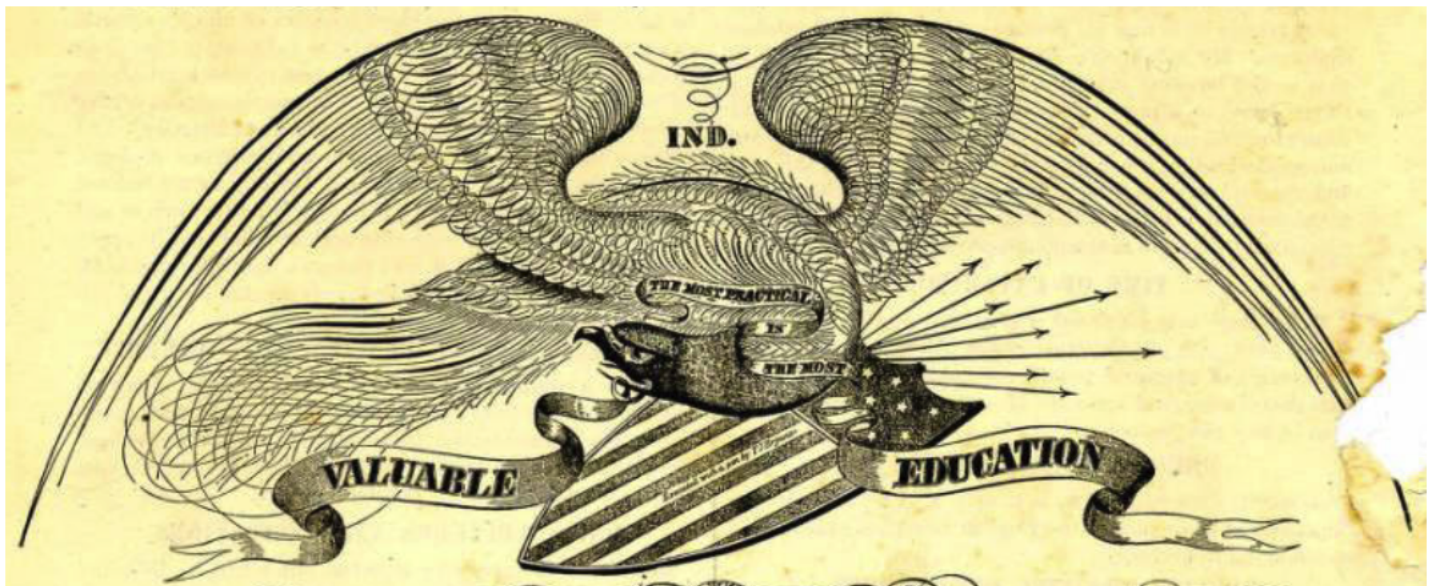


Syllabus

HIST 803: Research and Writing Seminar: America to 1860

Spring 2023
3 Credits

In Person
Thursdays, 2:00 PM to 5:00 PM
Munroe Hall Conference Room



Note: This syllabus, including the course calendar, is subject to change with notification. You are now looking at the most up-to-date version.

Table of Contents

- [1. Instructor Information](#)
- [2. Course Description](#)
- [3. Learning Resources](#)
- [4. Assignments & Grading](#)
- [5. Course Calendar](#)
- [6. Course Policies](#)
- [7. Acknowledgments](#)
- [8. Copyright](#)

1. Instructor Information

Prof. Dael Norwood
he/him
dnorwood@udel.edu

Office Hours:
Weds, 2:30-4:00pm & Thurs 9:30-11:00am
via Zoom ([book an appointment](#))

Office Hours

I hold regular Zoom office hours on Wednesdays, 2:30-4pm and Thursdays 9:30-11:00am, but will add extra hours for weeks when we're doing individual meetings, draft consultations, etc.

To attend, [book an appointment using my Google Calendar](#). (If none of the listed times work for your schedule, email me to suggest ones that would).

