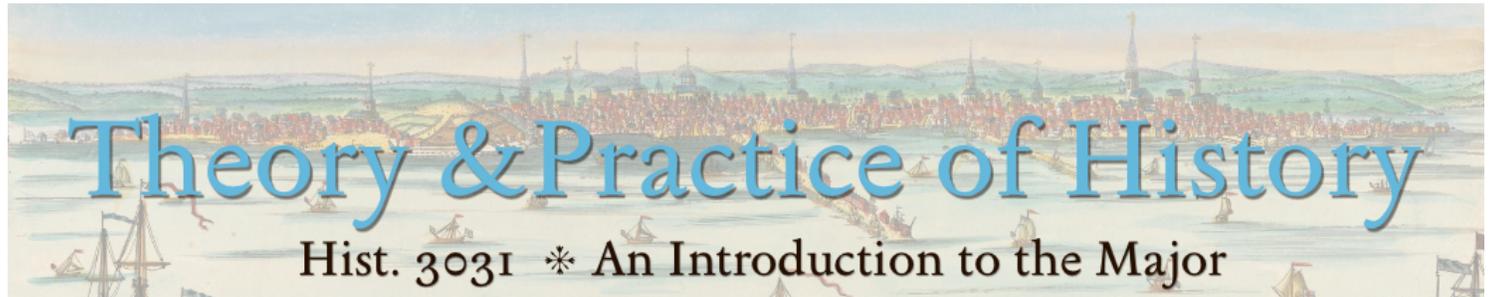


# Course Syllabus

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## HIST 3031: Theory and Practice of History

Professor Cameron Blevins (he/him/his) | [cameron.blevins@ucdenver.edu](mailto:cameron.blevins@ucdenver.edu)

(<mailto:cameron.blevins@ucdenver.edu>)

M/W 2:00pm-3:15pm | Plaza 131

Office Hours: Weds. 2:00-3:00pm | Student Commons Room 3108 ([or Zoom](#)

(<https://ucdenver.zoom.us/j/98567659340>.)

### Course Description

Welcome to the History Major at CU Denver! This course will introduce you to the practice of studying history. Over the course of the semester you will learn how and why History's method of inquiry is different from that of other disciplines, and what disagreements have developed within the profession over the years of its existence. It also asks how we can know something about the past and how historians "do" history in the hopes of illuminating what lies behind "the facts" of what happened. Finally, this class will help you develop the practical skills to thrive as a History Major, both in future classes at CU Denver and beyond: analyzing sources, evaluating arguments, interpreting evidence, writing and communicating, and conducting original research. In order to provide a coherent framework for learning these skills, the class will be focusing on colonial British North America (in particular New England) during the 1600s and 1700s.

*Note: this is a required course for the CU Denver History Department's History Major. It is the product of many professors in the department working together to develop it.*

See the [Modules Page](#) for the schedule of classes and readings and the [Assignments page](#) for assignment details and due dates.

### The course will cover:

1. Historiography: the history of how people have studied the past;
2. Historical methodologies: approaches to doing history;
3. Practical History: how we "do" history through research, analysis, and writing;

4. Historical controversies: how history is used and disputed in national and political contexts
5. Professionalization: how to parlay your experience as a History major into an internship, job, or other professional context.

### **Learning Outcomes:**

*By the end of the semester, students will be able to:*

1. Evaluate a variety of arguments about the value and methods of studying history.
2. Analyze the basic elements of historical narratives, including change over time, context, contingency, causality, and periodization.
3. Explain the challenges of constructing historical narratives using incomplete, missing, and contradictory evidence.
4. Use the concept of historiography in order to compare and contrast a variety of different scholarly approaches to studying the past.
5. Locate and evaluate appropriate materials for historical research, using book catalogs (Skyline, Prospector, WorldCat) and article databases (particularly JSTOR).
6. Formulate a thesis substantiated by primary and secondary source analysis.
7. Write an original historical research paper with a clear structure (thesis, evidence, conclusion); logical paragraph organization; clear, direct, and engaging language; and proper citation methods.

### **Assignments**

<b><u>Attendance and Participation</u></b>	15%
<b><u>Perusall Annotations</u></b>	15%
<b><u>Initial Research Report</u></b>	10%
<b><u>Full Research Report</u></b>	15%
<b><u>Research Paper Outline</u></b>	10%
<b><u>Research Paper Draft</u></b>	15%
<b><u>Final Research Paper</u></b>	20%
<b>Total</b>	100%

### **Course Policies**

#### **Health and Wellness**

Every student should prioritize their physical, emotional, and mental health. Any student who is struggling to do so (lacking a safe and stable place to live, having difficulty affording sufficient food to eat every day, facing financial stresses, etc.) is urged to consult the resources **listed here** (<https://www.ucdenver.edu/student/health-wellness>), and in particular the **University's Counseling**

**Center** (<https://www.ucdenver.edu/counseling-center>). My goal is to provide you with a valuable learning experience, and I plan to teach with as much flexibility, resilience, and compassion as I can. To that end, please contact me over email or Canvas if you are experiencing any unforeseen challenges that will keep you from learning. I will do my best to work with you to meet those challenges.

### **Required Course Materials**

College is expensive enough; whenever possible, I try to keep your costs for course materials to a minimum. Nearly all of the assigned textbooks, articles, videos, podcasts, etc. are available for free and there are no required books or textbooks to purchase.

