History 350
Family History and Genealogy Research
England and Wales Since 1700
MWF 12-12:50pm, 2114 JFSB
Fall Semester 2011

Instructor: Dr. Harris
Office: 2150 JFSB, ext. 2-6408
Email: amy.harris@byu.edu
(I do not read, nor respond to, student emails on Sundays)

Office Hours: Mondays 3-4pm, Wednesdays 1:30-2:30pm, or by appointment

Learning Objectives
This course is designed to provide the student with a general knowledge of genealogical
(and some historical) resources and methodology for English and Welsh research since
1700 (though many of these records are serviceable for the earlier period as well). It is
not intended to be an exhaustive preparation for the accreditation exam or certification
program in English or Welsh research. It is assumed that students have the doctrinal and
methodological background of Religion C 261, History 200, and History 400. For more
complete program information see https://learningoutcomes.byu.edu. Specific learning
outcomes for this course are as follows:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to explain and use fundamental genealogical (and some</td>
<td>Student’s central project requires at least 65 hours of original research and writing (based on primary sources). Students will complete drafts of a report based on this research and several smaller assignments, together with written and oral exams.</td>
</tr>
<tr>
<td>historical) resources and methodologies for English and Welsh research since</td>
<td></td>
</tr>
<tr>
<td>1700</td>
<td></td>
</tr>
<tr>
<td>Students will evaluate, analyze, and corroborate genealogical information from</td>
<td>Students will participate in one-on-one research meetings with the instructor, review one another’s written work, and complete a formal research report and a compiled lineage. All written work must follow established citation standards.</td>
</tr>
<tr>
<td>both original and compiled sources. Students will know and use established</td>
<td></td>
</tr>
<tr>
<td>citation standards.</td>
<td></td>
</tr>
<tr>
<td>Students will explain how various pieces of information are combined in order to</td>
<td>In their research reports, compiled lineages, exams, research meetings, and oral presentations to the class, students will gather, and interpret evidence</td>
</tr>
<tr>
<td>trace the same individual over various records and across the lifespan</td>
<td></td>
</tr>
<tr>
<td>Students demonstrate how evidence is used to prove the links between generations</td>
<td>In their research reports, compiled lineages, exams, research meetings, and oral presentations to the class, students will gather, and interpret evidence</td>
</tr>
</tbody>
</table>
**Grading**

“Success is not final, failure is not fatal: it is the courage to continue that counts.”

Winston Churchill

Unless noted otherwise on the assignment description, homework will be submitted electronically to byuhist350@gmail.com. Corrected homework will be returned to the email address from which it was sent. Homework turned in late will result in a 10% deduction in grade for the first day (calendar, not class day) and an additional 5% deduction each subsequent day. Late work will not be accepted more than one week after the original deadline. Genealogical research is a process that requires rigorous research and thinking that cannot be short-circuited the last month of the semester.

**Grading will be rigorous, but everyone can be successful** if they do the required work at the standard of excellence. Letting sloppy work slip with passable grades does both you and the school a disservice. If you feel that you are not making the progress in the class you would like to, consult with the professor when it is still early enough to make effective corrections.

Grading will be done on the following scale (94% and above A; 90-93% A-, 87-89% B+, 84-86% B, 80-83% B-, etc.).

For detailed description of assignments and their value see Assignment Description sheet.

**Required Texts**
- Mark Herber, *Ancestral Trails*
- Elizabeth Shown Mills, *Evidence!*
- FamilySearch websites
- David Pratt, “Discovering English Ancestors” at [http://dea.byu.edu/](http://dea.byu.edu/)

**Optional Texts**
- Elizabeth Shown Mills, *Evidence Explained*
- Professional Genealogy
Readings and Research
Class will consist of a combination of lectures, discussions, reviews, exams, peer review, reports, and hands-on research at both BYU and the Family History Library in Salt Lake City. (Note: use of the FHL will be required to do well in this course). There are some scheduled days when class will not be held. Individual research meetings with the professor will be scheduled instead.