About Your Professor:

I am a historian of nineteenth-century America specializing in the global dimensions of U.S. politics and economics. My particular area of specialty is on the political economy of commerce: how the ideas and practices of exchange have affected Americans' relations with other powers, as well as their dealings with each other. My first book, *Trading in Freedom: How Trade with China Defined Early America* (University of Chicago Press, 2022) examines the politics of early American trade with China. My current book project investigates the origins of "the businessman" as a potent political and cultural identity in the United States. My other published work includes studies of the role of commerce in shaping the Constitution, the historiography of political economy in the early republic, and the history of indentured servitude. ([If you're curious to learn more, I have a website.](#))

At UD I teach courses on the history of America in the world, capitalism, U.S. foreign relations, race and inequality, and American political economy. I'm also an active member of the UD Antiracism Initiative, where since early 2020 I have recruited and supervised researchers investigating the history and legacies of dispossession, slavery, and race in Delaware, generally, and the University of Delaware specifically. You can see some of their excellent work on the [UDARI Legacies Committee site](#). (FYI: we're always looking to recruit new researchers!).

I'm a big fan of tv procedurals (currently, on a *Fringe* rewatch), posting pics of odd signs to Instagram, and writing GOTV postcards.

2. Course Description

History 803 provides you with an opportunity to research and write history. The goal of the seminar is for each seminar participant to produce an article-length research essay on a topic in early American history, a topic construed broadly, vastly, and generously. This essay, in all its drafts, should be 6,000-8,000 words in length (c.25-30 pages), with footnotes and a bibliography (the latter not included in the page/word count).

This will not be easy work, but you will have guidance to aid you – from me, and from your classmates. The course assignments and deadlines are designed to provide a scaffold for this larger work. By completing them you will learn how to locate sources needed for successful research on early American history; how to interpret those sources and use them as evidence to craft a novel, credible analysis; and finally, how to assemble that evidence to write a polished, engaging narrative. Seminar participants will be graded on an A-F scale for their class participation and their final research papers; all other assignments (presentations, drafts, and critiques, etc) will be marked either complete/incomplete.

We will proceed as follows –

Before our first class, I will assign two articles; these will provide the basis for a discussion about the research article as a genre, and an introduction to the course's content. Read them closely and come prepared to discuss them in depth.

At that first meeting, all seminar participants will *also* be assigned a prompt for a **“treasure hunt.”** Working in pairs, seminarians will investigate the resources of Morris Library and online databases, and present their findings at our second class. Your succinct oral reports should include tips for conducting searches and using specific resources.

At the end of our second class meeting, seminar members will break themselves into three groups. Those who wish to pursue a topic of their own devising, unrelated to the first treasure hunt, will comprise Group I. Those students who wish to pursue a research topic related – however tangentially – to the first treasure hunt will join Group II. Students who have made no firm decision about their research project will form Group III. As necessary, I will assign each member of Group III an individual treasure hunt for the following week, one that should yield a research topic.

After further research and reflection – including a survey of the secondary literature to ensure that no other scholar has addressed your subject as fully or as imaginatively as it merits – you will present **an individual research proposal** to the seminar. Proposals should be two pages, double-spaced: page one should be a brief description of your proposed research project; page two should be a brief bibliography, indicating major primary sources and secondary works, with some summary of the role you expect them to serve in your work. Individual research proposals are due in our shared [Google Drive folder](#) by class time on the day of your presentation; presentations will be weekly, by group number.

I urge all seminar participants to consult with me on research topics *well before* the seminar meeting in which you will make your presentation to the class. Indeed, I encourage you to **confer with me regularly about your research**, across the semester. My regular office hours are Weds., 2:30-4pm and Thurs 9:30-11:00am via Zoom and in-person([book an appointment](#)), though I can be available at other times, by request; email me with options that work for you.

The back half of the semester is dedicated to drafts workshops. Group I will have the **first draft** of their research papers finished and uploaded to our shared Google Drive folder by 5pm, on Sunday April 2, the last day of Spring Break. Group II will do the same by class time the next week, and followed, logically, by Group III.

These drafts will provide fodder for productive discussion and written criticism. On the day drafts are due to be discussed, all seminar participants should arrive in class having read the assigned papers thoroughly, and prepared to offer constructive feedback. Each draft will also be assigned two seminarians to offer a **written critique**: a single-spaced letter, addressed to the draft author, that offers constructive, but unsparing feedback, organized to address the topics outlined in “draft workshop” script. These written critiques are due by class time in the shared Google Folder. We will repeat, in the same order, a similar review of **revised drafts**, at the times appointed in the syllabus. Note: each student in the seminar will be responsible for four written critiques by the end of the semester – two on first drafts, and two on revised drafts.

