Winter 2011

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T Th 1:35-2:50 1108 JKB

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Summary

"The Family and the Law in American History" is an introduction to family history. The family, in its nuclear and extended forms, has been the fundamental building block of most human societies. Family History, in the broadest use of that term, explores the role of the family and its common and unique characteristics in each period of history. For some historians, demographic studies showing numerical analyses of facts relating to the family is their chosen method. Others search for meaning in the social and personal experiences of families, often through analysis of letters, journals and other more individualized and introspective sources. For still others, probably including many who will take this course, the reconstruction of individual families, often from your own ancestral lines, is the primary goal. This course proposes to expose you to all three approaches as you explore the contacts of individual families in American History with law and government by looking at the record sources generated by those contacts. A discussion of fundamental legal concepts and historical background will introduce each record source, followed by practical research ideas involving content and location(s) of the source. Assignments will require hands-on use of the record source, for this is also a practical methodology course. Each unit should be followed by a discussion of the readings, showing scholarly analysis effectively utilizing that source to measure the impact(s) on the family of some aspect of the American legal and/or historical experience evidenced in the source studied, and/or lab work involving actual use of a record source.

Course Learning Outcomes

At the end of this course you should be able to:

- Identify and solve basic historical and genealogical problems in the United States through primary and secondary source research, using library, archival and technological resources;
- Produce genealogical research reports and narrative family histories and compiled lineages that are clear, precise and well-written;
- Recognize and incorporate the historical background of the time and place in your genealogical research;
- Demonstrate content knowledge of primary historical sources for the United States;
- Apply research skills learned to the search for your own ancestors and to assist others in their searches in the United States;
- Utilize a significant range of skills and abilities in critical genealogical evidentiary analysis and be able to distinguish that from historical analysis; and
- Explain the roles of NewFamilySearch.org and other FamilySearch.org programs, integrating in the process the academic knowledge from this course with a testimony of the current direction of family history in the LDS Church.

Relationship with Other Family History Courses

As well as serving as an introductory course on American research for anyone interested, this is a required core course for all family history majors and minors, as well as for BGS students and those seeking a certificate in family history. It should be taken before any regional source and methodology courses. By placing the students in the regional courses on a more equal footing, this allows the instructors of those classes to explore more deeply the sources and societies characteristic of that particular region. For those planning to take foreign regional courses, the course provide fundamental experience in sources and methodologies used in family history, as well as how to
research, the one or more generations most people have in the U.S. before making the foreign contact.

**Course Materials:**

**Required Readings:**


Journal articles, selections from books, and handouts (identified in the course assignments below) available on Blackboard.

**Research Materials:**

You should plan to consult at least 15 different records. Many, such as U.S. censuses, are now online at sites like ancestry.com, familysearch.com, footnote.com and heritagequest.com. Others can only be consulted on microfilm. The Family History Library in the HBLL has many microfilms in its collections. If the ones you need are not currently available at the HBLL, you have two choices:

1) order the films for viewing at the BYU Family History Library (3rd Floor HBLL). (You must allow at least three weeks for these to arrive.) OR
2) go to the Family History Library in Salt Lake City. (Plan time in your schedule for this. The TRAX and UTA buses travel directly to within one block of the Library. See [www.ride.UTA](http://www.ride.UTA) for schedules.)

**Exams**

Students will take a mid-course exam and a final exam, each worth 100 to 150 points. Exams will consist of multiple choice and fill in the blank questions, one or more short essays and/or a document exercise, all drawn from lectures and readings.

**Research Logs**

You should maintain a log of your research showing sources consulted, including those from which no information was obtained, and time was spent researching. A research log must accompany every research assignment submitted. Blank research logs in Word and Excel formats can be found on Blackboard. A minimum of 40 hours research time is expected for this class including research for the locality and census assignments and that portion of your Family Search assignment relating to your own family. This does not include time spent typing, reading assignments or completing class exercises. Fifty hours will be needed to qualify for an A. Extra credit may be earned by doing extra research hours up to 10 hours.