### **Learning Community**

My goal is to build a strong learning community for all of my students. I expect everyone to treat your fellow classmates and professor with respect: listening attentively, not interrupting, and maintaining a civil discourse. It is my intent to create an environment that respects diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, religion, and culture, etc., and supports a wide array of thoughts, perspectives and experiences. If, because of religious obligations, you have conflicts with required assignments/attendance please contact me directly as soon as possible at the beginning of the semester. To maintain this learning community, bullying or personal attacks will not be tolerated. Learn each other's names and preferred pronouns, and always assume the best intentions in each other. If something was said in class (by anyone, including myself) that made you feel uncomfortable please talk to me about it either directly or through anonymous feedback forms that I will periodically administer in class.

More broadly, the University of Colorado Denver is committed to maintaining a positive learning, working and living environment. The University prohibits discrimination on the basis of race, color, national origin, sex, age, disability, pregnancy, creed, religion, sexual orientation, veteran status, gender identity, gender expression, political philosophy or political affiliation in admission and access to, and treatment and employment in, its educational programs and activities, working, and living environment. University policy prohibits sexual misconduct, including harassment, domestic and dating violence, sexual assault, stalking, or related retaliation. If you have experienced some sort of sexual misconduct or discrimination, please visit the Office of Equity/Title IX web site to understand the resources available to you or contact the Office of Equity/Title IX Coordinator (303-315-2567).

### **Office Hours**

I will be conducting office hours on **Wednesdays, from 2:00-3:00pm**, in my office in Student Commons Room 3108 or over Zoom using this link: <https://ucdenver.zoom.us/j/98567659340> (<https://ucdenver.zoom.us/j/98567659340>). If that time does not work for your schedule, please contact me over email or Canvas and we will find a different time to meet. Take advantage of office hours as an opportunity to talk about any aspect of the class: the week's reading, ideas and strategies for upcoming assignments, feedback you have received, or difficult themes and concepts. Or, just drop by and let me know how the rest of your classes, work, etc. are going! I enjoy hearing about what my students are doing and look forward to getting to know each of you.

## **Late Assignments**

If unforeseen circumstances come up during the semester and you need an extension on a particular assignment, please contact me via email or Canvas prior to the due date. Otherwise you are expected to submit all assignments by the due date.

## **Accommodation**

I am committed to providing everyone the support and services needed to participate in this course. If you have a learning disability please contact Disability Resources and Services at 303-315-3510 or by e-mail at [disabilityresources@ucdenver.edu](mailto:disabilityresources@ucdenver.edu) (<mailto:disabilityresources@ucdenver.edu>) and, if you are comfortable, notify me directly as well. If you have a temporary medical condition or injury, please reach out to Disability Resources and Services.

## **Communication**

I will be using email and Canvas announcements to contact you between classes. As part of the course's goals for professionalization, I am going to require you to have an active ucdenver.edu email address, check it regularly for messages, and be sure it is working. You should also check that Canvas announcements are automatically getting forwarded to this email address.

## **Students Called for Military Duty**

Students in the military with the potential of being called to military service and /or training during the course of the semester are encouraged to notify their school/college Associate Dean or Advising Office.

## **CLAS Incomplete Policy**

The faculty in the College of Liberal Arts and Sciences passed the following policy relating to the awarding of incomplete grades. Incomplete grades (IW or IF) are meant for students with special circumstances beyond their control that preclude them from attending class and completing graded assignments. They are not granted for low academic performance, and students must have completed a majority of the course's assignments and classes in order to qualify. Incompletes cannot be awarded that stipulate: (1) a student may repeat the entire course, (2) repeat or replace existing grades, (3) allow the student an indeterminate period of time to complete a course, or (4) allow the student to repeat the course with a different instructor. The CLAS Course Completion Agreement is available from the CLAS Advising Office, NC 2024.

## **History Department Policy on Plagiarism:**

The history department assumes that all work is your own. Any words or ideas that you take from another source, including lectures or outside assistance, need to be acknowledged or cited. Not doing this is considered plagiarism. Plagiarism includes absence of attribution when quoting sources; rewording another person's ideas and implying they are your own; utilizing the argument or structure of a text without citation; attempting to conceal the degree to which a source has been used; obtaining work from a website and submitting it as your own; and submitting the work of another student, with or without that student's permission. Plagiarists may face failure of the specific assignment, failure of the entire course, and referral for University discipline, which may result in suspension or expulsion. As these rules merely reflect common sense and ethics, ignorance cannot mitigate the plagiarist's culpability. For

further clarification of the issue, see: <https://clas.ucdenver.edu/faculty-staff/policies-procedures/handling-academic-dishonesty/definition-academic-dishonesty>  
(<https://clas.ucdenver.edu/faculty-staff/policies-procedures/handling-academic-dishonesty/definition-academic-dishonesty>).

