### I. General Education Review – Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>History</th>
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<tbody>
<tr>
<td>Course(s) Title</td>
<td>Researching and Writing Early America and the Atlantic World</td>
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</table>

Description of the requirement if it is not a single course.

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Christopher Pastore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>406-243-2369, <a href="mailto:chris.pastore@umontana.edu">chris.pastore@umontana.edu</a></td>
</tr>
<tr>
<td>Program Chair</td>
<td>John Eglin</td>
</tr>
<tr>
<td>Dean</td>
<td>Christopher Comer</td>
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</tbody>
</table>

### III. Type of request

New: X One-time Only Change Remove

Reason for new course, change or deletion

### IV Overview of the Course Purpose/Description

UG 468 Researching and Writing Early America and the Atlantic World 3 cr. (AM) Offered alternate years.

This seminar is designed to teach advanced undergraduate and graduate students the fundamentals of original research in the fields of early American and Atlantic world history. Every student will pursue an original research project, based on primary materials, and focused chronologically within the period of early contact to the U.S. Civil War. You will read texts that will serve as models of historical writing and others that will help you develop your skills as a researcher, writer, and editor. We will hone our writing skills through drafting and discussion. Consent of instructor required.

### V Learning Outcomes:

Explain how each of the following learning outcomes will be achieved.

**Student learning outcomes:**

- Identify and pursue sophisticated questions for academic inquiry

- Find, evaluate, analyze, and synthesize information effectively and ethically from diverse sources (see [http://www.lib.umt.edu/informationliteracy/](http://www.lib.umt.edu/informationliteracy/))
| Manage multiple perspectives as appropriate | Student will be asked to identify and evaluate the biases of their sources. To situate their work historiographically, they must also evaluate what conditioned the arguments of their secondary sources. |
| Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline | We will read a number of historians and student will critique their work. Classroom discussion and writing assignments ask them to practice the mechanics of writing as a historian. We will then workshop specific pieces of their writing in class so that students can see what they are doing correctly and what needs revision. |
| Use multiple drafts, revision, and editing in conducting inquiry and preparing written work | They will write their papers in multiple stages, drafting an outline, creating an introduction, and creating a first draft on which they will receive my comments. Using these comments they will then create a final draft. |
| Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline | They will do an exercise I call “check the source,” in which they must find and evaluate the way other authors used and interpreted sources in a footnote. They will be required to cite their own sources using proper Chicago formatting, as outlined in a required style guide. This will complement classroom discussion that focuses on citation specifically. |
| Develop competence in information technology and digital literacy (link) | We will have a library introduction to digital resources with Donna McCrea. Throughout the semester, I will also introduce students to other digital repositories of primary documents. To conduct early American research from Montana, students must become familiar with these digital repositories in order to find primary sources. |

**VI. Writing Course Requirements**

| Enrollment is capped at 25 students. If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance. | For 25 students, I will often have the class break into groups in which they workshop each other’s writing. In addition, I will give students individual feedback on their assignments. |
| Briefly explain how students are provided with tools and strategies for effective writing and editing in the major. | I provide students with writing rubrics. I provide them with individualized feedback on their writing. And when I see pattern of problems, I use them as teaching moments, so that everyone in the class can benefit from my instruction. Students in my class also learn to read as writers. They develop an eye for fluid prose and learn to recognize mechanical problems and issues of logic. In sum, they learn to write clearly and think clearly through emulation and practice. |
Which written assignment(s) includes revision in response to instructor’s feedback?

Students hand in a draft of their introduction. I provide feedback on it and they rewrite it in the first draft of the 25-page paper. I then provide feedback on the complete paper, which they revise and then submit for a final grade.

**VII. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Quality of content and writing are integral parts of the grade on any writing assignment.

<table>
<thead>
<tr>
<th>Formal Graded Assignments</th>
<th>Undergraduate Grading Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>Class participation 20%</td>
</tr>
<tr>
<td>Paper Precis</td>
<td>Paper Precis 10%</td>
</tr>
<tr>
<td>Analytic Critique of Pelzer Prize Paper</td>
<td>Analytic Critique of Pelzer Prize Paper 10%</td>
</tr>
<tr>
<td>Draft Introduction of paper</td>
<td>Draft Introduction of paper 10%</td>
</tr>
<tr>
<td>Outline</td>
<td>Outline 10%</td>
</tr>
<tr>
<td>Draft</td>
<td>Draft 15%</td>
</tr>
<tr>
<td>Final paper</td>
<td>Final paper 25%</td>
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<thead>
<tr>
<th>Informal Ungraded Assignments</th>
<th>In-class “free-writing”</th>
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<tbody>
<tr>
<td>In-class discussion</td>
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**VIII. Syllabus:** Paste syllabus below or attach and send digital copy with form. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

The syllabus **must** include the following:
1. Writing outcomes
2. Information literacy expectations
3. Detailed requirements for all writing assignments or append writing assignment instructions

Paste syllabus here.

**UNIVERSITY OF MONTANA**
**DEPARTMENT OF HISTORY**

**Semester:**
**Class Hours:**
**Location:**
**Instructor:** Christopher Pastore
**Office:** Liberal Arts 261
**Email:** christopher.pastore@mso.umt.edu
**Phone:** 406-243-2369
**Office Hours:**

**HSTA 468**
**Researching and Writing Early America and the Atlantic World**

**Course Overview:**
This seminar is designed to teach advanced undergraduate and graduate students the fundamentals of original research in the fields of early American and Atlantic world history. Every student will pursue an original research project, based on primary materials, and focused chronologically within the period of early contact to the U.S. Civil War. You will read texts that will serve as models of historical writing and others that will help you develop your skills as a researcher, writer, and editor. We will hone our writing skills through drafting and discussion.
Required Texts:


Learning Objectives:
- Students will learn how historians work—their questions, methods, and perspectives.
- Students will develop skills in writing, reasoning, and storytelling.
- Students will learn to read as a writer.
- Students will broaden their knowledge of historiography.

Methods of Assessment:

**Undergraduate:** The major written assignment is a 20-page scholarly paper based upon original research. The paper is due, *without exception*, on ______. In addition, several shorter writing assignments are also required including a two-page precis due ______, a three-page analytical essay due on ______, a detailed outline due on ______, and a first draft due on ______. All assignments must be completed and submitted on time. Failure to complete and submit any individual assignment on time will result in failure in the course.

**Graduate:** The major written assignment is a 25- to 30-page scholarly paper based upon original research and of publishable quality. The paper is due, *without exception*, on ______. In addition, several shorter writing assignments are also required including a two-page precis due ______, a three-page analytical essay due on ______, a detailed outline due on ______, and a first draft due on ______. All assignments must be completed and submitted on time. Failure to complete and submit any individual assignment on time will result in failure in the course.

*In addition:* Graduate student will be required to complete the following additional assignments:

**Check the Source Exercise:**
Once during the semester, each graduate student must track down all of the published primary sources from one footnote in the required reading assignment. You must provide a photocopy of the material for me and then present to the class your assessment of whether or not the evidence really supports the author’s argument.

**Literature review:**
When you hand in your précis during week three, you must also hand in a three- to five-page literature review that examines the historiography of your paper topic. This should identify the ways historians’ arguments have changed over time how outside influences have shaped the questions they have asked.

**Reading**
In addition to the books assigned for this course, your weekly reading assignments will focus primarily on scholarly articles. Most of the articles are available free online through J-STOR, The History Cooperative, or America History & Life; each of these databases is available through the Mansfield Library webpage.

The recommended readings will help you to broaden your sense of the scholarly literature related to each of the assigned readings. Although our focus in this course is primarily on taking a methodological and topical sampling of the scholarly literature in the field as we focus
on developing your research skills, the works listed on this syllabus should help you this semester and as an additional tool for building the foundation for your M.A. or Ph.D. exam preparation.

**Participation**
Every student is expected to attend all scheduled meetings of the seminar and to come to class well prepared to discuss assigned readings, as well as any research and writing assignments. Active and well-informed participation in every seminar meeting is required of all students. Students are expected to demonstrate the ability to engage in constructive and collegial scholarly discussion and debate, neither dominating the seminar meetings nor sitting back passively and letting other students carry the responsibility for informed class participation.

**Research Discussion:**
Although we will read published books and articles during the course of the semester, the most important part of your work in this course will be the independent research project you undertake. You must come prepared each week to discuss your project with the group. Each week you must practice your project “blurb,” a three-sentence description of your topic and interpretive problem. You also will give short reports about your research progress at assigned times throughout the semester.

You will find that you make more progress some weeks than others, but it is never appropriate for you just to report that you have not had time to work on your project that week. Even when we have assigned common readings for a week, you should make sure that you work on your research project. You may not have done significant amounts of new research or writing in every week, but you always should continue to think deeply and critically about your project and be prepared to discuss your evolving ideas with the rest of the class.

You will find that discussions with the class about research obstacles and triumphs, interpretive struggles and solutions, will be extremely productive. Ultimately each of you will produce a better research essay as a result of our weekly group discussions.

**Undergraduate Grading Distribution**
- Class participation: 20%
- Paper Precis: 10%
- Analytic Critique of Pelzer Prize Paper: 10%
- Draft introduction of paper: 10%
- Outline: 10%
- Draft: 15%
- Final paper: 25%

**Graduate Grading Distribution**
- Class participation: 10%
- Paper Precis and literature review: 10%
- Analytic Critique of Pelzer Prize Paper: 10%
- Draft introduction of paper: 10%
- Check the Source Exercise: 10%
- Outline: 10%
- Draft: 15%
- Final paper: 25%

**Policy on Incompletes**
I rarely agree to give incompletes. If you think that you will not be able to complete the final research paper by _____, then you may ask for an Incomplete. However, I do not promise to grant one. I give incompletes only in rare and compelling circumstances.
Please note, however, that if you receive an Incomplete for this course, the University Registrar will automatically give you a grade of F for any Incomplete that has not been converted to a letter grade by a University-specified deadline the following semester. If you receive an Incomplete, it is your responsibility to keep track of the University’s deadline and to finish all the course requirements on time. You also should keep in mind that if you turn in a paper late, you may have to wait a considerable amount of time before I will be able to return it to you with a grade and my comments.

Moodle
I will often communicate with our class via e-mail. Please make sure your e-mail address is up to date in our class Blackboard site. Please make sure your spam filter does not send my messages to your junk folder.

Your course grades and attendance will be posted to the Blackboard Grade Book so that you can monitor them throughout the semester.

Students with Disabilities
The Disability Services for Students Office has requested that the following be announced in the syllabus: “If you are a student with a documented disability who will require accommodations in this course, please register with the Disability Services for Students Office in the Memorial Union Building, Room 118 (862-2607) for assistance in developing a plan to address your academic needs. Students who are already registered with the Access Office and wish to receive accommodations in this course are strongly encouraged to share their Accommodation Letter with me in a timely manner.”

Academic Honesty
The Dean’s Office has requested that I draw your attention to Student Rights, Rules and Responsibilities, Section 09, p. 41: “Honesty is a core value at the University of New Hampshire. The members of its academic community both require and expect one another to conduct themselves with integrity. This means that each member will adhere to the principles and rules of the University and pursue academic work in a straightforward and truthful manner, free from deception or fraud.

Any attempts to deviate from these principles will be construed as acts of academic dishonesty and will be dealt with according to the rules of due process outlined below.”

Course Schedule:

Week 1: Introduction

Week 2: Library Research

• Meeting with history librarian who will discuss researching online and in the archives.

Week 3: What do historians do? What is Atlantic history?

• Alison Games, “Atlantic History: Definitions, Challenges, and Opportunities,” American Historical Review 111, no. 3 (June 2006): 641-757.

Assignment: Identify a potential research topic and compile a bibliography of five secondary sources and five primary sources. Then, in a 500-word precis describe the
topic, its historical significance, how the five secondary sources you have located have approached the topic, and how your interpretation of the primary sources you plan to use will make your topic worthy of additional historical exploration and research.

**Week 4: Writing Prize Winners**
- Kevin Dawson, “Enslaved Swimmers and Divers in the Atlantic World.” *(JAH, March 2006)*

*Assignment:* Write a 250-word critical analysis of Dawson’s paper. The reports should be 2 to 4 paragraphs in length and not more than one page. You should aim to make an analytical point about the text under discussion, not to describe its contents. Find an “angle” on the reading and develop it briefly, using quotations from the text to support your point.

**Week 5: Process**
- Lynn Hunt, “How Writing Leads to Thinking (and Not the Other Way Around),” *Perspectives on History* (Feb. 2010), 16-18.

*Assignment:* Come to class prepared to discuss your thesis using clear, concise language. Be prepared to create paper title that incorporates your thesis. We will create titles in class.

**Week 6: Micro-history**

**Week 7: Narrative**

**Week 8: Plot, Transitions, Dramatizing, Editing**

*Assignment:* Drawing from your document, write a three- to five-page outline. It should outline the narrative, or what happened, in your character’s life. It should also specify how and where you plan to break the narrative with background information and what that information will be. This outline should have a beginning, middle, and end.
Week 9: Individual Meetings

- Individual conferences during office hours and regular class time to discuss research topics and review articles.

Week 10: Word Choice, Cadence, Character Development, Setting, Imagery


**Assignment:** Write a two- to three-page introduction to your paper. Your introduction should explain who, what, where, when, and why your topic is important. It should include real people, doing real things, and using actual words (quotations), in real time.

Week 11: Putting Pen on Paper

- **In class:** discussion of papers. Bring your work to date.

Week 12: History and Memory


**Assignment:** Rough draft of essay due.

Week 13: Revisions and the End Matter


**Assignment:** Building on my comments on your rough draft, revise your paper.

Week 14:

- Final Paper Presentations

Week 15:

- Final Paper Presentations

Final paper submission due on scheduled final exam date.