**FamilySearch, Online Lessons and Labs in 1031 JFSB**

*FamilySearch* databases are available on line at [www.familysearch.org](http://www.familysearch.org) and New.FamilySearch.org. Personalized assistance with using these and other databases and with the Written Assignments is available in the Center for Family History and Genealogy in 1031 JFSB. If you are not familiar with *FamilySearch*, a set of Lessons are taught early in the semester in the 1031 JFSB Lab during the weeks and hours for this lab are posted at [http://religion.byu.edu/familyhistorylab.php](http://religion.byu.edu/familyhistorylab.php). Those marked OPEN LAB are open hours in which you can visit the lab and receive individual assistance with family history computer programs, including Roots Magic. By entering through
Written Assignments

In order to do the written assignments in this class, you will select a two generation family unit (two family group sheets on which one person appears as a child on one and as a parent on the other. These may be families from your own lines. All of the members of the second (youngest) generation must have been born in the United States and at least one of them before 1900.

All assignments are to be done on a computer using a word processing, spreadsheet and/or genealogy database program, and submitted to byufamilyhistory.ryskamp@gmail.com in Word, Excel or PDF formats by midnight on the date due.

1. Preliminary Survey Part I Assignment

Using RootsMagic (or comparable and GEDCOM compatible family history software), do the following:

1. Write a report summarizing your research in home and family sources, oral interviews and other sources.

2. Prepare family group records for the ancestral families you have selected to research, showing all of your research to this time including the home and family search to be completed for this assignment. Notes as to sources of information should appear for each event, date, place, or relationship for every individual family member. Those may include not only documentary sources such as family Bibles or vital records, but also oral interviews where the information came from a parent or other relative. Notes should be in a proper format and should include those sources searched from which no information was obtained.

3. Prepare a pedigree chart showing your relationship (or that of another living person) to the ancestral families you have selected.

Keep a research log and submit it with this assignment. Submit all parts of this assignment to byufamilyhistory.ryskamp@gmail.com in Word, Excel and/or PDF format.

2. Preliminary Survey Part II: FamilySearch and Other Internet Databases Assignment

Prepare a written report (including attachments as indicated) explaining the work you have done in completing the following steps for your selected family units. If you do not find anyone on an index, you should so indicate in your report and on the research log that accompanies this assignment, and underline or otherwise highlight that entry. You will get credit for the search even though you have found nothing to turn in.

1. Search for all family members in New.FamilySearch.org and then search for them in the Pedigree Resource File. In your report indicate any differences between NFS and the other index in terms of the information you find.

2. Complete a search for the surnames of your selected ancestral family group in the “family trees” sections of two other large Internet surname databases such as at www.ancestry.com, www.genealogy.com, or www.cyndislist.com and print out the results. Did you find more or less than in NFS? Do not search these for original sources such as censuses. Those opportunities will come later in the course.

3. Complete a search for the surnames of your selected ancestral family group in the surname section of the FHLC and in two other library catalogs. How many entries did you find? Which ones look like they may be relevant to your search? Submit lists you printed from each catalog.

4. Complete a search on the Internet (perhaps using Google) for family members and/or under the surnames of your selected ancestral family groups. In your report indicate what you found and the URL addresses. You should attach copies of interesting information found.
5. Complete a search in PERSI (found on Ancestry.com, FamilySearch and the HBLL databases) that relates to your research. You might look under the surnames of your selected ancestral family groups and/or under a related topic. In your report indicate what you found.

6. Submit a Roots Magic family group sheet for your selected families updated with any new information (with corresponding notes) found in this assignment. (This will be the second time you submit family group sheets for these families.). Submit these even if you found nothing new; just clean up the notes.

Keep a research log and submit it with this assignment. Submit all parts of this assignment to byufamilyhistory.ryskamp@gmail.com in Word, Excel or PDF format.