It is important that all seminar members meet their deadlines. Failing to do so will inconvenience your colleagues, and possibly result in “bumping” the discussion of an overdue paper into a later week, thereby stealing time from the seminar members allotted that class meeting for consideration of their drafts. So: don’t fall behind!

As time allows, we will supplement our workshops of proposals, drafts, and revisions with discussions about various “professionalization” topics, and how-to’s: how to write an abstract, how to apply for a conference, how to revise an article for publication, etc.

Final research papers are due by 5pm on Thursday, May 20th.

This course aims to provide you with an opportunity to improve your historical research and writing skills through practice. To get the most out of the semester’s work, for the final assignment you will draft a **reflection paper** – one to two pages in which you consider the work you completed and skills you developed, and what of them you want to carry into the future. Reflection papers are due on Tuesday, May 23.

And that’s the course!

3. Learning Resources

Readings

This course has no required textbooks.

Our course readings will consist primarily of student drafts, made available through a shared class Google Drive folder. The two articles to be read before our first class meeting will have citations with links in the syllabus, and be shared in an introductory email.

You should attend every class with copies of the readings accessible. If you have any trouble obtaining course texts in a timely manner, please let me know, and I will do what I can to assist you.

Technology

Zoom

Zoom is a web-based application that can be used from a computer, tablet, or phone. From a computer, click the class web link and be sure to install the small program that will download to your computer. You only need to install the program once. From a mobile device, download the free Zoom app and type in the class meeting ID number. A microphone and camera are recommended for online meetings. Information on how to test your computer's audio and video can be found on [Zoom's website](#). Learn more info about [Zoom at UD](#).

Our regular meetings will be in-person at our assigned classroom. However, should inclement weather or another reason prevent us from meeting that way, we will continue our class discussions using Zoom, using the following meeting link:

[807978](#)

Google Drive

In this class, a [shared Google Drive folder](#) will be used for the submission, and sharing, of all assignments, including research proposals, drafts, and revised drafts. You will receive an email notification alerting you to the location of this folder.

Additional Learning Resources

- University of Delaware University Library, <https://library.udel.edu/>
- UD Library Guide: Primary Sources, <https://guides.lib.udel.edu/primarysources>
- UD Library Guide to History Resources, <https://guides.lib.udel.edu/history>
- Chicago-style Quick Citation Guide, https://www.chicagomanualofstyle.org/tools_citationguide.html
- University of Delaware Student Code of Conduct: Academic Honesty, <http://www.udel.edu/stuguide/19-20/code.html>
- Disability Support Services (accommodations, etc), <https://sites.udel.edu/dss/>
- Writing Center (consultations for papers and oral presentations *highly* recommended), <https://www.writingcenter.udel.edu/>
- Office of Academic Enrichment (tutoring, study skills, time management), <http://www.ae.udel.edu/>

4. Assignments & Grading

Seminar participants will be graded on an A-F scale for their class participation and their final research papers; all other presentations, drafts, and critiques will be marked either complete/incomplete, for marginal credit.

Grade Breakdown & Grading Scale

Course Component	Grade Percentage		Grade	Interval
Participation	15%		A	94.0 and above
Treasure Hunt Presentation	2%		A-	90.0 to <94.0
Research Proposal	5%		B+	87.0 to <90.0
First Draft	5%		B	84.0 to <87.0
Revised Draft	10%		B-	80.0 to <84.0
Final Paper	55%		C+	77.0 to <80.0
Written Critiques of First Drafts (2 total)	3%		C	74.0 to <77.0
Written Critiques of Revised Drafts (2 total)	3%		C-	70.0 to <74.0
Reflection Paper	2%		D+	67.0 to <70.0
Total	100%		D	64.0 to <67.0
			D-	61.0 to <64.0
			F	< 61.0

Participation

Our course will only be as good as the level of participation of its members. For this reason, participation is graded and weighted heavily in your final grade. Participation is measured not just by talking – although that you must do that – but by your sustained critical engagement with the readings, with the questions posed by fellow students and the professor, and with the larger historical issues throughout the term. Obviously, you cannot participate effectively if you are not in attendance: thus, every effort should be made to attend our meetings.