For nearly every class meeting there will be required readings. Class time will be spent partially in lectures and partially in application of those readings. (Note: If you do not do the readings it will be VERY obvious and may encourage the institution of quizzes and other such unpleasantness).

Readings are important, and required, but the real measure of success in this course depends on the student’s individual research and efforts. Students are encouraged to meet regularly with the instructor, especially when encountering difficulties or concerns. The instructor does not bite, kick, or otherwise maim or inflict wounds when students seek help with difficult tasks or assignments. (If, however, any student claims to have his or her genealogy done back to Adam and Eve the no-biting-no-kicking-no-maiming rule may be rescinded).

Excellence in this course will require approximately 65 hours of original research time during the semester. Don’t panic. Those 65 hours include any time spent outside of class (excluding time spent completing the required readings). Therefore, time spent in pedigree analysis, research proposal writing, research, evidence analysis and organization, reading applicable secondary literature (genealogical and historical), acquisition and organization of document portfolio, research correspondence, and report writing all count towards those sixty-five hours. Sixty-five hours also works out to be just over four hours of research per week for fifteen weeks. That leaves nearly two hours a week for reading assigned pages. Remember: Don’t panic, just work consistently.

Assignments early in the semester may be short, and thereby mislead you to think you can do them a half an hour before class. (Warning: this type of shoddiness is evident to the professor and will be reflected in your grade). Good research is not accomplished merely through the acquisition of extensive materials; good analysis is required. Take the time early in the semester to think critically about your project and consult with other students and the instructor to clarify research goals and parameters. This will save you time at the end of the semester and make research and writing more satisfying.
University Policies

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct. Students are responsible not only to adhere to the Honor Code requirement to be honest but also to assist other students in fulfilling their commitment to be honest. The complete version of the Academic Honesty Policy is available at honorcode.byu.edu.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours), or http://www.ethicspoint.com; or contact the Honor Code Office at 801-422-2847.

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Exams and assignments are due on the dates stated in the syllabus. Exceptions will not be made, except for extreme circumstances. Do not ask for exams and assignments to be scheduled for a later date to accommodate travel and other plans. If you have a conflict, you may turn in assignments early.

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. . . . I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010
**Section One: Research Methodology and Writing Standards**

29 August: Introduction, FamilySearch Websites

31 August: FamilySearch databases
- Review: Familiarize yourself with the various FamilySearch websites (New, Wiki, Forum, Record Collections).

2 September: Problem Analysis, Writing, and Citation Standards
- Reading: Elizabeth Shown Mills, “Fundamentals of Citation” in *Evidence!* (17-41)
- Assignment: Preliminary Research Proposal (see assignment sheet)

5 September: Labor Day

7 September: Methods, Paleography, and Phillimore’s
- Reading: Pratt, “Beginning” (http://dea.byu.edu/); Look over the National Archive’s (TNA) tutorial on paleography (http://www.nationalarchives.gov.uk/palaeography)
- Research meetings with Dr. Harris begin

9 September: Pedigree Analysis Meetings with Dr. Harris (no class)
- Research/Writing Tracker: You should have completed 7-10 hours

12 September: LDS and US Records
- Assignment: FamilySearch and Family Sources Report

14 September: Analyzing Compiled Sources and Research Planning
- Reading: *Ancestral Trails (AT)* chapter 3; Pratt, “Family Histories”

**Section Two: Historical and Geographic Context and Sources**

16 September: Names, Dates, and Places/Jurisdictions
- Reading: *AT* chapter 4; Pratt, “County Table,” “Geographic Location,” “Maps,” “Historic Maps,” “London Maps” “Town and City Maps,” “Names”; Wales “Historical Geography” on Wiki FamilySearch (https://wiki.familysearch.org/en/Wales_Historical_Geography)
- Assignment: Research Proposal

19 September: Demography, Social, and Cultural History of England and Wales
- Reading: *AT* chapter 16

21 September: Finding Primary and Secondary Historical Sources
- Activity: Meet in HBLL – Room TBA

23 September: No class, research day
• **Research/Writing Tracker**: You should have completed 10-15 hours

**Section Three: Census and Civil Registration**

26 September: Census
• Reading: *AT* chapter 6; Pratt, “Census”
• Assignment: Geographical, Jurisdictional, and Historical Context/Sources

