PROFESSOR INFORMATION
Name: Dr. P. Kerry
Office: 2139 JFSB
Consultation Hours: MW 11-12.30 and by appointment
E-Mail: Paul_Kerry@byu.edu

COURSE DESCRIPTION, OBJECTIVES, AND LEARNING OUTCOMES
This senior seminar is the capstone of the BA in History. It is a mastery course, meaning that it draws on aspects of the study of history that you have learned and expects you to synthesize your knowledge and show that you have refined your skills as a student of history. It requires you to integrate your intellectual experiences and insights from History 200, as well as your three-hundred level history courses. This class is a seminar, this means that we will not rely on lectures to learn as you might in many of your other classes, but rather it will be based on discussion. Seminars are also places where we teach each other through sharing the development of our own research projects. I would like to create a relaxed and mutually supportive environment so that we can gain the most from the seminar.

The books for the course that I have selected have to do with the transmission of religious ideas, often across the Atlantic. The historiography you will write will incorporate these books.

The learning outcomes of this capstone course are to demonstrate that you can:
1. find and select judiciously primary and secondary sources for your research project
2. read sensitively: know how to ask questions of and dismantle those primary and secondary sources
3. locate your scholarly research project in the historiography
4. write a competent research essay that could eventually be submitted to an academic journal
5. have a clearer understanding of your own reasons for wanting to study and write history
6. learn how to participate in a seminar, to share research with colleagues
7. submit your papers as a part of the learning portfolio

COURSE ASSESSMENT

<table>
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<tr>
<th>ASSIGNMENTS</th>
<th>PERCENTAGE WEIGHTINGS</th>
<th>TOTAL POINTS</th>
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<tbody>
<tr>
<td>Manuscripts Project</td>
<td>15%</td>
<td>100</td>
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<tr>
<td>Digitization</td>
<td>(25)</td>
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<td>Catalogue</td>
<td>(25)</td>
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<tr>
<td>Paleography</td>
<td>(25)</td>
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<tr>
<td>Narrative Arc</td>
<td>(25)</td>
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<tr>
<td>Historiography/Critical Review Essay</td>
<td>20%</td>
<td>100</td>
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<tr>
<td>Research Paper</td>
<td>60%</td>
<td>100</td>
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<tr>
<td>Prospectus</td>
<td>100</td>
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<tr>
<td>Draft &amp; Critique</td>
<td>100</td>
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<tr>
<td>Final Examination</td>
<td>5%</td>
<td>100</td>
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TOTALS 100% 600 points

• Assignments are described in detail on the assignment sheet. Those not submitted in class on the date due are late. They will be due on the next class period and penalized 10% and unacceptable thereafter.

GRADE SCALE (the final weightings and grades remain at my discretion)

- ALPHA range A (94-100%) A- (90-93%)
- BETA range B+ (87-89%) B (83-86%) B- (80-82%)
- GAMMA range C+ (77-79%) C (73-76%) C- (70-72%)
- DELTA range D+ (67-69%) D (63-66%) D- (60-62%)
- EPSILON range E (59% or less)

ATTENDANCE AND PARTICIPATION

Seminars are based on discussion so you should be in class. you will be in danger of losing points on your final grade if you miss more than a week of class without an explanation.
REQUIRED COURSE TEXTS (ALSO SEE LIST OF OPTIONAL BOOKS)

Note: Manuscripts on a microfilm reel will be provided for all students

Note: you will be given a model historiography (Canon), critical review essay (Fisher), article (York)

Note: you may also be provided with scholarly articles on various topics we touch on in the course

The Founding Fathers and the Place of Religion in America
Frank Lambert (Princeton, 2003)

The Democratization of American Christianity
Nathan O. Hatch (Yale, 1991)

Awash in a Sea of Faith: Christianizing the American People
Jon Butler (Harvard, 1992)

America's God: From Jonathan Edwards to Abraham Lincoln
Mark A. Noll (Oxford, 2005)

Founding Faith: How Our Founding Fathers Forged a Radical New Approach to Religious Liberty
Steven Waldman (Random House, 2009)

God of Liberty: A Religious History of the American Revolution
Thomas S. Kidd (Basic Books, 2010)

Was America Founded as a Christian Nation? A Historical Introduction
John Fea (Westminster John Knox, 2011)

American Gospel: God, the Founding Fathers, and the Making of a Nation
Jon Meacham (Random House, 2007)