Research Proposal

Proposals should be two pages, double-spaced. Page one should be a description of your research project; page two should be a brief bibliography, indicating major primary sources and secondary works, with some summary of the role you expect them to serve in your work. Individual research proposals are due in our shared Google Drive folder by class time on the day of your presentation; presentations will be weekly, by group. You may, if you so desire, accompany your research proposal presentation with slides, but that is not required.

Research Paper (First Draft, Revised Draft, & Final Paper)

This is the primary assignment for the seminar: an article-length research essay on a topic in early American history. It should be 6,000-8,000 words in length (e.g. 25-30 pages), with footnotes and a bibliography (the latter not included in the page/word count) formatted in Chicago style. For models, look to articles published in journals like the *Journal of the Early Republic*, *Early American Studies*, or the *William and Mary Quarterly*.

Nota bene: These guidelines also apply to drafts as well as the final papers. Each draft paper should be as close in form and length to the final research paper as is possible *in that moment*.

Drafts are due in the shared Google Drive folder by 5pm the Sunday preceding the class at which they will be discussed; the Final Paper is due in the shared Google Drive by 5pm on Thursday May 20th.

Written Critiques of [First or Revised] Drafts

On the day drafts are due to be discussed, the seminar participants assigned to complete written critiques will share a one-page, single-spaced commentary of the draft under discussion in the class Google Folder. The critique should be formatted as a letter to the draft author, and offer constructive but unsparing criticism; it should address topics raised by the prompts in the “Draft Workshop Lesson Plan & Scripts” document (also found in the shared Google Folder), as well as whatever other subjects the critic deems important. Written Critiques should be submitted by class time to the shared Google Folder.

Over the course of the semester, each seminar participant will complete four (4) written critiques, two each for first drafts and revised drafts.

Reflection Paper

This assignment is an opportunity to take stock of how your thinking and skills have developed through your work in this course this semester, in a structured way. Write a short paper (c. 750-1,000 words), in which you narrate what your work in our class has meant in terms of the development of your knowledge of the history of early America and the discipline of history, and the development of your research, and writing presentation skills. Spend some portion of your reflection considering how you plan to apply this expertise going forward.

Suggestions or criticism about the course are welcome – but this paper should primarily be a reflection on *your* progress.

Rubric for Written Assignments

When grading, only the words on the page will be evaluated – external variables like improvement or effort will not be. The effort you put into an assignment will most certainly be evident in the paper you produce. Pluses and minuses represent shades of difference.

- | | |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A range papers - | have a clear, engaging and interesting argument, show extraordinary analytical effort or skill, deploy evidence insightfully and in-depth, make almost no factual errors, are comprehensive, thought-provoking, and written in a clear, sophisticated style; |
| B range papers - | exhibit a clear but perhaps vague, uninteresting, or inconsistently argued argument, show good analytical skills, have no more than a few insignificant factual errors, include well-chosen but sometimes undigested evidence, and are solidly written, and thorough; |
| C range papers - | do not mount a clear and convincing argument, fully analyze the subject, make few consequential factual errors, fail to present sufficient evidence to support all claims, or are written in an unclear, simplistic, or technically flawed style |
| D range papers - | are purely descriptive, lacking a clear argument and displaying a rambling or unfocused structure, draw on little evidence, make factual errors, are incomplete, or do not show sustained awareness of the basic conventions of academic writing |
| F papers - | have failed to address the questions or objectives of the assignment, or fail to meet basic standards for analysis, use of evidence, or quality of expression in writing, or fall significantly short of the assigned length. |

