History 490 serves as the capstone to the history major's course work because it affords the student an opportunity to undertake a project of original research. This seminar is consequently different from most, if not all, history classes in the curriculum. While we will focus on the eighteenth-century world, there will be a minimum of lectures, and students will spend most of the semester researching a topic and writing their seminar paper. At the outset we will read together several articles and book chapters on various aspects of the century to provide us with common ground for approaching not only the selection of topics but also the critique of the resulting papers.

For the paper each student will investigate a topic related to some aspect of the eighteenth century Atlantic World and devise a thesis statement. Most of the assigned readings pertain to Europe and the Americas although students are welcome to choose subjects on other geographic areas. High quality papers will rely extensively on primary resources and will also show good familiarity with the historical context of the problem and the relevant secondary literature. Papers will generally run 18-20 pages in length, plus foot- or endnotes and bibliography.

Grades for the course will depend primarily, but not exclusively, upon the quality of the seminar paper, both in terms of content and writing. However, class assignments (particularly in meeting deadlines) and participation will also contribute to the overall grade. Each student will present his/her paper in rough-draft form to the class for criticism. This will provide an opportunity for making informed revisions prior to submission of the final draft during the last week of classes. A general breakdown for the components of the final grade is as follows:

- Prospectus and bibliography: 10%
- Presentation of article and leading discussion: 10
- Critiques: 20
- Paper: 60

It is essential that students meet the deadlines for submission of prospectus, bibliography, initial draft, and critiques, or the final paper will not be ready for the due date. A prospectus or bibliography handed in late will be penalized three points for each day. Any student failing to present an initial draft on the assigned day will be penalized a full letter grade for the course. The final paper will not be accepted after the deadline. Successful completion of the course requires good analytical, research, and writing skills, plus self-discipline. Only under the most extraordinary circumstances (i.e., prolonged hospitalization) will an Incomplete be granted at the end of the semester.
We will be reading a dozen articles related to the eighteenth century and Atlantic history, all of which are available on Blackboard. Each student will lead the discussion of one of the articles. In addition, we will use Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, The Craft of Research to guide our approach to research. I assume that you each have Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, which you should have purchased and used when you took History 200. If you do not own a copy, please obtain one from the Bookstore.

Expected Learning Outcomes:

- Demonstrate proficiency in using the historical method of research effectively by skillfully and honestly using primary and secondary sources
- Acquire the ability to analyze historical questions and issues clearly, assess historical information accurately, and distinguish between questionable and valid assertions;
- Skillfully integrate data into a coherent argument expressed through a clear, well-written style and through oral communication.

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See http://www.byu.edu/honorcode for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification. You should also avoid self-plagiarism.

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. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

Tentative Class Schedule:
Aug.  29:  Introduction

31:  What is historical research?
     Read *Craft of Research*, chapters 1-4

Sept.  5:  The Early Modern and Atlantic Worlds
     Article by Marks
     Article by Games

7:  The historiography of the Atlantic World
     Article by Greene and Morgan
     Article by Canny

9:  The Meaning of Atlantic History
     Article by Chaplin
     Article by Greene

12:  The Atlantic World and the Iberian Empires
     Article by Subrahmanyan
     Article by Gould

14:  The Enlightenment and Early Modern Culture
     Article by Anderson
     Article by Burke

16:  Honor and Revolution
     Article by Twinam
     Article by Chartier

19:  Types of sources
     Read *Craft of Research*, chapters 5-6

21:  Gathering bibliography
     bring to class at least one book and one scholarly article related to you topic

23:  Note-taking techniques

26:  **turn in Prospectus electronically via email (no formal class)**

     The prospectus should include: an introduction to the historical problem you are researching, a thesis statement, a discussion of how you intend to prove that thesis, and an annotated initial bibliography

28:  Critique of Prospectus

30:  Critique of Prospectus, cont.

Oct.  3:  Individual appointments

5:  Individual appointments

7:  Individual appointments

10:  Free day for research
12: Writing history
   Craft of Research, chapters 7-10
14: Some observations on writing history
   Craft of Research, chapters 11-12, 15
17: Review of footnotes--uses and formats
   Craft of Research, chapters 13-14
19: Annotating a bibliography

21: Individual appointments

24: Individual appointments

26: Individual appointments

28: Individual appointments

Nov. 11: Presentation of papers to class
14: Presentation of papers to class
16: Presentation of papers to class
18: Presentation of papers to class
21: Presentation of papers to class

Dec. 7: **final draft of paper due**

**FINAL NOTE:** Self-discipline is essential. You will be working on your own. Do not abuse this freedom, or it will haunt you at the end of the semester. You cannot meet the requirements of the course by waiting until the final month of the semester to do your paper.