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+ Module



Week 1



Class Meeting on 8/22: Introductions



[What are Office Hours? - by Andrew Ishak](https://vimeo.com/270014784) (https://vimeo.com/270014784)



Slides for 8/22

<https://docs.google.com/presentation/d/1wSxJzMg7MWXDFXhM8h7bZyG6sDpZ9sRRcag4HJd08ZY/edit?usp=sharing>



Class Meeting on 8/24: Introduction to the discipline of history



[Sign up for one-on-one meeting with Professor Blevins during Week 1-2 \(use Canvas Calendar Appointments\)](https://community.canvaslms.com/t5/Student-Guide/How-do-I-sign-up-for-a-Scheduler-appointment-in-the-Calendar/ta-p/536) (https://community.canvaslms.com/t5/Student-Guide/How-do-I-sign-up-for-a-Scheduler-appointment-in-the-Calendar/ta-p/536)



[Annotate Course Syllabus](#)  
Aug 24 | 3 pts



[John Lewis Gaddis, "The Landscape of History"](#)  
Aug 24 | 3 pts



Also Due This Week:



[Student Survey](#)  
Aug 26 | 2.5 pts



[One-on-one meeting with Professor Blevins during Week 1 and 2](#)  
Sep 2 | 2.5 pts



Week 2



Class Meeting on 8/29: What do historians do?



⋮	 <b><u>Davidson and Lytle, "The Strange Death of Silas Deane"</u></b> Aug 29   3 pts	✓	⋮
⋮	<b>In-class: Making History: The Breakup</b>	✓	⋮
⋮		✓	⋮
⋮	<b>Class Meeting on 8/31: Colonial America &amp; Historical Narratives</b>	✓	⋮
⋮	 <b><u>Caleb McDaniel, "How to Read for History"</u></b> Aug 31   1.5 pts	✓	⋮
⋮	 <b><u>Alan Taylor, "New England, 1600-1700"</u></b> Aug 31   3 pts	✓	⋮
⋮		✓	⋮
⋮	<b>Also Due This Week:</b>	✓	⋮
⋮	 <b><u>One-on-one meeting with Professor Blevins during Week 1 and 2</u></b> Sep 2   2.5 pts	✓	⋮

⋮	▼ <b>Week 3</b>	✓	+	⋮
⋮	<b>No class meeting on 9/5 (Labor Day)</b>	✓		⋮
⋮		✓		⋮
⋮	<b>Class Meeting on 9/7: Archival Research</b>	✓		⋮
⋮	 <b><u>Jenny Hale Pulsipher, Swindling Sachem: The American Indian Who Sold His Birthright, Dropped Out of Harvard, and Conned the King of England (excerpts)</u></b> Sep 7   3 pts	✓		⋮
⋮	 <b><u>Erica Prush, "A Surprise in the Archives"</u></b> Sep 7   1.5 pts	✓		⋮
⋮	<b>Bring a laptop to class</b>	✓		⋮
⋮	<b>In-class workshop on finding and navigating primary sources</b>	✓		⋮

 <b>Week 4</b>			
 <b>Class Meeting on 9/12: Primary Sources &amp; Research Questions</b>			
  <b><u>One potential primary source</u></b> Sep 12   2.5 pts			
 <p>Come to class with TWO questions for Dr. Jenny Hale Pulsipher. This can be about the excerpts from her book you read, her research, her job as a professor, etc. Faculty webpage for Dr. Pulsipher: <a href="https://history.byu.edu/directory/jenny-pulsipher">https://history.byu.edu/directory/jenny-pulsipher</a></p>			
 <b>Professionalization: Class visit from Dr. Jenny Hale Pulsipher</b>			
 <b>In-Class: Workshop on reading primary sources and generating topics</b>			
			
 <b>Class Meeting on 9/14: Secondary Sources &amp; Interpretations</b>			
 <b>Bring a laptop to class</b>			
  <b><u>Andrés Reséndez, The Other Slavery: The Uncovered Story of Indian Enslavement in America (Introduction)</u></b> Sep 14   3 pts			
  <b><u>Sample Student Research Paper: "White and Wendat Sisters: A Study of Female Perspectives During the Jesuit Missions in Colonial New France"</u></b> Sep 14   3 pts			
 <b>In-Class: Workshop on finding secondary sources</b>			
  <b><u>How to find scholarly articles through Auraria Library</u></b> ( <a href="https://www.youtube.com/watch?v=fFilaDpVs5s">https://www.youtube.com/watch?v=fFilaDpVs5s</a> )			
 <b>Week 5</b>			
 <b>Class Meeting on 9/19: Analyzing Primary Sources</b>			

⋮	 <b><u>Davidson and Lytle, "Serving Time"</u></b> Sep 12   3 pts	✓	⋮
⋮	 <b><u>One primary source entry for your Initial Research Report</u></b> Sep 19   5 pts	✓	⋮
⋮		✓	⋮
⋮	<b>Class Meeting on 9/21: Historiography</b>	✓	⋮
⋮	 <b><u>Davidson and Lytle, "The Visible and Invisible Worlds of Salem"</u></b> Sep 21   3 pts	✓	⋮
⋮	 <b><u>One secondary source entry for your Initial Research Report</u></b> Sep 21   5 pts	✓	⋮
⋮	<b>Bring a laptop to class</b>	✓	⋮
⋮	Install the following on your computer: 1. The Zotero standalone app: <a href="https://www.zotero.org/support/installation">https://www.zotero.org/support/installation</a> 2. The Zotero connector for your preferred browser (Chrome, Firefox, Safari, or Edge): <a href="https://www.zotero.org/download/connectors">https://www.zotero.org/download/connectors</a> 3. The Zotero plugin for your preferred Word Processor (Word, LibreOffice, Google Docs): <a href="https://www.zotero.org/support/word_processor_integration">https://www.zotero.org/support/word_processor_integration</a>	✓	⋮
⋮		✓	⋮
⋮	<b>Also Due This Week:</b>	✓	⋮
⋮	 <b><u>Initial Research Report</u></b> Sep 25   100 pts	✓	⋮

