and then Get a Case. Find the case of *Reece v. Georgia*, decided by the U.S. Supreme Court in 1955. Copy at least the first page and bring to class.

**After the Fact, Chap. Seven, “The View from the Bottom Rail: Oral History and the Freedpeople”**:
1. What factors make it unusually difficult for historians to recover the viewpoint of the liberated slaves?
2. What selection biases were there in ex-slave narratives conducted by the Federal Writers’ Project?
3. How do the two Susan Hamlin interviews differ and why? What lessons should historians learn from this example?
4. Why did all deceptions in race relations not end when freedom was gained?
5. What were some of the steps that freedpeople took to distance themselves from the old habits of bondage and to define their freedom?
**A Short Guide, Chap. 5, “Taking Notes and Writing Drafts”:**

1. Do the authors agree with the common assumption that good writers are inspired and turn out articles and books with ease?
2. According to Richard Hofstadter, why was Frederick Jackson Turner unable to turn out many books?
3. What helpful hints do the authors make about computer aids to note taking?
4. In addition to bibliographic references, what three kinds of notes do the authors recommend in conducting research? What recommendation do they make about how you can distinguish your own comments from your paraphrases?
5. If you decided to write a paper about Woodrow Wilson’s books on American history, how could you go about narrowing the topic down to something workable for a fifteen-page paper?
6. Why should you write several drafts of your paper? What supplemental questions should you ask while making revisions?

**A Short Guide, Chap. 6, “Suggestions About Style”:**

1. What do the authors say about topic sentences and first sentences? What is the difference between a serial pattern and a list pattern?
2. After making a major generalization, what should you do to back it up?
3. What should the relationship be between your first and last paragraph?
4. What suggestions do the authors make about sentence length, subjects and verbs, and the use of dependent clauses?
5. What is the passive voice, why should it ordinarily be avoided, and when is it all right to use it?
6. In historical essays, what tense should you ordinarily write in? When is it all right to write in the present?
7. What advice do the authors give about use of adjectives and adverbs, rhetorical questions, metaphors, and similes?

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**Oct. 11**

11-2: Field Trip # 5 (Orientation visit to National Archives—Southeast Region. Dr. Charles Reeves is the director. He can be reached at charles.reeves@nara.gov or at 440-763-7065 or 404-763-7474).

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**Oct. 18**

11-1: Turn in Library/Internet Exercise 6 and be prepared on After the Fact, Chap. 7 and A Short Guide, Chap. 7.
Library Exercise 6 has two parts. First, find the Historical United States Census Data Browser and find out how much the population of Cobb County was in 1940 and in 1960. Calculate what percentage of Cobb’s population was black in each census year. Bring the data to class with you. Also make an inference about why the changes in population size and ethnicity took place in those years. Second, find a Website for the 2000 census and find out how much Cobb County grew between 1990 and 2000. Copy and bring to class.

A Short Guide, Chap. 7, “Writing Conventions”:
1. What suggestions do the authors make about the appearance of your paper?
2. What advice do the authors give about using quotations? Where do punctuation marks go at the end of a quotation?
3. What is a block quotation and when do you use one?
4. How do you indicate that you are leaving out several words in a quotation?
5. The authors make a number of suggestions about mechanics and grammar. What are some of their suggestions?
6. When and where should apostrophes be used?
7. In clauses that begin with who, whom, whoever, or whomever, what determines the case of the pronoun?
8. What advice do the authors give about participial phrases at the beginning of sentences and the subject they modify?
9. What do the authors say about using commas appropriately?
10. What rules of advice do they give about the appearance of the final manuscript?

A Short Guide, Chap. 8, “Documenting Sources”:
1. When should you use a citation?
2. When you cite a work for the first time, how much bibliographical data should you include in your footnote? If you cite the same work later on, how will the second reference differ from the first? When does ibid. mean and when do you use it?
3. What is the proper way to cite an electronic source?
4. After reading the sample student research paper in Appendix A, answer the questions on p. 208 in the Writer’s Checklist.

Oct. 25 –

Essay exam over readings and class discussions.

The test will consist of a series of short essay questions and will be taken from the study questions in this syllabus.

This is the last day to withdraw without academic penalty.
Nov. 1 –

11-2: Second visit to archives to help everyone find a research topic.

Nov. 8 –

11-2: Research.

Nov. 15 –

Preliminary annotated bibliography due today. You can drop it by my office or bring it to the archives.

The preliminary annotated bibliography should have at least fifteen (15) citations, including both primary and secondary sources pertaining to your paper. At least eight of the sources should be secondary. Separate the list into **Primary Sources** and **Secondary Sources**. In identifying secondary sources, look for broad topics that will provide background for understanding your topic. Include books, journal articles, newspapers, and dissertations. In the bibliography you do not need to cite every newspaper article you intend to use. One citation to all the articles will be sufficient. Give a citation such as, *Marietta Daily Journal*, 1941-45. The footnotes are the proper places to give specific data on the name of reporters, article titles, page numbers, etc.

Nov. 22—Dec. 6 –

No class. Work on your term paper.

Monday, Dec. 9 –

Turn in your paper by 5:00 P.M. today. Please bring it by my office or send it to me by email as a WORD attachment. As soon as I grade it, I’ll email you an evaluation and will return the paper to you at the archives on Friday.

Dec. 13 –

11-2: Meet at the archives. Presentations for all the class.

You will have about ten (10) minutes to tell the class about the major findings in your paper and your sources. (All the class is expected to attend the presentations).

All term papers are due today. As soon as I have graded your paper, I will contact you by e-mail to tell you how you did.