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<tr>
<th>DATES</th>
<th>TOPICS</th>
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<tbody>
<tr>
<td>Week 1: 9/7</td>
<td>Review of Basic Concepts</td>
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<tr>
<td>Week 2: 9/12, 14</td>
<td>Working with Manuscript Sources</td>
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<td>Week 3: 9/19, 21</td>
<td>Historiography</td>
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<td>Week 4: 9/26, 28</td>
<td>Class Presentations on Monograph Analysis</td>
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<td>Week 5: 10/3, 5</td>
<td>Individual Consultation</td>
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<td>Week 6: 10/10, 12</td>
<td>Finish Historiography</td>
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<td>Week 7: 10/17, 19</td>
<td>Present Research</td>
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<td>Week 8: 10/24, 26</td>
<td>Present Research</td>
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<td>Week 9: 10/31, 11/2</td>
<td>Finish First Draft of Research Paper</td>
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<td>Week 10: 11/7, 9</td>
<td>Scholarly Communication</td>
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<td>Week 11: 11/14, 16</td>
<td>Present Research</td>
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<tr>
<td>Week 12: 11/21</td>
<td>Present Research</td>
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<tr>
<td>Week 13: 11/28, 30</td>
<td>Finish Research Paper</td>
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<td>Week 14: 12/5, 7</td>
<td>Faith and History</td>
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<td>Week 15</td>
<td>Final Examination</td>
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IMPORTANT DATES

Manuscripts Project: October 3
Prospectus Submission: October 10
Historiography: October 17
Draft Submission: November 9
Final Paper Submission: December 5
Final Examination: TBA
CAVEAT

I will communicate with you from time to time through Route Y so it is imperative that you register your current Email address. This syllabus may be modified at my discretion.

Attendance may be taken and you are expected to attend regularly, but I leave it to your discretion how often you should attend. Any auditors must officially enroll and attendance is mandatory.

CLASSROOM ETIQUETTE

The BYU honour code and dress and grooming standards apply. Please switch off your mobile telephones and do not place your feet on the seats or seatbacks of other chairs. Avoid eating during lectures as it distracts fellow students. Recording devices cause some students to feel uncomfortable sharing thoughts openly or asking questions, therefore they shall not be used in class. Some of the topics we will encounter are complex and disputed—all the more reason we should use the forum of the university to discuss them openly and with civility.

I will allow you to use computers to take notes in this class, but during our class time you must not surf the internet, work on other assignments, play games, or in any other way distract others.

UNIVERSITY RESOURCES

The Undergraduate Catalogue describes many of BYU’s student resources from major advisement to academic support and from counseling services to pre-professional programs. Prepare now for the GRE, LSAT, MCAT, GMAT, &c. and investigate graduate school opportunities early. Career services can arrange mock job interviews and review your curriculum vitae. Avail yourself!

Writing Labs

FHSS Writing Lab, 1051 JFSB
http://fhsswriting.byu.edu/Home%20Page/Home.dhtml

BYU Writing Center, 4026 JKB
http://english.byu.edu/writingcenter/

HBLL Writing and Research Lab, 2231 HBLL
http://net.lib.byu.edu/instruction/libclasses/Open%20Lab.htm

THE DEPARTMENT OF HISTORY INFORMS YOU:

Each program at BYU has developed a set of expected student learning outcomes. These will help you understand the objectives of the curriculum in the program, including this class. To learn the expected student outcomes for the programs in this department and college go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then this department. We welcome feedback on the expected student learning outcomes. Any comments or suggestions you have can be sent to <FHSS@byu.edu>

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.

Honor Code Standards: 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.

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.

Preventing Sexual Discrimination or Harassment: Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

Students with Disabilities: 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.

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“Let us search more and more into the Past; let all men explore it, as the true fountain of knowledge; by whose light alone, consciously or unconsciously employed, can the Present and the Future be interpreted or guessed at. For though the whole meaning lies far beyond our ken; yet in that complex Manuscript, covered with formless inextricably-entangled unknown characters,—nay, which is a Palimpsest, and had once prophetic writing, still dimly legible there,—some letters, some words, may be deciphered; and if no complete Philosophy, here and there an intelligible precept, available in practice, be gathered: well understanding, in the mean while, that it is only a little portion we have deciphered; that much still remains to be interpreted; that History is a real Prophetic Manuscript, and can be fully interpreted by no man.” (Thomas Carlyle, “On History”)

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“Education is the power to think clearly, the power to act well in the world’s work, and the power to appreciate life”

(Brigham Young, Journal of Discourses, 3:203)