⋮	▼ <b>Week 6</b>	✓	+	⋮
⋮	<b>Class Meeting on 9/26: Citations, Notes and Bibliographies</b>	✓		⋮
⋮	 <b><u>Karin Wulf, "Could footnotes be the key to winning the disinformation wars?"</u></b> Sep 26   1.5 pts	✓		⋮
⋮	<b>Sign up for an individual consultation using Canvas Calendar</b>	✓		⋮

⋮		✓	⋮
⋮	<b>No class meeting on 9/28: Individual Consultations</b>	✓	⋮
⋮	<b>No reading - sign up for and attend individual consultation</b>	✓	⋮

⋮	▼ <b>Week 7</b>	✓	+	⋮
⋮	<b>Class Meeting on 10/3: Native American and Indigenous Studies (NAIS) &amp; Analyzing Primary Sources</b>	✓		⋮
⋮	 <b><u>Alejandra Dubcovsky, "Defying Indian Slavery"</u></b> <small>Oct 3   3 pts</small>	✓		⋮
⋮	<b>Professionalization: Class visit from Internship Office</b>	✓		⋮
⋮		✓		⋮
⋮	<b>Class Meeting on 10/5: Libraries, Archives, and Museums</b>	✓		⋮
⋮	 <b><u>Jessica Gibbs, "How should history be told? Rising Colorado voices are pushing museums to rethink their approach"</u></b> <small>Oct 5   3 pts</small>	✓		⋮
⋮	<b>Professionalization: virtual tour of Denver Public Library archives and Q&amp;A with archivists Laura Senturia and Su Sheehan</b>	✓		⋮

⋮	▼ <b>Week 8</b>	✓	+	⋮
⋮	<b>Class Meeting on 10/10: Thesis Statements</b>	✓		⋮
⋮	 <b><u>Virginia DeJohn Anderson, "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England"</u></b> <small>Oct 10   3 pts</small>	✓		⋮
⋮	<b>Professionalization: Q&amp;A with Social Studies Teacher</b>	✓		⋮
⋮		✓		⋮

⋮ **Class Meeting on 10/12: Primary Sources & Thesis Statements** ✓ ⋮



⋮ **Two new primary source entries for your Full Research Report** ✓ ⋮

Oct 12 | 5 pts

⋮ **Come to class with at least one question for recent CU Denver history major graduates (useful classes, navigating major requirements, career advice, etc.)** ✓ ⋮

⋮ **Professionalization: Q&A with recent CU Denver History Major graduates** ✓ ⋮

⋮ **In-class workshop on your primary sources** ✓ ⋮

⋮ ▾ **Week 9** ✓ + ⋮

⋮ **Class Meeting on 10/17: Material Culture & Framing Your Argument** ✓ ⋮



⋮ **Ben Franklin's World podcast episode, "How Historians Read Historical Sources"** ✓ ⋮

Oct 17 | 3 pts



⋮ **Note: If you need subtitles, you can find them as Closed Captioning on the YouTube channel** [\\_\(https://www.youtube.com/watch?v=sgvbfZjvcYk\)](https://www.youtube.com/watch?v=sgvbfZjvcYk) ✓ ⋮

⋮ **\*\*\*Meet at Writing Center (First Floor of City Heights Learning Commons) for short presentation\*\*\*** ✓ ⋮

⋮ **Class Meeting on 10/19: Framing Your Argument** ✓ ⋮



⋮ **Two new secondary source entries for your Full Research Report** ✓ ⋮

Oct 19 | 5 pts

⋮ **Professionalization: Q&A with Bill Scarpato, Assistant United States Attorney** ✓ ⋮

⋮ **In-Class: Workshop on historiography and framing your argument** ✓ ⋮

- ⋮
✓ ⋮
- ⋮ **Also Due This Week:**
✓ ⋮
- ⋮ **Full Research Report**  
Oct 23 | 100 pts
✓ ⋮
- ⋮ **Sign up for Writing Center Consultation for next week**
✓ ⋮

⋮ ▾ **Week 10**

✓ + ⋮

- ⋮ **Class Meeting on 10/24:**
✓ ⋮
- ⋮ **No reading (take a breather!)**
✓ ⋮
- ⋮ **Sign up for an individual consultation and Writing Center Consultation for this week**
✓ ⋮
- ⋮ **Professionalization: Q&A with Natalie Marine-Street, Oral History Program Manager at the Stanford Historical Society**
✓ ⋮
- ⋮
✓ ⋮
- ⋮ **No class meeting on 10/27 (Individual Consultations and Writing Center Consultation)**
✓ ⋮
- ⋮
✓ ⋮
- ⋮ **Also due this week:**
✓ ⋮
- ⋮ **Writing Center Consultation #1**  
Oct 28 | 5 pts
✓ ⋮

