

**HISTORY 3010**  
**HISTORIAN'S CRAFT:**  
**EARLY AMERICAN ENCOUNTERS (to 1865)**

Spring 2015  
LA 206  
MWF 9:00-9:50 a.m.

Dr. Michael Goode  
Phone: (801) 863-6358  
Email: [mgoode@uvu.edu](mailto:mgoode@uvu.edu) (preferred)

Office: LA 012t  
Office hours: MW 2-3 p.m.

**COURSE OBJECTIVES**

History 3010 is intended to prepare history majors for advance coursework. Students will have an opportunity to write an original research paper on any topic related to the theme of “encounters” (broadly defined) in early American history, from early colonization through the mid-nineteenth century. To help get you started, we will explore historical methods, or what it means to “practice” the craft of history. Students will have an opportunity to learn about historiography, develop research and writing skills, and create an original work of historical interpretation based on a sophisticated engagement with primary and secondary sources.

**Required Texts:**

John Tosh, *The Pursuit of History* [Paperback] (Routledge, 2009) ISBN: 978-0582894129

William Kelleher Storey, *Writing History: A Guide for Students* [Paperback] (Oxford University Press, 2012) ISBN: 978-0199830046

*The Chicago Manual of Style*, 16th ed. (available as electronic resource at UVU Library, also available in hard copy reference at UVU Library stacks: Call #Z253.U69 2003)

**GRADE DISTRIBUTION**

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| 1. Participation – 20%           | 5. Individual Meeting – 5%            |
| 2. Primary Source Analysis – 15% | 6. Research Paper (12-15 pages) – 30% |
| 3. Historiography Essay – 15%    |                                       |
| 4. Library Workshops (4) – 15%   |                                       |

**ASSIGNMENTS**

Students will complete a 10-15 page research paper (this includes a bibliography, outline, rough draft, and final paper). In addition, you will also be writing a five-page historiographical essay and a five-page primary source analysis paper. The two essays combined will serve as the rough draft of your research paper. Students will also be required to complete four library workshop assignments and meet with the professor individually about their research projects. Your grade for this course will be based on your contributions to our class meetings and your efforts in developing and writing a historiographical essay, a primary source analysis paper, and your participation in the library workshops.

## EXPECTATIONS

This is an upper-level undergraduate seminar for history majors. Students are expected to perform at a higher level than in introductory or 2000-level classes. While this course is designed to help students develop their research and writing skills, YOU will be responsible for your own project. This requires you to be self-motivated. **I will not do the work for you.**

In the vast majority of cases, students will need to access the research libraries at BYU and/or the University of Utah, in addition to the UVU library. It your responsibility to make arrangements to visit these libraries in a timely manner in order to complete the research necessary to finish your research paper by the due date.

## ATTENDENCE AND PARTICIPATION

Attendance is mandatory. *Students are expected to be on time for class and prepared to discuss the assigned work for that day.* On the day readings are due, I expect that will you have not only read the material, but also reflected on it. **YOU MUST BRING THE READINGS TO CLASS (WHETHER HARD COPY OR ELECTRONIC FORM).**

Students with **5 or more absences** are subject to having their final grade drop by one full letter, (i.e., if you have a “B” with 5 absences, I reserve the right to assign you a “C” and so forth). **I will not grant incompletes for any reason except in the direst of cases** (such as medical emergency or death in the immediate family).

**If you are absent for more than half the semester, I reserve the right to issue you a failing grade instead of granting you an “unofficial withdrawal.”** It is your responsibility to make arrangements with me if illness or some other crisis prevents you from participating consistently and regularly in class. **Work and family responsibilities are not acceptable reasons for missing classes and assignments.**

## LATE ASSIGNMENTS

I will accept late assignments without penalty *if* you have a documented medical emergency or death in the immediate family. Unexcused late assignments are subject to a 10% reduction in grade per day. The professor is the ultimate arbiter in assessing whether a late assignment is excused or not.

## ACADEMIC INTEGRITY

Students should refer to UVU’s *rights and responsibilities code* for policies:

[http://www.uvu.edu/catalog/2013-2014/pdfversion/information\\_policies\\_services/studentrights\\_responsibilities.pdf](http://www.uvu.edu/catalog/2013-2014/pdfversion/information_policies_services/studentrights_responsibilities.pdf)

**Plagiarism** is taking someone else's work and passing it off as your own. This includes:

- Copying and pasting text from websites without quotation marks or attribution
- Paraphrasing ideas without attribution

If you plagiarize, you will automatically fail the assignment and may be referred to the University for disciplinary action.

### **CHANGES TO COURSE/EMAIL COMMUNICATION**

If I need to amend the schedule or assignments, I will send an email message to all students' UVU emails. *Please be sure to regularly check your UVU email.* If you tend to forget to check your university email account, please forward it to your primary email so you don't miss any messages.