3. Census Assignment
Prepare a portfolio showing the following:

1. Prepare a report for your selected family groups showing the location of each member of the family throughout his/her lifetime in as many U.S. censuses as possible. Begin with 1930, if any family members were then alive, and work back from there to 1920, 1910, 1900, 1880 and so forth. Describe in detail your search efforts for any years in which you did not find one or more family members. (Those whose ancestors immigrated after 1900 will consult with me to determine an equivalent assignment in the country of origin and/or find the family in church or vital records if possible). The work for this part of the study is expected to take several hours to complete.

2. Submit with that report a chart for your family groups in the following format or the excel version on Blackboard.

<table>
<thead>
<tr>
<th>Family member</th>
<th>year</th>
<th>place</th>
<th>specific reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>1870</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>1880</td>
<td></td>
<td></td>
</tr>
<tr>
<td>birth date:</td>
<td>1865</td>
<td>1900</td>
<td></td>
</tr>
<tr>
<td>death date:</td>
<td>1929</td>
<td>1910</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1920</td>
<td></td>
</tr>
<tr>
<td>Mother</td>
<td>1880</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>1900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>birth date:</td>
<td>1871</td>
<td>1910</td>
<td></td>
</tr>
<tr>
<td>death date:</td>
<td>1945</td>
<td>1920</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1930</td>
<td></td>
</tr>
<tr>
<td>child # 1</td>
<td>1900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>1910</td>
<td></td>
<td></td>
</tr>
<tr>
<td>birth date:</td>
<td>1895</td>
<td>1920</td>
<td></td>
</tr>
<tr>
<td>death date:</td>
<td></td>
<td>1930</td>
<td></td>
</tr>
<tr>
<td>child # 2</td>
<td>1900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>1910</td>
<td></td>
<td></td>
</tr>
<tr>
<td>birth date:</td>
<td>1895</td>
<td>1920</td>
<td></td>
</tr>
<tr>
<td>death date:</td>
<td></td>
<td>1930</td>
<td></td>
</tr>
</tbody>
</table>

continue in this way for each child in the family

* A complete reference includes state, county, township, city or enumeration district and page number.

If there are any years in which you do not find a family member on the federal censuses you should explain in the report what you have searched and why you believe you have not found that person.

3. Select one census after 1840 on which you have found one of your selected families. Select at least 4
consecutive pages from that census that includes one of those families and conduct and write up a 750+ word study of the "neighborhood" that those pages covered. Look for data on concepts such as nationality composition, wealth patterns (e.g. value of property owned, home ownership, etc.), literacy rates, length of time in area, ages of married couples, number of children in home, number of families residing with extended family members, etc.. Incorporate in this report: 1) a comparison of your selected family with the results of this "neighborhood" study, and 2) at least two historical analytical questions raised by your data.

Keep a research log and submit it with this assignment. Submit all parts of this assignment to byufamilyhistory.ryskamp@gmail.com in Word, Excel or PDF format.

4. Locality Survey

Select one county where your selected ancestral family lived. Prepare a research report about doing genealogical research in that county and the localities in that county where the selected ancestral families lived. Follow the format of the sample report found on Blackboard, including the following:

1. a brief description of the current status of the research with particular emphasis on place(s) and time period(s);

2. one or two paragraphs on the jurisdictional history of the locality;

3. a list of the records described in Ancestry's Redbook and Everton's Handybook for Genealogists;

4. a list of vital records, vital records indexes, obituaries and tombstone inscriptions available for the state where you are researching including record type, dates covered, URL or microfilm numbers and whether indexed (noting how complete);

5. a list of the records in the FHLC for each of the topics you find for the county, and locality of research, as well as any relevant records for that locality identified in sources such as the FamilySearch Wiki, family history library publications and other research publications you may find for your county and state. Include as attachments the full list of records printed from the FHLC for each of the relevant topics you find;

6. a description of the results of key word searches for the county, locality and state of research in
   a. the BYU Library Catalog, and
   b. one other library catalog or the catalog of one computer library consortium such as Worldcat,
   How many entries did you find? Which ones look like they may be relevant to your search? Submit lists you printed from each catalog?