⋮ ▾ **Week 11**

✓ + ⋮

- ⋮ **Class Meeting on 10/31: Organizing Your Paper**
✓ ⋮

⋮	 <b><u>Sample student research paper, “Emerging Elite: Colonial New England Merchants in the Seventeenth Century”</u></b>	✓	⋮
	Oct 31   3 pts		
⋮		✓	⋮
⋮	<b>Class Meeting on 11/2: Writing Your Introduction</b>	✓	⋮
⋮	<b>No reading (work you your Research Paper Outline)</b>	✓	⋮
⋮	<b>Professionalization: Resume Workshop from Career Center</b>	✓	⋮
⋮		✓	⋮
⋮	<b>Also Due This Week:</b>	✓	⋮
⋮	 <b><u>Research Paper Outline</u></b>	✓	⋮
	Nov 6   100 pts		
⋮	<b>Sign up for a Writing Center Consultation for next week</b>	✓	⋮

⋮	▼ <b>Week 12</b>	✓	+	⋮
⋮	<b>Class Meeting on 11/7: Planning your Rough Draft</b>	✓		⋮
⋮	<b>No Reading (take a breather!)</b>	✓		⋮
⋮	<b>Professionalization: Q&amp;A with Guy McClellan, Historian for the National Parks Service</b>	✓		⋮
⋮		✓		⋮
⋮	<b>Class Meeting on 11/9: Writing Session for Rough Draft</b>	✓		⋮
⋮		✓		⋮
⋮	<b>Also due this week:</b>	✓		⋮
⋮	 <b><u>Writing Center Consultation #2</u></b>	✓		⋮
	Nov 11   5 pts			

⋮	▼ Week 13	✓	+	⋮
⋮	<b>Class Meeting on 11/14: History, Controversy, and Politics</b>	✓		⋮
⋮	 <b><u>Nikole Hannah-Jones, "America Wasn't a Democracy, Until Black Americans Made it One"</u></b> Nov 14   3 pts	✓		⋮
⋮	 <b><u>Sarah Ellison, "How the 1619 Project Took Over 2020"</u></b> Nov 14   1.5 pts	✓		⋮
⋮	<b>In-Class: Workshop on Titles, Footnotes, and Bibliographies</b>	✓		⋮
⋮		✓		⋮
⋮	<b>Class Meeting on 11/16: History, Controversy, and Politics</b>	✓		⋮
⋮	 <b><u>Kassie Bracken and Jacey Fortin "What's Actually Being Taught in History. Class?"</u></b> Nov 16   3 pts	✓		⋮
⋮	<b>Professionalization: Q&amp;A with Aryn Braun, journalist for The Economist</b>	✓		⋮

⋮	▼ Thanksgiving Break	✓	+	⋮
⋮	<b>No Class meeting on 11/21</b>	✓		⋮
⋮	<b>No Class Meeting on 11/23</b>	✓		⋮
⋮		✓		⋮
⋮	<b>Also Due This Week:</b>	✓		⋮
⋮	 <b><u>Research Paper Draft</u></b> Nov 25   100 pts	✓		⋮

☰ ▾ Week 14	✓	+	⋮
☰ <b>Class Meeting on 11/28: Peer Review</b>	✓		⋮
☰  <b><u>Peer Review 1</u></b> Nov 28   5 pts	✓		⋮
☰ <b>In-Class: Peer Review Workshop</b>	✓		⋮
☰	✓		⋮
☰ <b>Class Meeting on 11/30: Peer Review</b>	✓		⋮
☰  <b><u>Peer Review 2</u></b> Nov 30   5 pts	✓		⋮
☰ <b>In-Class: Peer Review Workshop</b>	✓		⋮
☰	✓		⋮
☰ <b>Also due this week:</b>	✓		⋮
☰  <b><u>Career Center Appointment and Reflection</u></b> Dec 2   5 pts	✓		⋮

☰ ▾ Week 15	✓	+	⋮
☰ <b>Class Meeting on 12/5: Wrapping Up</b>	✓		⋮
☰  <b><u>Did you fill out the FCQ for HIST 3031?</u></b> Dec 5   2.5 pts	✓		⋮
☰  <b><u>Daniel Immerwahr, "History isn't just for Patriots"</u></b> Dec 5   1.5 pts	✓		⋮
☰ <b>Be ready to give a 30-second overview of your research paper + one thing you learned about historical research/writing while doing it</b>	✓		⋮
☰	✓		⋮
☰ <b>Class Meeting on 12/7: TBD</b>	✓		⋮

⋮ ▾ **Finals Week**



**Final Research Paper**

Dec 13 | 100 pts



# Initial Research Report

✓ Published

 Edit

⋮

## Goals for this Assignment:

1. To explore a range of primary sources on Colonial British America.
2. To identify intriguing or evocative events, stories, or examples in the source material.
3. To generate creative and viable topic ideas for your research paper.
4. To start to explore the existing scholarly literature on your topic ideas.

## Instructions:

- Spend as much time as possible **browsing the digitized documents** on the Find Primary Sources page on our Canvas site.
  - In general, focus on the sources that are highlighted. These documents contain an abundance of interesting anecdotes. Note: The only sources that are off limits are those explicitly related to the Salem Witch Trials.
  - Use the **Research Log** at to keep a running list of any events, stories, or people that you find interesting. Depending on the length of the source, you might have multiple entries for a single source. Record the date you found the item in the **Date** column, *any information you need to go back and find it again* (ex. a URL and page number) in the **Citation** column, notes of the event, story, people, groups, etc. in the **Description** column (this doesn't need to be in complete sentences), and any ideas it sparks for research topics or questions in the **Ideas** column. The more options you have to choose from this list, the better this assignment and future assignments will be - including your final paper!
- Once you have taken notes on a variety of sources, go back through your full notes and come up with **two possible larger research topics** for a full paper based on the events, stories, people, etc. you found in these sources.
  - Remember that your research paper can explore any aspect of life in colonial New England.