**Salutation:** In email correspondence and in person, you may address me as “Michael.” If you are not comfortable with this, please feel free to address me as “Professor Goode.” Email correspondence must include a salutation “Dear Professor Goode” and a proper closing with your name, such as “Best, Alicia” or “Sincerely Yours, Seamus”

### **IN-CLASS ELECTRONICS POLICY**

Computers and tablets are acceptable for class related activities **ONLY**, such as taking notes or pulling up readings. If I notice you are using your computer for a reason not related to class, I reserve the right to ask you to turn it off. No texting in class. Please set cell phones to silent. No earphones.

### **ACCOMODATIONS**

"Students who need accommodations because of a disability should contact the UVU Accessibility Services Department (ASD), located on the Orem Campus, in LC 312. To schedule an appointment, or speak with a counselor, call the ASD office at 801-863-8747, or for Deaf/Hard of Hearing individuals, use the video phone number, 886-760-1819."

## **COURSE SCHEDULE**

**\*\*Indicates readings will be posted on Canvas**

**Please Note:** I reserve the right to change the syllabus as needed; it is your responsibility to make sure you are getting class announcements via UVU email

Week 1 – Introductions

Jan 07 – Introduction to course

Jan 09 – Citations; Storey, *Writing History*, Chapter 3

Week 2 – Thinking Historically

Jan 12 – Library Workshop #1: Finding a Research Topic; Storey, *Writing History*, 10-30

Jan 14 – \*\*Sam Wineburg, *Historical Thinking and Other Unnatural Acts* (Temple University, 2001), 3-27

Jan 16 – Tosh, *Pursuit of History*, Chapter 1

Week 3 – Historiography and Interpretations

Jan 19 – **NO CLASS – MLK DAY**

Jan 21 – Tosh, *Pursuit of History*, Chapter 6

Jan 23 – What is Historiography?

Week 4 – Secondary Sources

Jan 26 – Historiography Essay #1: \*\*Alan Taylor, “Squaring the Circles: The Reach of Colonial America,” in Eric Foner and Lisa McGirr, eds., *American History Now* (Temple University Press, 2011), 3-23

Jan 28 – Library Workshop #2: Locating Secondary Sources

Jan 30 – **Library Worksheet #1 Due (Research Topic)**

Week 5 – Primary Sources

Feb 02 – Tosh, *Pursuit of History*, Chapter 4

Feb 04 – Library Workshop #3: Locating Primary Sources

Feb 06 – Historiography Essay #2: \*\*Woody Holton, “American Revolution and the Early Republic,” in Foner and McGirr, eds., *American History Now*, 24-51

Week 6 – Formulating a Research Question

Feb 09 – Research Question Workshop; **Library Worksheet #2 Due (Secondary Sources)**

Feb 11 – Encounters Essay: \*\*James Merrell, “Second Thoughts on Colonial Historians and American Indians,” *William and Mary Quarterly* 69 (July 2012): 451-512

Feb 13 – **NO CLASS, Reading Day**

Week 7 – Primary and Secondary Sources

Feb 16 – **NO CLASS, Washington and Lincoln Day**

Feb 18 – Library Workshop #4: Primary and Secondary Sources

Feb 20 – [**Library Worksheet #3 Due (Primary Sources)**]

Week 8 – Using Your Sources

Feb 23 – Tosh, *Pursuit of History*, Chapter 5; Storey, *Writing History*, Chapter 4

Feb 25 – Bibliography Workshop

Feb 27 – [**Library Worksheet #4 Due (Bibliography)**]

Week 9 – Introductions and Thesis Statements

Mar 02 – Introductions

Mar 04 – Thesis Statements

Mar 06 – Historiography Workshop – Bring 3 hard copies of your draft paper!!

Week 10 – Interrogating Primary Sources

Mar 09 – Primary Source Workshop

Mar 11 – Primary Source Workshop

Mar 13 – **HISTORIOGRAPHY PAPER DUE (5 pages)**

Week 11 – Paper Outlines

Mar 16 – Introductions

Mar 18 – Thesis Statements and Topic Sentences **[BRING OUTLINE TO CLASS]**

Mar 20 – Outline Workshop

Week 12 – Individual Meetings

Mar 23 – Individual Meetings with Professor

Mar 25 – Individual Meetings with Professor

Mar 27 – Individual Meetings with Professor

Week 13 – Primary Source Analysis

Mar 30 – Primary Source Workshop – Bring 3 hard copies of your draft paper!!

Apr 01 – No class, writing day

Apr 03 – **PRIMARY SOURCE ANALYSIS PAPER DUE (5 pages)**

Week 13 – **NO CLASS SPRING BREAK**

Week 14 – Revisions

Apr 13 – Revising Your Paper

Apr 17 – Individual Meetings with Professor

Apr 15 – Individual Meetings with Professor

Week 15 – Revisions

Apr 20 – Peer Review

Apr 22 – Peer Review

Apr 24 – Peer Review

**HARD COPY FINAL PAPER DUE 5 P.M. 30 APRIL ON CANVAS**