7. a description of the results of Internet searches for historical records and materials for the county, locality and state of research, including but not limited to relevant geographical links from www.cyndislist.com especially the US Gen Web sites and from wiki.familysearch.org. How many entries did you find? Which ones look like they may be relevant to your search? Submit lists you printed from each catalog? Complete a search on the Internet (perhaps using Google) for family members and/or under the surnames of your selected ancestral family groups. In your report indicate what you found and the URL addresses. You should attach copies of interesting information found.

8. entries from a gazetteer, geographical dictionary and/or atlas for the county and locality of research;

9. a search in PERSI for the state, county and locality of research. In your report indicate what you found;

10. copies of maps of the county, locality and/or state, both modern and, where possible, for the research time period;

11. a detailed description of your plan for further research, specifying records and where they are found.

For all of the above steps, you should attach copies of relevant items found, so that this becomes a personalized research reference tool for your future work.

Keep a research log and submit it with this assignment. Submit all parts of this assignment to
5. Letter Assignment

After reading the assigned material about letter writing, write a letter or email to an archive or library requesting information about and/or a copy of a document that is not available online or on microfilm. Submit an electronic copy of that letter or email on the assignment due date to byufamilyhistory.ryskamp@gmail.com.

6. Written Reviews of Historical Studies
Prepare two 500+ word reviews of articles or book chapters in which an historian develops an historical thesis utilizing sources commonly used by genealogists. The first must be an article or book chapter involving using census records as a source. Summarize the thesis of the article and evaluate how the sources were used to prove that thesis. You must submit with each review a copy of the article or chapter you read. The historical studies selected for this assignment must meet the following requirements:
1. involve the analysis of some facet of history
2. develop a historical thesis
3. contain footnotes identifying sources used
4. use original sources such as vital records, censuses, letters, journals, probate records, wills, etc.
Your reviews will be posted on blackboard and all of the students will be required to read those of their classmates. There will be a class discussion about these and one exam question will center on them. Your readings or those of your classmates may suggest historical analysis questions for your census study.

Submit all parts of this assignment byufamilyhistory.ryskamp@gmail.com in Word or PDF format.

7. Family History Writing Assignment

Prepare a portfolio for your family group study of the selected family groups including the following items:

1) A narrative family history in a compiled lineage format for the two Family Groups for which you have been submitting sheets on Roots Magic (or comparable program) utilizing information that you gain from censuses, vital records and all of the other original records that you have consulted, as well as through interviews (by phone, if need be) with relatives, from databases, printed and manuscript histories, etc.. Your text should include a narrative biography (at a minimum a paragraph or more, where possible) for each individual (parents and children) in each family group. This part of the assignment should be a minimum of 1500 words total. Include all data from your census searches in your text or notes.

2) Family group sheet printed on Roots Magic, or a comparable program, utilizing information that you gain from research in this class.

3) A bibliography of compiled and original sources used. Search as many of the original records identified in the locality search as possible. You must use a minimum of 5 different original source records, e.g., census, ward records, vital records, newspapers, county deed books, etc., Negative searches count and should be included. Follow the formats found in Evidence Explained.

4) A written report (750+ words) summarizing your research activities, highlighting any research problems and identifying sources searched in which nothing was found. End the report with a detailed analysis of future research work to be done on these families. Consider doing this in a checklist format including relevant microfilm numbers and URLs.

5) A 200 word paper describing how you have entered and/or combined all members of these two families on New FamilySearch and how you would produce an FOR to do Temple work, if any had not been done. Those who are non-LDS may complete this assignment by demonstrating familiarity with the process of submitting names to the Ancestry.com Family Tree.