5. Course Calendar

Week 1	Thu., Feb. 9, 2023	<p>Introductions! & Treasure Hunt Assignment, Professionalization Topics</p> <p><u>Readings</u></p> <p><u>Treasure Hunts Assignment</u></p> <p>Jordan E. Taylor, "Enquire of the Printer: Newspaper Advertising and the Moral Economy of the North American Slave Trade, 1704–1807," <i>Early American Studies: An Interdisciplinary Journal</i> 18, no. 3 (July 17, 2020): 287–323, http://muse.jhu.edu/article/760446</p> <p>Ann Marsh Daly, "'Every Dollar Brought from the Earth': Money, Slavery, and Southern Gold Mining," <i>Journal of the Early Republic</i> 41, no. 4 (2021): 553–85, https://doi.org/10.1353/jer.2021.0075</p> <p>Optional: Erin Bartram, "A Profession, If You Can Keep It," <i>Contingent Magazine</i>, January 7, 2023, https://contingentmagazine.org/2023/01/07/a-profession-if-you-can-keep-it/</p>
Week 2	Thu., Feb. 16, 2023	<p>Reports on Treasure Hunt A, by all</p> <p>Discussion of Individual Research Proposal Assignment</p>
Week 3	Thu., Feb. 23, 2023	<p>Reports on Treasure Hunt B, by Group III (if applicable)</p> <p>Presentation of Individual Research Proposals by Group I (Proposals due in shared Google Folder by class time)</p>
Week 4	Thu., Mar. 2, 2023	<p>Presentation of Individual Research Proposals by Group II (Proposals due in shared Google Folder by class time)</p>
Week 5	Thu., Mar. 9, 2023	<p>Presentation of Individual Research Proposals by Group III (Proposals due in shared Google Folder by class time)</p>
Week 6	Thu., Mar. 16, 2023	No class; individual meetings (make an appt) & work on papers
Week 7	Thu., Mar. 23, 2023	No class; individual meetings (make an appt) & work on papers
Week 8	Thu., Mar. 30, 2023	<p>Spring Break (no class meeting)</p> <p>Group I First Drafts Due in shared Google Folder by Sunday 4/2 at 5pm</p>
Week 9	Thu., Apr. 6, 2023	<p>Discussion of Group I First Drafts</p> <p>Group II First Drafts Due in shared Google Folder by Sunday 4/9 at 5pm</p>
Week 10	Thu., Apr. 13, 2023	<p>Discussion of Group II First Drafts</p> <p>Group III First Drafts Due in shared Google Folder by Sunday 4/16 at 5pm</p>
Week 11	Thu., Apr. 20, 2023	<p>Discussion of Group III First Drafts</p> <p>Group I Revised Drafts Due in shared Google Folder by Sunday 4/23 at 5pm</p>
Week 12	Thu., Apr. 27, 2023	<p>Discussion of Group I Revised Drafts</p> <p>Group II Revised Drafts Due in shared Google Folder by Sunday 4/30 at 5pm</p>
Week 13	Thu., May 4, 2023	<p>Discussion of Group II Revised Drafts</p> <p>Group III Revised Drafts Due in shared Google Folder by Sunday at 5pm</p>
Week 14	Thu., May 11, 2023	<p>Discussion of Group III Revised Drafts</p> <p>Concluding discussion</p>
Finals Week	Thu., May 20, 2023	Final Paper due in shared Google Folder by 5pm
	Tue., May 23, 2023	Reflection Paper due by 5pm

6. Course Policies

Course specific policies

Courtesy

We will be discussing contentious issues throughout the semester, and practicing the very difficult art of offering – and accepting – constructive criticism. While different opinions are expected, I will demand that you show courtesy, respect, and generosity to your fellow seminar colleagues, at all times.

Attendance

We're all adults. Let's be here on time, every time, for every meeting. Regular attendance is expected unless there are significant extenuating circumstances forcing you to miss class. Per [University of Delaware attendance policy](#), absences will be excused for religious holidays and observances, military duty, and participation as a university representative in official extracurricular activities, as well as for illness, family emergencies, or other personal crises. If you are going to be absent, please e-mail me to explain why. Excessive unexcused absences will negatively affect your participation grade.

Communication

A shared Google Drive folder will be maintained for this class; check it regularly for course materials, including readings and draft papers.

Outside of class, I communicate primarily via email, so make sure you regularly check your University of Delaware email account. During the regular semester, you can expect an email response to any inquiries within 48 hours. That said, while I am happy to answer simple queries over email, I will not discuss paper topics or grades in-depth. Please see me in office hours (Zoom, Weds., 2:30-4pm, Thurs 9:30-11:00, [book an appointment](#)) for these more involved discussions.

Late Work

Late written work is not encouraged, but will be accepted. However, you will lose a half a letter grade for every day that a paper is late (e.g. an A will become an A-, a B+ a B, etc.). That said, it is far, far better to turn in a late paper than to plagiarize in order to get a paper in on time.

