## I. General Education Review - Writing Course

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>History</th>
<th>Course # (i.e. ENEX 200)</th>
<th>HIST 300</th>
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</thead>
</table>

| Course Title         | The Historian’s Craft |

## II. Endorsement/Approvals
Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Kyle G. Volk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>X2989 / <a href="mailto:kyle.volk@umontana.edu">kyle.volk@umontana.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Richard Drake</td>
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</tbody>
</table>

## III. Overview of the Course Purpose/Description:
Provides an introduction to the subject matter and explains course content and learning goals.

This writing-intensive course challenges students to engage in the craft of researching and writing history. It is structured around the general theme of morality and the American state and focuses on the place of morals and morality (broadly defined) in the American political, legal, and constitutional past. In preparation for a final twenty-five-page research essay of publishable quality, students are required to investigate available primary source materials, formulate an original research question, develop a research proposal, and carry out substantial original research. Oral presentations and peer review of written work are also key components of this course.

## IV. Learning Outcomes:
Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Crafting a substantial research paper</th>
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</thead>
<tbody>
<tr>
<td>Use writing to learn and synthesize new concepts</td>
<td>Through a substantial research project</td>
</tr>
<tr>
<td>Formulate and express opinions and ideas in writing</td>
<td>Crafting a substantial research paper</td>
</tr>
<tr>
<td>Compose written documents that are appropriate for a given audience or purpose</td>
<td>Peer review and instructor feedback on rough drafts</td>
</tr>
<tr>
<td>Revise written work based on constructive feedback</td>
<td>Group and individual investigation of primary and secondary sources</td>
</tr>
<tr>
<td>Find, evaluate, and use information effectively (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>Crafting a substantial research paper</td>
</tr>
<tr>
<td>Begin to use discipline-specific writing conventions</td>
<td>Crafting a substantial research paper</td>
</tr>
<tr>
<td>Demonstrate appropriate English language usage</td>
<td>Crafting a substantial research paper</td>
</tr>
</tbody>
</table>

## V. Writing Course Requirements Check list

<table>
<thead>
<tr>
<th>Is enrollment capped at 25 students?</th>
<th>X Yes ☐ No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request</td>
<td></td>
</tr>
</tbody>
</table>
for variance.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>X Yes ☐ No</td>
</tr>
<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>☐ Yes X No These are communicated to students throughout the semester.</td>
</tr>
<tr>
<td>Are detailed requirements for all written assignments included in the course syllabus? If not how and when will students be informed of written assignments?</td>
<td>☐ Yes X No Detailed requirements are provided throughout the semester in the form of assignment handouts. I’ve attached a sample (see the final page of this document).</td>
</tr>
<tr>
<td>What instructional methods will be used to teach students to write for specific audiences, purposes, and genres?</td>
<td>Exposure to and discussion of historical scholarship</td>
</tr>
<tr>
<td>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</td>
<td>X Yes ☐ No</td>
</tr>
</tbody>
</table>

**VI. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 16 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

**Formal Graded Assignments**

Students are required to complete a number of written assignments geared toward the completion of a final research paper of approximately 25 pages. Please see the syllabus.

**Informal Ungraded Assignments**

**Discussion Questions:** On days when the class is discussing common readings, students are required to email three discussion questions to me by 10:30AM. Questions should be of an analytical, conceptual, comparative, methodological, and/or historiographic nature. They should be designed to provoke critical thought and debate and not merely ask us to recall facts and basic information.

Instructor provides written feedback early on in the semester.

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

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**The Historian’s Craft: Morality & the American State**

**HIST 300.02**
Professor Kyle G. Volk  
Office: LA 260  Phone: (406) 243-2989  
Office Hours: W 10:30-12 and by appointment  
Email: kyle.volk@umontana.edu  

Course Description:  
This writing-intensive course challenges students to engage in the craft of researching and writing history. It is structured around the general theme of morality and the American state and focuses on the place of morals and morality (broadly defined) in the American political, legal, and constitutional past. In preparation for a final twenty-five-page research essay of publishable quality, students are required to investigate available primary source materials, formulate an original research question, develop a research proposal, and carry out substantial original research. Oral presentations and peer review of written work are also key components of this course.