6) Compile and write one of the following:
   a) a history of the locality from which the selected families came emphasizing the nature and composition of society and where your families fit into that society: OR
   b) a narrative history of the family you have researched that puts the family's history into a wider historical context. You should choose a theme--such as how the family was affected by wars, by economic depressions, or by industrialization--to give the paper focus and coherence.
In addition to historical sources, to provide the local history or historical context this history should include pertinent sources you have researched about the family including manuscripts, printed biographical sketches, court records, census records, tax lists, land records, military records, etc. You may include material previously used in the census report and the locality survey. This will be a minimum of 1000 words of text plus footnotes and a bibliography of sources consulted.
Work should be neat and accurate, with proper grammar and punctuation. Sources must be adequately identified in notes so that you can use this work as a foundation for further research in the future. Footnotes should follow formats found in Evidence Explained.

Keep a research log and submit it with this assignment. All parts of this assignment are submitted to byufamilyhistory.ryskamp@gmail.com in Word, Excel or PDF format.

8. Beyond-the-Classroom Activities

Family History is more than a classroom activity. This assignment encourages you to get out and be involved with some type of family history related extracurricular activity. Each activity should take at least 3 hours and is worth 15 points. Activities could be any of the following or one that think of that you pre-approve with the instructor: attend a genealogical lecture or conference class, teach a family home evening or Sunday school lesson on family history, help plan a family reunion, help to set up a family home page, work on a genealogy conference, assist at a Family History Center, or work on an indexing project. These must be two different activities, e.g. only one can be indexing. Submit a short report (one or two paragraphs) to byufamilyhistory.ryskamp@gmail.com as an email or in Word, detailing what you have done to fulfill this requirement.

Grading

You may potentially earn 1000 total points, as follows:

250 points from the exams
30 points for Preliminary Survey Part I assignment
60 points for Preliminary Survey Part II assignment
10 points for Letter assignment
80 points for the locality survey
100 points for the census report
270 points for the final family group writing/compilation work
50 points for historical study reviews (25 each)
100 points for research logs (1 point for each half hour)
Extra credit may be earned by doing extra research hours
20 points for class quizzes, exercises, and participation
30 Beyond the classroom activities (15 each).

Grades will be awarded on the decade system: above 93 percent A, 90 percent to 93 percent A-, between 87 percent and 90 percent B+, above 83 up to 87 percent B, 80 percent up to 83 percent, between 77 percent and 80 percent, and so forth. Attendance will be an important factor in your grade because there will be information given in class that will not be found in the labs or written materials.
Assignment Due Dates

1/22  Preliminary Survey Part I Assignment
2/5   Preliminary Survey Part II-Family Search and Library Catalogs Assignment
2/19  Census Report Assignment
2/26  First Review of a Historical Study
3/1   Midterm Exam
3/5   Locality Survey Assignment
Before 2/27 Beyond-the-Classroom Activities Report # 1
3/12  Letter Assignment
3/19  Second Review of a Historical Study
Before 4/9 Beyond-the-Classroom Activities Report # 2
4/13  FINAL FAMILY HISTORY WRITING ASSIGNMENT
4/16  FINAL EXAM 11AM-2PM

Late assignment Policy

The late assignment penalty will be five (5%) percent for assignments turned in within the 24 hours of midnight of the date the assignment is due, five percent for each calendar day thereafter up to seven days. No assignments will be accepted more than seven days after due, unless arrangements have been made at least 24 hours in advance for a major reason such as death, birth, car accident or imprisonment. The final Writing portfolio will not be accepted more than forty eight hours after the time it is due.

