This course provides students an opportunity to complete a semester-long research project in American history. Here is your chance to take on the historian’s task, from soup to nuts. You will design a topic, research primary historical sources, locate a historical problem relating to your topic from secondary historical sources, and develop a hypothesis which addresses your question. The end result will be a paper of at least twenty-five pages. You may choose any doable topic on the history of the Civil War era (loosely considered) or African American history before the twentieth century. You must base your research in a major collection of historical materials from Bowdoin’s rich (and vastly underutilized) collections.

This course is a 3000-level research course, intended especially for history majors. It fulfills the History Department’s capstone requirement. The coursework involved will be of a high level, but the greatest challenge in the course will be the need for self-direction. Of all the courses you have taken at Bowdoin, this one will require you to control your own time.

BOOKS

ASSIGNMENTS
These assignments are all worth 5 points each:
Diagnostic essay
Source report
Road map exercise
Incorporating primaries exercise
Citations exercise
Arguing history exercise

The final paper assignment is broken down as follows:
Historical debate exercise (5)
Problem presentations (5)
Annotated bibliography (5)
Pre-draft road map (5)
First draft (20)
Peer eval (5)
Self eval (5)
Final draft (20)

COURSE CONTRACT
1. Students are responsible for any missed class material due to absences, including especially assignments due. If you must be absent, rely on friends in class for notes.
2. Please do not leave the room during the class session, except during breaks.
3. Please do not bring food to class, except
4. Notepads and laptops are permitted in class so long as they are used solely for class.
5. Print out any electronically assigned readings and bring them to class. You should be highlighting your reading, writing notes in the margins, etc.
6. All work must be completed in order to pass this course.
A note on academic honesty: Each author owns his or her own ideas, words, and research. You must give appropriate credit—generally in the form of quotations and proper footnotes—when using the work of another scholar. I expect you to be familiar both with Bowdoin's honor code, and with the guidelines for proper citation and attribution of sources provided for this course. If you have any questions, ask rather than take risks. Plagiarism, whether intentional or not, is a serious violation of academic standards and Bowdoin's honor code.

**Hist/AS3140{336}: Schedule of class meetings**

1/21: Introductions  
Discuss possible paper topics  
In-class research exercise (Electronic Classroom)  
Diagnostic essay assigned

1/28  
Arguing history: John Brown  
Reading: See packet of readings on blackboard for week2  
Source reports assignment given  
Diagnostic essay due

2/4  
Source reports  
Source reports assignment due: Each member of the class will report on a major source collection  
Arguing history assignment given

2/11  
The writing model  
Arguing history assignment due  
Road maps assignment given  
Library session (Rael)  
Historical newspapers workshop in-class

2/18  
Road mapping  
Reading:  
Emma Jones Lapsansky, "Since They Got Those Separate Churches': Afro-Americans and Racism in Jacksonian Philadelphia," American Quarterly 32, no. 1 (Spring 1980), 54-78. (Jstor)  
George M. Fredrickson, "Why the Confederacy Did Not Fight a Guerrilla War after the Fall of Richmond," 35th Annual Robert Fortenbaugh Gettysburg College, 1996. (Blackboard)  
Roadmap assignment due  
Incorporating primaries assignment given  
Library session (Levergood)

2/25  
Incorporating primaries  
Incorporating primaries assignment due

3/4  
Citation methods  
Citations assignment due  
Making piles in-class workshop  
Book reviews (frame the argument) assignment given  
Pejepscot Historical Society (Blanchard)

3/25  
Library session (open - Rael)  
Book reviews assignment due

4/1  
Annotated bibliography due

4/8  
Problem presentations  
Each member of the class will offer a 10-minute presentation on his or her historical problem

4/15  
Pre-draft exercise (road map)

4/22  
First drafts due

4/29  
5/6  
Final meeting  
Peer and self-evaluations due  
Course evaluations

5/15  
Final papers due, 12noon