Upon completing this course, students should be able to:
- Use writing to learn and synthesize new concepts
- Formulate and express historical analysis in writing
- Compose historical scholarship
- Revise written work based on constructive feedback
- Find, evaluate, and use primary and secondary sources effectively
- Begin to use writing conventions specific to the historical discipline
- Demonstrate appropriate English language usage

Course Requirements & Grading:

**Class Attendance & Participation (15% of final grade):**
This is a discussion class – active, informed participation is imperative! This means:
1.) Attendance is mandatory and will be taken at every class meeting. Unexcused absences will lower your grade. Having more than two unexcused absences will result in a zero (0/15) in your participation grade.
2.) Careful preparation for class. The thorough completion of assigned readings prior to class is a must. Take time to think critically about each reading assignment in its specifics, in its entirety, and as it relates to larger course themes. **Please come to discussion sections with the readings in hard copy** (Print them out!).
3.) Thoughtful, constructive, and consistent participation in discussion sections! This means both talking with and listening to your classmates.
4.) Discussion Questions: On days when we are discussing common readings, you are required to email three discussion questions to me by 10:30AM. Questions should be of an analytical, conceptual, comparative, methodological, and/or historiographic nature. They should be designed to provoke critical thought and debate and not merely ask us to recall facts and basic information.
**Written & Oral Assignments (85% of final grade):**

1.) One 3-4-page essay on Novak and *Ex Parte Newman* (Due 2/10) [10%]
2.) Preliminary Research Assignments: [20%]
   a.) 1+Page Preliminary Statement of Research Topic (Due 2/19)
   b.) 2+Page Research Proposal & 1-2-Page Bibliography (Due 3/3 or 3/5)
   c.) 5+Page Summary and Analysis of Research Findings & 2+Page Expanded Bibliography (3/24 or 3/26)
   d.) 2-Page Introduction & Thorough Outline (Due 4/7 or 4/9)
3.) Rough Draft & Presentation (Due 4/19 or 4/21) [15%]
4.) Final Research Paper (Due 5/7) [35%]

Late papers will automatically be reduced one full letter grade and must be turned in within one week of the due date. *No paper will be accepted later than one week after it was originally due.*

**Readings** (On reserve @ Mansfield Library & available for purchase at the Bookstore):

  **Recommended:**

***Several of the reading assignments are available through the library’s E-Reserve & J-STOR. Please print these out and bring them to class.***

**E-Reserve:** [http://eres.lib.umt.edu/eres/coursepass.aspx?cid=4936](http://eres.lib.umt.edu/eres/coursepass.aspx?cid=4936)  **Password:** morals

**ACADEMIC HONESTY** – It should go without saying that all the work you do in this course should be your own. Plagiarism, cheating, or any other instances of academic misconduct will result in a failing grade in this course. The academic dean will also be notified and offenses could result in expulsion. A full explanation of UM’s policy on academic integrity can be found at: [http://www.lib.umt.edu/services/plagiarism/index.htm](http://www.lib.umt.edu/services/plagiarism/index.htm) You are responsible for reading and understanding these policies. A failure to have done so will not be an acceptable excuse for any violation. If you have questions, please ask the instructor BEFORE turning in an assignment.

**COURSE SCHEDULE:**

**Week I – FOUNDATIONS**

T (1/27) – Introductions & Overview: *Morality & the American State*

R (1/29) – Mansfield Library Intro. (Meet w/D. Mccrea @ Mansfield’s Student Learning Center (Lev. 2)

  Read: James Morone, *Hellfire Nation*, ix-28. [E-Reserve or Book]
Week II – FOUNDATIONS II
T (2/3) – Discussion: Moral Problems in the Early Republic


R (2/5) – University Archives Intro. (Meet w/D. Mccrea @ Mansfield’s University Archives)

Week III – EVIDENCE & ARGUMENT
T (2/10) – Discussion: Moral Regulation in the Mid-19th Century


**PAPER DUE: 3-4-page paper on Novak & Ex Parte Newman**

R (2/12) – Discussion: Progressive? Morality


Week IV – EXPLORING SOURCES
T (2/17) – Discussion: Cold War Moral Purging I

Read: David K. Johnson, *The Lavender Scare*, ix-100.

R (2/19) – Government Documents Introduction (Meet w/ Jennie Burroughs @ Mansfield’s Gov. Docs)

**RESEARCH ASSIGNMENT: 1+Page Preliminary Statement of Research Topic**

Week V – EXPLORING SOURCES II
T (2/24) – Discussion: Cold War Moral Purging II


R (2/26) – **NO CLASS** – Explore Sources & Finalize Research Topic

Week VI – FINALIZING YOUR RESEARCH TOPIC
T (3/3) – GROUP A MEETS – Oral Presentation of Research Topic & Primary Source Base

**RESEARCH ASSIGNMENT: 2+Page Research Proposal & 1-2-Page Bibliography**
R (3/5) – GROUP B MEETS – Oral Presentation of Research Topic & Primary Source Base

**RESEARCH ASSIGNMENT**: 2+Page Research Proposal & 1-2-Page Bibliography

Week VII – GET RESEARCHING!!!
T (3/10) – NO CLASS – MANDATORY one-on-one MEETING w/Instructor
R (3/12) – NO CLASS

Week VIII – CONTINUE RESEARCHING!
T (3/17) – NO CLASS
R (3/19) – NO CLASS

Week IX – REARCH PRESENTATIONS
T (3/24) - GROUP A MEETS – Oral Presentation of Research Findings

**RESEARCH ASSIGNMENT**: 5+Page Summary and Analysis of Research Findings & 2+Page Bibliography

R (3/26) –GROUP B MEETS – Oral Presentation of Research Findings

**RESEARCH ASSIGNMENT**: 5+Page Summary and Analysis of Research Findings & 2+Page Bibliography

***** SPRING BREAK (3/31 – 4/2)*****

Week X – PRELIMINARY WRITING
T (4/7) – GROUP A MEETS – Presentation of Introduction & Argument

**WRITING ASSIGNMENT**: 2-Page Sample Introduction & Thorough Outline Due

R (4/9) – GROUP B MEETS – Presentation of Introduction & Argument

**WRITING ASSIGNMENT**: 2-Page Sample Introduction & Thorough Outline Due

Week XI – WRITING & FOLLOW-UP RESEARCH!
T (4/14) – NO CLASS – MANDATORY one-on-one MEETING w/Instructor
R (4/16) – NO CLASS

Week XII - ROUGH DRAFTS

Group A Circulates Rough Drafts by Noon on Sunday (4/19)
T (4/21) –Discussion: ROUGH DRAFTS, Group A

Group B Circulates Rough Drafts by Noon on Tuesday (4/21)
R (4/23) – Discussion: ROUGH DRAFTS, Group B

Week XIII – REVISION
T (4/28) – NO CLASS – Optional one-on-one MEETING w/Instructor (BRING YOUR DRAFT)
R (4/30) – NO CLASS – Optional one-on-one MEETING w/Instructor (BRING YOUR DRAFT)

Week XIV – REVISION, FINAL DRAFT PREPARATIONS, & CELEBRATIONS
T (5/5) – NO CLASS –
R (5/7) – NO CLASS – Final Drafts Due by 5PM – Celebrations to Follow
Key Things to Ask & Keep in Mind When Reading Historical Scholarship:

1. General Topic & Scope of the Work

   What is the work generally about?
   What is the author most centrally trying to do / explain?
   What is the key question (or questions) driving the work?

2. Style of the Work – Is the work more narrative or analytical? What type of analysis is being made?

3. Audience – Who is the author writing this for? (the mass public, other historians, etc.)

4. Argument(s) Made – What are the central historical claims of the work? Are they significant?
   Is there a body of historical scholarship (historiography) the author is engaging? How so?

5. Sources Used

   What types of historical sources (primary sources) is the author drawing from?
   [Correspondence, published tracts, government reports, census data, legal cases, etc.]
   What types of historical actors and forces are represented by the selected sources?
   [Elite members of society, members of subaltern groups, the environment, etc.]
   How might the selection of sources have shaped the author’s account?

6. Your Assessment

   Did the author convincingly answer the question he or she set out to answer?
   Did the author prove (through evidence and analysis) the argument(s) she/he made at the outset?

   How did this work contribute to our understanding of the topic?
   What did this work tell us about the topic that we didn’t know before?

   Is this a significant and important piece of scholarship? Why or why not?
   Would you recommend it to others interested in the general topic? Why or why not?

7. New Questions

   What new questions did this work raise that might need further historical research?
   How might you go about framing a research project to address such questions?
PAPER WRITING GUIDELINES

Standard Paper Writing Guidelines (For use in all of your papers at UM unless you are told otherwise):

1. Your essay should be double-spaced (Not single, 1.5, triple-spaced, or otherwise)
2. Write in a standard font (Times New Roman; Calibri) at either 11 or 12 point.
3. Margins (Top, Bottom, Left, & Right) must be 1-inch.

NOTE: DO NOT try to lengthen your paper by enlarging the font, shrinking the margins, or expanding the spacing between lines. ALSO, DO NOT try to shorten your paper by doing the opposite. [Doing these things will result in a lower grade]

4. DO NOT attach a separate cover page. Instead list your name and the course at the Top Right of the first page (and single-space it). Skip one line and center your title.
   ALWAYS HAVE A TITLE!
5. DO NOT skip extra lines between paragraphs.
6. Insert page numbers (do not number the first page).
7. Write history papers in **past tense**.
8. Proofread & edit your work!
9. Read your paper aloud and correct any sentences that were difficult to speak.
10. Address any questions with your instructor (or TA) well before the due date.
Craft a clearly written 3-4-page thesis-driven essay that addresses the following question:

If Novak had read the case *Ex Parte Newman*, how would it have changed the claims he made about moral regulation (and government) in the mid-19th Century?

Would this primary evidence strengthen his argument? Would it force him to change or refine his argument?

Use evidence (quotations) from both Novak and *Ex Parte Newman* to support YOUR claims. Cite those sources in footnotes. Use proper footnote form.

For the purposes of this essay, I want you to do two special things:

1st, italicize your thesis statement in your introduction;

2nd, conclude the essay by suggesting uncertainties that remain and questions you have about *Ex Parte Newman* and Sunday laws. What would you want to know and research further in order to better address how Sunday laws fit (or don't fit) within Novak's framework?