UD Policies

The Safety of Our Learning Environment

Student learning can only occur when students and their instructors feel safe, respected, and supported by each other. To ensure that our learning environment is as safe as possible, you are expected to abide by the most up-to-date [University of Delaware's COVID-19 Guidelines](#).

Academic Integrity

Please familiarize yourself with UD policies regarding academic dishonesty. To falsify the results of one's research, to steal the words or ideas of another, to cheat on an assignment, to re-submit the same assignment for different classes, or to allow or assist another to commit these acts corrupts the educational process. Students are expected to do their own work and neither give nor receive unauthorized assistance. View the [university's academic integrity policies and procedures](#). Office of Student Conduct, 218 Hullihen Hall, (302) 831-2117. E-mail: student-conduct@udel.edu

Harassment, Discrimination, and Sexual Misconduct

The University of Delaware works to promote an academic and work environment that is free from all forms of discrimination, including harassment and sexual misconduct. As a member of the community, your rights, resource and responsibilities are reflected in the Non-Discrimination, Sexual Misconduct, and Title IX policy. Please familiarize yourself with this policy at the [University's Office of Equity & Inclusion's website](#). You can report any concerns to the University's Office of Equity & Inclusion, at 305 Hullihen Hall, (302) 831-8063 or you can report anonymously through UD Police (302) 831-2222 or the [EthicsPoint Compliance Hotline](#).

- Read the [full policy](#)
- [File a report](#)

Faculty Statement on Disclosures of Instances of Sexual Misconduct

If, at any time during this course, I happen to be made aware that a student may have been the victim of sexual misconduct (including sexual harassment, sexual violence, domestic/dating violence, or stalking), I am obligated by federal law to inform the university's Title IX Coordinator. The university needs to know information about such incidents to, not only offer resources, but to ensure a safe campus environment. The Title IX Coordinator will decide if the incident should be examined further. If such a situation is disclosed to me in class, in a paper assignment, or in office hours, I promise to protect your privacy--I will not disclose the incident to anyone but the Title IX Coordinator. For more information on Sexual Misconduct policies, where to get help, and reporting information, please refer to www.udel.edu/sexualmisconduct. At UD, we provide 24/7/365 crisis assistance and victim advocacy and counseling. Contact 302-831-1001 to get in touch with a sexual offense support advocate, as well as confidential and anonymous counseling services for other concerns.

Accommodations for Students with Disabilities

Any student who may need an accommodation based on a disability should contact the Office of Disability Support Services (DSS) office as soon as possible. For more information, please visit [Getting Registered at DSS](#). Contact DSS by phone: 302-831-4643; fax: 302-831-3261; website: www.udel.edu/dss; email: dssoffice@udel.edu; or visit 240 Academy Street, Alison Hall Suite 130 during business hours (8-5 M-F).

Non-Discrimination

The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence.

For inquiries or complaints related to non-discrimination policies, please contact: Office of Equity & Inclusion- oei@udel.edu, 305 Hullihen Hall Newark, DE 19716 (302) 831-8063

For complaints related to Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act, please contact: Office of Disability Support Services, dssoffice@udel.edu, Alison Hall, Suite 130, Newark, DE 19716 (302) 831-4643 OR contact the [U.S. Department of Education - Office for Civil Rights](#)

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Office of the Dean of Students (302-831-8939) for support and direction to accessible resources. The campus food pantry, Blue Hen Bounty, is open for walk-ins throughout the semester at 276 South College Ave, M-Th 9am-1:30pm, and W 4-5pm. You can also reach out via e-mail (bluehenbounty@gmail.com).

7. Acknowledgments

I would like to express my grateful appreciation to Jessica Choppin Roney (Temple University), Andrew Shankman (Rutgers University – Camden), Owen White (University of Delaware), Christine Heyrman (University of Delaware), and Catherine McNeur (Portland State University), for their advice and conversation on teaching research methods in history. This syllabus has been improved through study of – and prodigious borrowings from – course materials created by Christine Heyrman (University of Delaware), Jessica Choppin Roney (Temple University), Stephen Ortiz (Binghamton University), and Heather Welland (Binghamton University).

Any errors or limitations are my sole responsibility.

8. Copyright

This course is licensed under the Creative Commons Attribution-NonCommercial 4.0 International License. You are free to share and adapt the work for non-commercial purposes, provided proper attribution is given. For details, please see: <http://creativecommons.org/licenses/by-nc/4.0/>

Treasure Hunts

Instructions

Working in communication with your partner, investigate your assigned prompt using the physical and digital resources of the UD Library. **There is one constraint that applies to everyone: you may not use any secondary scholarly sources – journal articles, university press monographs, etc.** (You may orient yourself with Wikipedia if you want, but I'd advise closing that tab after you've got whatever basics you need; you'll get more out of the exercise that way.)

Beyond this limit, I would strongly advise you to be catholic in your research approaches. Do not be satisfied with searching one catalog, however universal it claims to be. Look to the physical resources of the stacks and archives as well as online databases, and do not rule out “non-American” sources *a priori* as irrelevant. Haunt the stacks, plumb databases's depths, and get lost in the stuff.

I encourage you to conspire with each other while treasure-hunting: exchange tips and leads, share strategies and ideas. I also urge you to consult the excellent staff at Morris Library – the professional librarians, not the student workers – in Reference, Microfilms, and Special Collections. (You can find their contact information on the library website, which includes a useful chat feature).

You will present your findings at our next meeting. Presentations should be no longer than ten minutes, during which you will provide the fullest possible answer to the prompt, and specify in precise detail exactly **how** you went about finding the answer – including all blind alleys.

The goal of this assignment is to get you lost in unfamiliar territory, and thereby provide practice in finding your way out of the maze, i.e. the common experience of the early research process.

Useful resources

Finding Primary Sources at UD

<https://guides.lib.udel.edu/primarysources/search>

Adam Matthew Research Databases (ironically not included in the “comprehensive” list)

<https://docs.google.com/spreadsheets/d/1gS7rjDzTh8rsQNZBWJbXEVOiiuUZ14v1yxFmQbYIFKE/edit?usp=sharing>

UD Digital Collections

<https://library.udel.edu/special/collections/digital-collections/>

Digital Public Library of America (DPLA)

<https://dp.la/>

HathiTrust

<https://www.hathitrust.org/>

Prompts

- A. You are an American living in the antebellum U.S. who is eager to learn as much as you can about Liberia. Describe in detail the range of sources you might use to inform yourself, and what you might learn.
- B. How might you travel from Lexington, MA to Lexington, KY in 1800 – and how might the experience or options for that trip look different in, say, 1850?
- C. Your week is devoted to studying manure, c. 1800-1860, as set forth in periodicals for farmers. What are the costs and benefits of its many different, fragrant forms?
- D. The right to petition is enshrined in the U.S. Constitution; but what did petitioning mean in practice? Start your search by perusing *Race, Slavery, and Free Blacks: Petitions to Southern Legislatures, 1777-1867* (M. Film No. 5537), available in the microfilm room in Morris Library.
- E. Explain what readers of the *Cherokee Phoenix* might have learned about the world in 1828.
- F. Early Americans could be an intensely patriotic lot, and they loved to drink; it is thus perhaps unsurprising that toasts were popular at public events in the early republic. Using only newspapers, find out all you can about Fourth of July toasts in the period between 1790 and 1820.
- G. Fugitives in early America raise a lot of questions: who were they? what were they fleeing - and how were they taking flight? And what political consequences, if any, did their actions effect? Confine your investigations to either the Age of Revolutions or the Civil War Era (pick one). Be sure to explain what kinds of sources you used.
- H. How did Americans pay for things? Using account books and ledgers, find out what kinds of methods everyday people used to complete transactions involving goods and services. Target your investigation either to the late colonial period (c.1750-1770) or to the antebellum era (c.1830-1860).
- I. The American Board of Commissioners for Foreign Missions (ABCFM) sponsored missions in many places, from Asia to North America. Pick two mission stations operational during the

same period, and compare and contrast what the missionaries are up to in each place, and how the work of spreading the good news is faring.

- J. Browse a pre-Civil War volume of the U.S. *Statutes at Large*, and select a law that strikes you as surprising, confusing, bizarre, or unnecessary. Find out all you can about the origins of the law, its path from bill to signed legislation – including committee reports and debate – and its subsequent legal history.
- K. What are the best sources for learning about how 18th-century Anglo-Americans understood the Philippines? How did Anglo-Americans' views change as the century developed?
- L. Periodicals aimed at the aspiring, urban middle-classes were a growth field in the antebellum era. Examine a few issues of *Godey's Lady's Book* and at least one other, similar magazine, and report back on the contents.
- M. What animals would you have encountered in early republic Philadelphia? How did their presence relate to the city's development?
- N. Congress loomed large in early American public life, as an arena for debate and policy-making – but also as a mechanism for creating and distributing knowledge. What kinds of knowledge did Congress produce about the trans-Mississippi West prior to 1850 – and for what purpose?
- O. Imagine you're a middle-class white woman in the early republic, soon to be married to a prosperous merchant, and planning to set up house in a major city. What kind of print sources might you use to help you understand how to hire and manage the servants – or “servants” – you will need to staff a respectable household, and what does that advice consist of?
- P. What features might an antebellum American reformer enthralled by the “water-cure” might have looked for in a marriage partner?

Draft Workshop Lesson Plan

Step 1: Ground rules for draft workshop

- Golden rule: do unto others as you would have done unto you
 - that does NOT MEAN just give praise; you're here to help improve your colleague's paper as much as possible
- I'll serve as moderator, but all comments will come from students; address the writer directly
- Writer will be prompting the questions; no one else
- The goal is for the writer to leave class today with a plan for revision, generated through a conversation with the group

SCRIBE: Ask one student to serve as scribe – keep notes on the conversation, then summarize class recommendations for revision, and e-mail it to me & the student in question by tomorrow. (Emphasize they all will have to do this at least once)

SCRIBE _____

Handout: Draft Workshop Script (next page)

Jargon defined: "MOTIVE"

Motive: Defined by Gordon Harvey as the "intellectual context" that's established at the beginning of a paper to suggest why the thesis is original or worthwhile.*

In both humanistic and scientific disciplines, the motive is typically an incongruity, puzzle, or surprise in the primary sources or data; and/or holes, limitations, or disagreements in the secondary literature. All good academic papers have a well-defined motive, which, according to Harvey, is "usually defined by a form of the complicating word 'But.'"

Primary Source Analysis - Workshop Script

1. What is AWESOME about my analysis of this primary source? Please be specific.
2. What do you think my research question is? How do I use this primary source to address it?
3. Aside from what I have already identified, what new or different questions does this primary source raise for you?
4. How can I use this source more effectively? (e.g. suggestions for specific or types of scholarship, other primary sources, methods of analysis that would be useful, etc.).

First Draft - Workshop Script

1. After reading my draft, tell me: What is AWESOME about my essay? Please be specific.
2. What do you think my thesis is?
3. Please describe my essay's structure – what are the major sections, and how do they fit together?
4. What is effective about my use of evidence? Where and how have I launched myself into a conversation with my sources, primary and secondary?
5. What do you think my “motive” for this paper is? Or, put another way, what is my answer to the “so what?” question – how and where have I explained the intellectual context for this paper?
6. What questions do you have about the topic of my paper?
7. Finally: was there any place where you, my reader, furrowed your brow in confusion or disagreement?

Revised Introduction Draft - Workshop Script

1. After reading my revised introduction, please tell me: What is AWESOME about it? Please be specific.
2. What is my thesis – and where in the text do I articulate it most clearly?
3. On the basis of the text of my introduction – and the text of my introduction alone –what are my primary sources, and what methods, analytics, or approaches will I use to analyze them?
4. How have I put myself into conversation with other scholars? What am I using secondary sources to do in this paper?
5. Where and how have I explained the “motive” for this paper? (And/or how have I answered the “so what?” question).
6. Tell me what you think the next section of the paper will do or say.
7. Finally: was there any place where you, my reader, furrowed your brow in confusion or disagreement?

Revised Draft - Workshop Script

1. After reading my revised draft, please tell me: What is AWESOME about my essay? Please be specific.
2. What is my thesis – and where in the text do I articulate it most clearly?
3. What do you think my “motive” for this paper is? Or, put another way, what is my answer to the “so what?” question – how and where have I explained the intellectual context for this paper?
4. Please describe my essay’s structure – what are the major sections, and how do they fit together?
5. What is effective about my use of primary sources? What, if anything, could I do to extract more from them?
6. How have I put myself into conversation with other scholars? What am I using secondary sources to do in this paper?
7. Finally: was there any place where you, my reader, furrowed your brow in confusion or disagreement?