PLEASE NOTE:
In the interest of student learning, this syllabus and assignments are subject to change at my discretion.
FHSS Writing Lab: For help with your paper’s organizational structure, focus, tone, and documentation style, you can visit the FHSS Writing Lab in 1051 JFSB. Peer advisors are available to meet one-on-one. All advisors are students from our college and trained in a variety of documentation styles including Turabian. To prepare for a tutorial you need to bring:

☑ a copy of the assignment
☑ a hard copy of your draft, whatever stage it may be in
☑ a list of questions and concerns you have about your paper
Drop in or make an appointment Monday through Friday 9:00 am–3:00 pm
For more information, go to: http://fhsswriting.byu.edu or email: fhss-writinglab@byu.edu
A typical tutorial lasts about 30 min. The tutor will focus mainly on improving organization, analysis, logic, use of evidence and detail, or other major aspects of writing. After working with these issues, the tutor can also help you find effective ways to say what you mean by examining sentence structure, word choice, grammar and mechanics, format, etc. Getting the formal features of writing worked out is important. Convoluted prose will distract from communicating your brilliant ideas. Even so, don’t stress out about writing polished prose from the get-go; you should concentrate on forming and supporting your arguments/claims in the early stages, and then spruce up your writing as you prepare to submit your paper.

THE DEPARTMENT OF HISTORY INFORMS YOU:

LEARNING OUTCOMES: 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.

HONOR CODE: 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. Academic dishonesty and plagiarism—to take the ideas or writings from another and pass them off as one’s own—will result in a failing (E) grade for the entire course. Examples of plagiarism include:

- Direct Plagiarism: The verbatim copying of an original source without acknowledging the source.
- Paraphrased Plagiarism: The paraphrasing, with acknowledgement, of ideas from another that the reader might mistake for your own.
- Plagiarism Mosaic: The borrowing of words, ideas, or data from an original source and blending this original material with one’s own without acknowledging the source.
- Insufficient Acknowledgement: The partial or incomplete attribution of words, ideas, or data from an original source.

See http://www.byu.edu/honorcode for more detailed information.

PREVENTING DISCRIMINATION: 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.

DISSABILITY SERVICES: 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. COUNSELING SERVICES: BYU provides free counseling services to students. Emergency help is available 24 hours a day seven days a week. During regular business hours call the Counseling Center at 422-3035. After hours a counselor can be reached by calling 422-2222.
Course Outline, Assignments and Due Dates

Readings should be completed by the first day the topic is to be discussed in class. A quiz on the reading material may be given at any time on or after that date.

JANUARY 4 INTRODUCTION:
Getting to know each other. What is Family History; Family History vs. Genealogy; Relationship with other disciplines: Political, Social, and Economical History, Oral History, Archaeology, Historical Preservation, Anthropology; Overview of Family History Research, including the Preliminary Survey, FamilySearch and other Internet resources and computer library catalogs.

READING:
Women and the Law of Property in Early America; Preface, xi-xvii

JANUARY 6-11 PRELIMINARY SURVEY

READING:

For this date the first reading online is at www.rootsmagic.com. You should review the Features section to determine when you want to move from Roots Essential to the full Roots magic program. Then watch the getting started Tutorial. Finally click on the NFS tutorials button and watch the first four tutorials:

- Importing your information from PAF
- Matching your data with New FamilySearch
- Sharing information (syncing) with New FamilySearch
- RootsMagic Central

Remember as you watch these to consider not only how you will use the program, but also how you might help others to use the program in connection with New Family Search to gather and submit names for temple work.

JANUARY 13-20 OUR ENGLISH INHERITANCE:
FUNDAMENTAL CONCEPTS OF LAW DEALING WITH MARRIAGE, SEX AND PROPERTY
This unit will look at basic concepts and terminology of law and government which we received from Britain, such as what makes a valid marriage, the distinction between realty and personalty, fees and estates in property, court systems, representative government and rights to trial and court access.

READING:
Albion's Seed, Preface, pages 3-11, 68-82, 274-286, 481-490, and 662-675 (On Blackboard)
Women and the Law of Property in Early America; Preface xvii, 4-57
Marriage law article from NGSQ Sep. 1995.(On Blackboard)
Evidence, 9-10, 41-60.