28 September: Advanced Census Use
• Reading: *AT* chapter 6

30 September: Civil Registration background and jurisdiction
• Reading: *AT* chapter 5; Pratt, “Civil Registration”

3 October: Using Civil Registration
• Reading: *AT* chapter 5
• Research Question Presentation by: ____________________________

5 October: Using Census and Civil Registration Together
• Reading: *AT* chapter 10
• Activity: **Meet in HBLL – Room TBA**

7 October: Writing Research Reports

10 October: Writing Complied Lineages
• Research Question Presentation by: ____________________________
• Assignment: Census and Civil Registration reports

12 October: Mid-term Exam
• **Research/Writing Tracker**: You should have completed 25-30 hours

**Section Four: Church and Probate Records**

14 October: Church of England Parish Registers
• Readings: *AT* chapters 7 and 14; Pratt, “Church Table,” “Church Histories,” “Church Records,” “Bishop’s Transcripts,” “Marriage Records, “Marriage Indexes”

17 October: Church of England – Other Parish Records
• Readings: *AT* chapters 8 (skim), chapter 18, pages 361-371
• Research Question Presentation by: ____________________________

19 October: Nonconformist Records
• Readings: *AT* chapter 13; Pratt, “Nonconformist Records”

21 October: No class, research and consultation day
24 October: Probate Records After 1858
   • Readings: AT chapter 12, pages 209-219
   • Research Question Presentation by: _______________________________

26 October: Probate Records Before 1858
   • Readings: AT chapter 12, pages 220-242; Pratt, choose applicable “Probate” essay
   • Assignment: Church Record report

28 October: No class, research and consultation day

31 October: Using Church Registers and Probates Together
   • Research Question Presentation by: _______________________________

Section Five: Poor, Military, E/Immigration, Education, and Occupation Records
2 November: Poor Law Records after 1834
   • Readings: AT chapter 18, pages 355-360
   • Assignment: Probate report

4 November: Military Records, part one
   • Readings: AT chapters 20 and 21 (skim)
   • Research/Writing Tracker: You should have completed 35-40 hours

7 November: Military Records, part two
   • Readings: AT chapters 20 and 21 (skim)

9 November: Immigration and Emigration records
   • Readings: AT chapters 28 (skim) and 30; Pratt, “Migration”
   • Research Question Presentation by: _______________________________
   • Assignment: Draft of Compiled Lineage

11 November: Education and Occupation Records
   • Readings: AT chapters 19 and 22
   • Research Question Presentation by: _______________________________

14 November: Poor Law Records before 1834
   • Readings: AT chapter 18, pages 339-355; Pratt, “Poor Law,” and “Migration”

16 November: Advanced Evidence Analysis
   • Readings: AT chapter 10 (review)
   • Research Question Presentation by: _______________________________
   • Assignment: Draft of research report

18 November: Project Analysis and Incorporating Academic History
   • Activity: Bring 2-3 pages of compiled lineage
Research and Writing

21 November: Report Writing and Revising Prose
- Readings: PG chapter 18
- Activity: Comparison of effective and ineffective report writing
- Research Question Presentation by: ____________________________

22 November: No class – Individual research meetings with Dr. Harris
- Assignment: Second draft of research report and compiled lineage

23-26 November: Thanksgiving Break

28 November: Case Study

30 November: Case Study
- If interested schedule individual appointments with Dr. Harris
- STOP RESEARCHING! Concentrate on making your report easily read and clearly reasoned (you have approximately 10-15 hours left on the research/writing clock that should be spent almost exclusively on writing)

2 December: Writing Workshop
- Activity: Writing workshop
- Assignment: Come to class with 2-3 pages of your revised draft

5 December: Case Study
- If interested schedule individual appointments with Dr. Harris

7 December: Case Study and Final Review
- Assignment: Research Projects Due
- Assignment: Complete online student evaluation

14 December: Final exam in classroom, 2:30-5:30pm
- Assignment: document portfolios