- Each possible topic should be clearly and narrowly defined and directly related to the sources you found. Here are two examples:
  - This research paper will explore how courts in seventeenth-century New England punished colonists for crimes against Native Americans.
  - This research paper will explore the experiences of female tavern keepers in seventeenth-century Massachusetts.
- Generate at least **1-2 research questions** for each of your topics. What, exactly, do you hope to explain or understand by investigating your topic? Remember that effective research questions are debatable, narrow, significant, and researchable. Here are two examples:
  - Which crimes against Native Americans carried the harshest penalties for colonists? Which crimes carried the lightest crimes? What explains these discrepancies?
  - What was the general demographics of female tavern keepers - were they older, married, widowed, etc.? What sort of challenges did they face?
- Choose **four primary sources** (two for each potential research topic) and record the following information in the template:
  - **Citation** information about the source. Use the *Chicago Manual of Style's* footnote formatting guidelines, just like you will in your research paper. Be sure to include a page number for the information you are citing along with a URL (if applicable).
  - A several-sentence **description of a vignette (story), event, or other information** from the source. Although you should narrate this in your own words, you may wish to use quotations from the document to add color to your description (this will help you when you go to write your final research paper).
  - **Explanation** for how the source relates to your larger research topic idea.
- Use the strategies discussed during the in-class workshop Finding Secondary Sources to **find two scholarly articles, chapters, or books** that will help you understand your potential research topics (one for each topic)
  - Focus on high-quality scholarly sources - do NOT include encyclopedia articles, "pop" history webpages from sites like history.com, etc.
  - Record **Citation** information about the secondary source using *Chicago Manual of Style*.

- Write a short **Summary** of the secondary source, including any potentially useful pieces of information that relate to your topic. Do not simply copy and paste text from the source into this column. Keep in mind that it is usually preferable to paraphrase information and arguments that you find in secondary sources. Use quotations from secondary sources sparingly, and only when it is important that your reader see the author's words. When you do include a quote in this column of your research log, be sure to integrate it properly, just as you would in a formal paper.
- A short **explanation** of how the secondary source relates to your research topic and/or research questions.

Submit your document on Canvas by Sunday, 9/25 at 11:59PM. You can download the [template to use for this assignment here](https://ucdenver.instructure.com/courses/489355/files/17093861/download?download_frd=1) ↓

([https://ucdenver.instructure.com/courses/489355/files/17093861/download?download\\_frd=1](https://ucdenver.instructure.com/courses/489355/files/17093861/download?download_frd=1))

**Points** 100

**Submitting** a file upload

Due	For	Available from	Until
Sep 25	Everyone	-	-

Initial Research Report Rubric		
Criteria	Ratings	Pts
Research Topic Description & Questions	This area will be used by the assessor to leave comments related to this criterion.	25 pts
Quality of primary source research	This area will be used by the assessor to leave comments related to this criterion.	50 pts
Quality of secondary source research	This area will be used by the assessor to leave comments related to this criterion.	25 pts
		<b>Total Points: 100</b>

# Full Research Report

✓ Published

 Edit



## Assignment Goals:

- Develop a research topic, questions, and potential thesis statement that will provide the analytical framework for your research paper
- Find the bulk of the primary sources you will use to answer your research questions and provide evidence for your overarching argument or interpretation.
- Get a handle on the existing scholarly literature on your topic and use these secondary sources to help position your own research and argument or interpretation
- The full research report will give you the "raw material" you will use to write your research paper

## Instructions:

### 1. Download [this Word document template](#)

([https://ucdenver.instructure.com/courses/489355/files/17093866/download?download\\_frd=1](https://ucdenver.instructure.com/courses/489355/files/17093866/download?download_frd=1)) , which you will be using to complete this assignment. Note: if you need to use Google Docs, please make a copy of [this Google Doc template](#) (<https://docs.google.com/document/d/1cpaBVPOdjyCr6QmzM74HAB58p86qC1iCCycGWB-BPpg/edit?usp=sharing>).

2. The first part of this assignment is a **cover sheet** that provides a brief explanation of your project. The cover sheet should include three sections:

- **Topic:** Explain your research topic in a way that someone who is unfamiliar with colonial New England could understand. In addition to providing a precise statement of the topic itself (e.g. "This paper will explore..."), you may also wish to provide a few sentences of historical context, or explain key people, places, events, institutions, or historical developments you plan to explore.
- **Research Question(s):** State your main research question, as well as any smaller questions that you hope to answer along the way. What, exactly, do you hope to

explain or understand by investigating your topic? Remember that effective research questions are debatable, narrow, significant, and researchable.

- **Tentative Thesis Statement:** State the central argument that you intend to make in your paper. Although your main thesis statement can be as short as one sentence, you will probably want to add a few sentences fleshing out your argument. Remember that the three characteristics of a compelling thesis statement are precision, interpretation, and surprise. A thesis statement can be surprising in three ways: 1) It can be inherently counterintuitive or not obvious at first glance; 2) It can offer an interpretative of events that is different from the ones your historical subjects offered; 3) It can offer an interpretation of events that is different from the ones other scholars have offered.

3. The second part of this assignment is a **primary research log**. Whenever you find a piece of information in a primary source that is relevant to your project, fill out an entry in the log. The number of entries depends on the kinds of sources you are using: if you are using a very long source you might have fewer sources than someone with shorter sources. A general rule of thumb: **shoot for roughly 10 entries**. The research log consists of four columns:

- **Date:** Enter the date you found the information.
- **Citation:** The first time you mention a given primary source in your log, you should provide a full citation for it. Use the *Chicago Manual of Style's* footnote formatting guidelines, just like you will in your research paper. Be sure to include a page number for the information you are citing. After you have cited a source once, you can provide a short citation (author's last name, title of the source, page number) as you add additional material from that source to your log.
- **Information from the Source:** Use this column to record potentially useful quotations or information from the source. Do not simply copy and paste text from the source into this column. Instead, provide a few sentences of contextual information about the quotation or information that you are recording (e.g. note the author, title, and date, and, if necessary, explain the circumstances under which the source was produced). Also, be sure to integrate quotes properly, just as you would in a formal paper.
- **Comments, Questions, & Observations:** Use this column to note what you find revealing, suggestive, intriguing, or puzzling about a piece of information. If a

piece of evidence seems like it will be useful to support some aspect of your paper's argument, explain why this is the case.

4. The third part of this assignment is a **secondary research log**. Whenever you find a piece of information in a scholarly article, book, or chapter that is relevant to your project, fill out an entry in the log. The research log consists of four columns:

- **Date:** Enter the date you found the information.
- **Citation:** The first time you mention a given source in your log, you should provide a full citation for it. Use the *Chicago Manual of Style's* footnote formatting guidelines, just like you will in your research paper. Be sure to include a page number for the information you are citing. After you have cited a source once, you can provide a short citation (author's last name, title of the source, page number) as you add additional material from that source to your log.
- **Information from the Source:** Use this column to record potentially useful quotations or information from the source. Do not simply copy and paste text from the source into this column. Instead, provide a few sentences of contextual information about the quotation or information that you are recording (e.g. note the author, title, and date, and, if necessary, explain the circumstances under which the source was produced). Keep in mind that it is usually preferable to paraphrase information and arguments that you find in secondary sources. Use quotations from secondary sources sparingly, and only when it is important that your reader see the author's words. When you do include a quote in this column of your research log, be sure to integrate it properly, just as you would in a formal paper.
- **Analysis and Questions:** The main purpose of this column is to explain how you might use each new piece of information or argument in your paper. Each time you make an entry in your research log, include one of the following labels in the Analysis and Questions column:
  - **Historiographic Positioning:** Use this label if you intend to challenge or build on the author's argument in your paper.
  - **Additional Evidence:** Use this label if you find a piece of evidence, such as a quote from a primary source or a statistic, which further supports your central argument.

- **Narrative Information:** Use this label for information about key people, events, or institutions in your paper, or for information about the broader historical context of your story.
- **Useful Concept:** Use this label to note a concept that another author has developed that might helpful in telling your story or building your argument.
- **Other:** Use this label if any of the above labels don't seem appropriate, or if you are still unsure how a piece of information that you've recorded will be useful in your paper.

**Points** 100

**Submitting** a file upload

Due	For	Available from	Until
Oct 23	Everyone	-	-

Full Research Report Rubric		
Criteria	Ratings	Pts
Topic, Research Questions, and Thesis	This area will be used by the assessor to leave comments related to this criterion.	20 pts
Quality of primary source research	This area will be used by the assessor to leave comments related to this criterion.	40 pts
Quality of secondary source research	This area will be used by the assessor to leave comments related to this criterion.	30 pts
Mechanics (citations, grammar, etc.)	This area will be used by the assessor to leave comments related to this criterion.	10 pts
		Total Points: 100

# Research Paper Outline

✓ Published

 Edit

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Outlines are vital to complete *before* you start trying to write a paper. An outline is helpful in giving you a sense of the overall structure of your paper and how best to organize your ideas. You need to decide how to arrange your argument in a way that will make the most sense to your reader. Perhaps you decide that your argument is most clear when presented chronologically, or perhaps you find that it works best with a thematic approach.

## **Assignment goals:**

1. Organize the research you've completed by selecting the most compelling pieces of evidence and arranging them in a logical way that supports your thesis
2. Help you to further refine your thesis
3. Provide you with a road map to follow when you write the first draft of your research paper

## **Assignment Instructions:**

**Download this template** ↓

([https://ucdenver.instructure.com/courses/489355/files/17093874/download?download\\_frd=1](https://ucdenver.instructure.com/courses/489355/files/17093874/download?download_frd=1)) (or use this **Google Doc template**

([https://docs.google.com/document/d/1ZCiFWfcgrLb\\_O4ZqkEBeTiXLCCp3\\_yPocEzBrhK25II/edit?usp=sharing](https://docs.google.com/document/d/1ZCiFWfcgrLb_O4ZqkEBeTiXLCCp3_yPocEzBrhK25II/edit?usp=sharing)),) which breaks your outline into an introduction and three main points (note: you will be leaving the conclusion blank for now, as you will write it after you write the rest of your first draft). Rather than starting to fill this out immediately, I would like you to sit down and go over your **full research report** along my feedback:

- Do you need to complete any additional research to find primary or secondary sources? If so, get to work on this ASAP. Add additional entries to your research log as you go (I promise this will help you in the long run).
- Do you need to revise your thesis statement? Think about how you might tweak or modify it based on my comments.
- Go through *all* of your primary and secondary sources along with my feedback. As you do, look for connections between them and brainstorm ideas for how you might group them together under a few different sub-categories that support your thesis. Keep a running list of these potential main points.
- Flag any entries:
  - Primary sources you could use for an evocative opening anecdote to your paper that you could use to "hook" your reader

- Secondary sources you could use in your introduction to lay out the historiography or existing scholarship on your topic to help frame your argument
- Look at your list of potential main points or sub-categories, then go back through your research log and try to place each entry under one or more corresponding main points (note: some entries might fit under multiple sub-categories, and not all of your entries will necessarily fit under a sub-category).
- Look at your potential main points or sub-categories along with the corresponding research entries and decide on the best three candidates to use for your paper. Which ones have the most entries and/or the most compelling entries under them? Which main points most strongly support your larger thesis? Can you arrange the three main points into a logical order within the paper (ex. chronologically, thematically, etc.)?
- As you go through the process of reviewing your research log, laying out all of your evidence, and selecting three main points, it will likely spark ideas for how you might tweak or refine your thesis statement based on your available research. Go back to your thesis statement and rewrite it at the end of the Introduction section of the outline.
- Fill in the remaining parts of the Introduction section: opening vignette, topic summary, historiography (two secondary sources).
- Fill out the three main points that will make up the body of your paper, along with 3-4 "building blocks" for each point - discrete pieces of information drawing from primary and secondary sources that you can use in that section of the paper to support your point.

**Points** 100

**Submitting** a file upload

Due	For	Available from	Until
Nov 6	Everyone	-	-

### Research Paper Outline Rubric

<b>Criteria</b>	<b>Ratings</b>	<b>Pts</b>
Introduction (Vignette, Topic Summary, Historiography, Thesis)	This area will be used by the assessor to leave comments related to this criterion.	20 pts
Selection and quality of major points and evidence	This area will be used by the assessor to leave comments related to this criterion.	40 pts
Overall Organization and Structure	This area will be used by the assessor to leave comments related to this criterion.	30 pts
Mechanics (citation, grammar, etc.)	This area will be used by the assessor to leave comments related to this criterion.	10 pts
		<b>Total Points: 100</b>

# Research Paper Draft

✓ Published

✎ Edit

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## **Assignment Goals:**

- Articulate a clear argument or interpretation framed by existing scholarship (historiography) on your topic
- Support your argument or interpretation throughout the paper with evidence drawn from primary and secondary sources
- Write a coherent, well-organized paper that follows a logical structure
- Communicate your analysis with clear and compelling writing mechanics

## **Assignment Instructions:**

- Your paper should be roughly 10 pages long or 2500-3000 words (including the title page, footnotes, and bibliography)
- Use 12-point font, double-spaced, with one-inch margins on all sides, and include page numbers.
- Title page formatting:
  - The title should be centered a third of the way down the page.
  - Your name and class information should follow several lines later.
  - For subtitles, end the title line with a colon and place the subtitle on the line below the title.
- All sources must include a citation in a footnote written according to the *Chicago Manual of Style* guidelines as **footnotes** and in **Notes-Bibliography** format.
- Your paper should include a **bibliography divided into two sections** - primary sources and secondary sources - arranged alphabetically and formatted according to *Chicago Manual of Style* guidelines for bibliographies.

**Points** 100

**Submitting** a file upload

Due	For	Available from	Until
Nov 25	Everyone	-	-

## Research Paper Rubric

<b>Criteria</b>	<b>Ratings</b>	<b>Pts</b>
Argument and Analysis	This area will be used by the assessor to leave comments related to this criterion.	40 pts
Quality of Research	This area will be used by the assessor to leave comments related to this criterion.	40 pts
Composition (Grammar, style, footnotes)	This area will be used by the assessor to leave comments related to this criterion.	20 pts
<b>Total Points: 100</b>		

# Final Research Paper

✓ Published

✎ Edit

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## Assignment Goals:

- Articulate a clear argument or interpretation framed by existing scholarship (historiography) on your topic
- Support your argument or interpretation throughout the paper with evidence drawn from primary and secondary sources
- Write a coherent, well-organized paper that follows a logical structure
- Communicate your analysis with clear and compelling writing mechanics

## Assignment Instructions:

- Your paper should be roughly 10 pages long or 2500-3000 words (including the title page, footnotes, and bibliography)
- Title page formatting:
  - The title should be centered a third of the way down the page.
  - Your name and class information should follow several lines later.
  - For subtitles, end the title line with a colon and place the subtitle on the line below the title.
- All sources must include a citation in a footnote, formatted according to the *Chicago Manual of Style* guidelines
- Your paper should include a bibliography divided into two sections - primary sources and secondary sources - formatted according to *Chicago Manual of Style* guidelines
- Include page numbers

**Points** 100

**Submitting** a file upload

Due	For	Available from	Until
Dec 13	Everyone	-	-

## Research Paper Rubric

<b>Criteria</b>	<b>Ratings</b>	<b>Pts</b>
Argument and Analysis	This area will be used by the assessor to leave comments related to this criterion.	40 pts
Quality of Research	This area will be used by the assessor to leave comments related to this criterion.	40 pts
Composition (Grammar, style, footnotes)	This area will be used by the assessor to leave comments related to this criterion.	20 pts
		<b>Total Points: 100</b>