JANUARY 22 - PRELIMINARY SURVEY PART I DUE

JANUARY 25-27 COUNTING THE PEOPLE: CENSUSES AND VITAL RECORDS
READING:
Evidence, 233-308.
FEBRUARY 1-3 LOCALITY SURVEY
The Why, What and Where of the Locality and Records Survey and Compiling Research Results

READING:
Researcher=s Guide, 79-124, 139-164.
Review Online Lessons 5 and 6 at http://262.byu.edu.

FEBRUARY 5 - PRELIMINARY SURVEY PART II: FAMILYSEARCH AND INTERNET DATABASES DUE.

FEBRUARY 8-17 THEY CAME FOR LAND: LAND RECORDS AND OWNERSHIP SYSTEMS
This unit looks at the family's acquisition and ownership of land and the records evidencing it. Concepts of recording, chain of title, land transfers, and mortgages and liens, as well as the content of county land records, colonial land records, bounty land records and homestead land records, where to locate them and how to use them will be covered.

READING:
Women and the Law of Property in Early America; 181-193
Real property law article from NGSQ September 1996.

FEBRUARY 15 NO CLASS THIS IS A WEDNESDAY AT BYU

FEBRUARY 19- CENSUS ASSIGNMENT DUE.

FEBRUARY 22-24 JUSTICE FOR ALL: AMERICAN COURTS AND RECORDS

READING:
The Source; 173-232. (ON BLACKBOARD)

FEBRUARY 24 QUESTION AND ANSWER COURSE REVIEW

FEBRUARY 26- FIRST REVIEW OF A HISTORICAL STUDY DUE

MARCH 1 MIDTERM EXAM

Before MARCH 5: Beyond-the-Classroom Activities Report # 1 DUE

MARCH 3-10 THE FAMILY INHERITANCE: INHERITANCE LAWS, WILLS AND PROBATE
This unit looks at the transfer of family wealth from one generation to the next and the wills and probate record evidencing it.

READING:
Inheritance in America From Colonial Times to the Present; 3-122, 207-213 On Blackboard

MARCH 12 LOCALITY SURVEY ASSIGNMENT DUE
AND LETTER ASSIGNMENT DUE
READING TO BE DONE BEFORE COMPLETING THE LETTER ASSIGNMENT
MARCH 15 IN DEFENSE OF THE COUNTRY: MILITARY RECORDS
READING:

MARCH 19 SECOND REVIEW OF A HISTORICAL STUDY DUE

MARCH 17-22 EVALUATING AND WEIGHING EVIDENCE
Evidence, 9-10. 13-38.

MARCH 24 WRITING A NARRATIVE FAMILY HISTORY AND OTHER PARTS OF THE FINAL ASSIGNMENT

MARCH 29 GIVE ME YOUR MASSES: IMMIGRATION AND NATURALIZATION

MARCH 31 CHURCH AND STATE AND RELIGIOUS FREEDOM: CHURCH RECORDS
READING: Researcher=s Guide, 149-172

APRIL 5 FROM THE FOURTH ESTATE: NEWSPAPERS, DIRECTORIES AND MORE
READING: The Source; 385-427.

APRIL 7 GOVERNMENT OF THE PEOPLE: VOTING, TAX RECORDS, SOCIAL SECURITY, AND OTHER GOVERNMENTAL RECORDS
READING: TBA

Before April 9: Beyond-the-Classroom Activities Report # 2 DUE

APRIL 12 FAMILY IN THE AMERICAN LEGAL EXPERIENCE: PERSPECTIVES; FAMILY HISTORY IN THE FUTURE

APRIL 13 FINAL WRITING ASSIGNMENT DUE

SATURDAY APRIL 16, 11AM -2PM: FINAL EXAM IN THE CLASSROOM
Preliminary Survey

- SEARCH HOME AND FAMILY SOURCES
- INTERVIEW RELATIVES
- SEARCH ELECTRONIC DATABASES FAMILYSEARCH AND OTHERS
- FIND FAMILY AND SURNAME HISTORIES AND BIOGRAPHIES

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HOME AND FAMILY SOURCES

1. VITAL RECORDS
2. PHOTOGRAPHS
3. PRINTED MATERIALS
4. PASSPORTS, VISAS, AND NATURALIZATION PAPERS
5. LEGAL PAPERS
6. OLD LETTERS
7. MILITARY RECORDS, DECORATIONS, ETC.
8. SCHOOL AND OCCUPATION RECORDS
9. NEWSPAPER CLIPPINGS
10. DIARIES
11. NATIONAL IDENTITY DOCUMENTS
12. PAPERS FROM POLITICAL, CIVIC AND SOCIAL GROUPS
13. HONORARY DISTINCTIONS
14. BIOGRAPHIES, AND FAMILY HISTORIES
Reviews of Historical Studies Assignment

Prepare two 500+ word reviews of articles or book chapters in which an historian develops an historical thesis utilizing sources commonly used by genealogists. Summarize the thesis of the article and evaluate how the sources were used to prove that thesis. You must submit with each review a copy of the article or chapter you read. The historical studies selected for this assignment must meet the following requirements:

1. involve the analysis of some facet of history
2. develop a historical thesis
3. contain foot notes identifying sources used
4. use original sources such as vital records, censuses, letters, journals, probate records, wills, etc.

Periodical Journals from which students have drawn articles in the past include the following:

- Agricultural History
- Alabama Review
- American Heritage
- American Historical Review
- American Journal of Economics
- and Sociology
- Annals of Wyoming
- Demography
- Dialogue – A Journal of Mormon
- Thought
- Historical Journal of Massachusetts
- Historical Journal, The
- Historical Methods
- Indiana Magazine of History
- Journal of American History, The
- Journal of Borderlands Studies
- Journal of Family History
- Journal of Interdisciplinary History
- Journal of Mormon History
- Journal of Social History
- Journal of the West
- Journal of Urban History
- Journalism History
- Latin American Population History
- Bulletin
- Local Historian, The
- Locus
- Louisiana Historical Association
- Michigan Historical Review
- Missouri Historical Review
- Pennsylvania History
- Pennsylvania Magazine of History
- and Biography
- Southern Studies
- Southwestern Letters
- Utah Historical Quarterly
- Vermont History
- Western Historical Quarterly

A chapter from a book such as the following would also be appropriate:

HISTORY 317 FINAL ASSIGNMENTS GRADING

1) A narrative family history in a compiled lineage format. 1500 words+ 105 points
   75 points will be based on the writing
     50 for substance
     15 for grammar, spelling and other technical aspects
     10 for style and readability
   30 quality of notes.

2) Family group sheets printed on ROOTS MAGIC 30 points
   [ ] Were not prepared using Roots Magic or a comparable program
   [ ] Did not have a properly formatted source note for each fact on the family group sheet[s].
   [ ] Did not adequately incorporate the data from your census searches
     [ ] in the family group sheets [ ] in the notes
   [ ] Comments
     [ ] Were very well done.

3) A bibliography of compiled and original sources used. 25 points
   25 points for 5 sources + up to 20 points for extra sources (5 points each).

4) A written report (750+ words) summarizing your research activities. 50 points
   [ ] Incorporated
     10 for general substance
     25 points for the future directions
     10 for grammar, spelling and other technical aspects
     5 for style and readability

5) 250 word paper describing working through RootsMagic or directly on New FamilySearch to produce an FOR for Temple work 10 points

6) A history of the locality: OR a narrative history that puts the family's history into a wider historical context. 50 points
   35 for general substance
   10 for grammar, spelling and other technical aspects
   5 for style and readability.
TOTAL FOR FINAL WRITING ASSIGNMENT

Total hours
COMMENTS: