**COURSE OVERVIEW**
This course provides an introduction to the historian’s craft, exploring the diverse meanings and methods of modern historical interpretation. Its goal is to introduce you to some of the key methods of the discipline, and improve your performance in all of your history courses. Unlike courses whose primary objective is to convey information about a specific historical place, period, or theme, this course treats the subject matter as a means to the end of learning about the practice of history. This quarter that subject is the Salem Witch Trials. You will, of course, learn something about the Salem Witch Trials, about seventeenth-century New England, and about witchcraft in Early America, but the main focus will be on research skills and analytical techniques.

**OBJECTIVES**
As readers of history, students will:
- Learn to recognize authors’ arguments.
- Learn to assess authors’ use of evidence and reason.
- Learn to place scholars’ work in its historiographical context.

As writers of history, students will:
- Strengthen their ability to formulate historical questions
- Locate, evaluate, and analyze primary and secondary evidence.
- Properly cite primary and secondary sources.
- Carry out research.
- Communicate your findings through both a research paper and a poster presentation.

In this course, students will also:
- Build a supportive class community and develop and earn trust in one another through thoughtful, respectful, and constructive group work and peer review.
- Have positive and informative interactions with people—both past and present—whose lives and experiences are different from their own.

**ASSIGMENTS**
**CLASS MEETINGS-ATTENDANCE, PARTICIPATION, ENGAGEMENT (25%):** You are expected to attend all class meetings, arrive on time, and be engaged. Besides contributing regularly in both small and larger group discussions, engagement also means being attentive when others are speaking and being an active learner (taking notes, asking questions, listening carefully to others, etc). This course will involve weekly small-group work and frequent peer review; therefore, it is important that you put in the time necessary to give your classmates the best possible feedback.
 SHORT ASSIGNMENTS (25%): During the quarter you will turn in short assignments in class. These will include a preliminary proposal and bibliography, a primary source write-up, and various other assignments. The following format is required for all assignments: 12-pt TNR font with 1-inch margins with a header that includes your name, date, and the course title.

 POSTER (15%): During Week 10 we will have a poster exhibit and class party. There will be an in-class poster workshop during Week 7 or 8 to prepare you for this assignment.

 RESEARCH PAPER (35%): Your final paper should be between 10 and 12 pages, written in 12-point Times New Roman Font with 1-inch margins. It should include footnotes in Chicago style and a bibliography. (The footnotes and bibliography do not count in the page count.) Your rough draft will not be graded separately, but any student failing to submit a satisfactory rough draft will have their final research paper docked a full later grade. Any student failing to turn in a rough draft will fail the class.

 REQUIRED TEXTS: Below are the required texts for this course. Both are available at the Duck Store. Please note the edition of each before purchasing from other places. All other readings will be available to you through links in the Course Schedule and on Canvas.

 The following books have been put on 4-hour reserve at the Knight Library:
 - Breslaw, Elaine G. Tituba, Reluctant Witch of Salem: Devilish Indians and Puritan Fantasies
 - Demos, John. Entertaining Satan: Witchcraft and the Culture of Early New England
 - Godbeer, Richard. The Devil’s Dominion: Magic and Religion in Early New England
 - Hoffer, Peter Charles. The Salem Witchcraft Trials: A Legal History
 - Hoffer, Peter Charles. The Devil’s Disciples: Makers of the Salem Witchcraft Trials
 - Karlsen, Carol. The Devil in the Shape of a Woman: Witchcraft in Colonial New England
 - Norton, Mary Beth. In the Devil’s Snare: The Salem Witchcraft Crisis of 1692

 DUE DATES
 - Thursday, January 30—Three Possible Topics
 - Thursday, February 6—Paper Proposal and Bibliography
 - Tuesday, February 11—Primary Source Assignment
 - Tuesday, February 18—Introductions Assignment
 - Thursday, February 20—Thesis Statement and Introduction Ideas
 - Friday, February 28—Rough Draft due via Canvas by 11:59pm
 - Thursday, March 5—Plan for Revision
 - Thursday, March 12—Poster exhibit
 - Thursday, March 19—Final Paper due via Canvas by 11:59pm
OTHER SOURCES OF INTEREST
- Unobscured with Aaron Mahnke, https://historyunobscured.com/season1/
- Three Sovereigns for Sarah, PBS Home Video

CLASS POLICIES AND REMINDERS
SUPPORT: There is no shame in struggling or asking for help. Therefore, if you find yourself overwhelmed or having trouble with any or all aspects of class, please come talk to me so we can problem solve together. Communication is key, and I am here to help.

CLASS MEETINGS: If possible, you might consider bringing your laptop with you to every class. It is expected that you will use it only for course-related activities. In addition, YOU ARE EXPECTED TO CAREFULLY READ AND ANNOTATE ALL READING ASSIGNMENTS. If the assigned reading is not one of the two required texts for class, please print out your annotated copy of the article/document and bring it with you to class or have your annotated copy available on your computer. You will not be permitted to use your phone. You should also plan to bring A Pocket Guide to Writing in History by Mary Lynn Rampolla with you to every class.

MISSING CLASS: If you are traveling on the day of class to a university event, please let me know in advance when possible and provide proper documentation. If you are sick, stay home, but please let me know you’ll be missing class. (I do not need details!) Unexpected emergencies happen, so if this is the case, please be in touch as soon as you are able.

TURNING IN ASSIGNMENTS: All assignments will be turned in in hard copy unless otherwise noted. Your final paper, for example, will be uploaded to Canvas. If you will be absent from class the day an assignment is due, you can email it to me as a Word document before the start of class.

**FAILURE TO TURN IN ALL ASSIGNMENTS WILL RESULT IN A FAILURE OF THE CLASS.**

LATE WORK AND EXTENSIONS: Late work will be docked 1/3 of a letter grade for every day it is late. An assignment is deemed late if it is not turned in by the start of class. For example, an A paper that is one day late can earn nothing higher than a A-. If turned in two days late, that paper can earn nothing higher than a B+.

Because many assignments in this course will also include peer review, it is important that you plan accordingly and turn things in on time. Extensions can be granted on a case-by-case basis.

EMAILS: I check email periodically throughout the day and will always respond as quickly as I can. It is important that you check your email on a regular basis, as it is the way I will communicate with you outside of class meetings. Please communicate via your UO email account and not through Canvas.

GRADE “SCALE”: 
A: Work both you and I agree is exceptional in its grasp of the material and its precision and insight.

B: Work that satisfies the main criteria, demonstrates command of the material, but does not achieve the excellence of A work.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria reasonably well.

D: Substandard work.

F: Unacceptable or incomplete work.

TECHNOLOGY: Technology can enhance learning, but it can also interrupt and distract. Please do not browse the internet, check social media, or email during class. In addition, all phones must be turned off and put away for the duration of class. *Any use of technology that is not directly required by class activities could result in a full letter grade being deducted from your final grade.* If you have a situation in which you need to be available at a moment’s notice (an emergency or a potential emergency), please let me know before the start of class.

ACADEMIC INTEGRITY: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the student’s obligation to clarify the question with the instructor before committing or attempting to commit the act. Please contact me with any questions you have about academic conduct.

ACCESSIBILITY: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 104 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

EQUITY AND INCLUSION: The University of Oregon is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the university to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community. The university values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community.

PROHIBITED DISCRIMINATION AND HARASSMENT REPORTING: Discrimination and harassment of any kind will not be tolerated. Students experiencing any form of prohibited discrimination or harassment, including sex- or gender-based violence, may seek information on http://safe.uoregon.edu, https://respect.uoregon.edu, https://titleix.uoregon.edu, or https://aaeo.uoregon.edu or contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help.
---HIST 290 HISTORIAN’S CRAFT COURSE SCHEDULE---
**PLEASE READ AHEAD IN THE SCHEDULE TO ANTICIPATE WEEKS WITH HEAVIER READING/WRITING LOADS AND PLAN ACCORDINGLY.**

### Why Study History?

#### Week 1
**Jan. 7 & Jan. 9**

**T: Class Introduction**

**TH: Why Study History?**

**Reading for Thursday:**

**Read All:**
- HIST 290 Syllabus and Course Schedule ON CANVAS
- Mary Lynn Rampolla, Chapter 1: Why Study History?, 1-7.
- Mary Lynn Rampolla, 4b: “Thinking like a historian,” 54-56.
- Joyce Appleby, “The Power of History,” American Historical Review 103, no. 1 (February 1998): 1-14, [https://doi.org/10.1086/ahr/103.1.1](https://doi.org/10.1086/ahr/103.1.1)

**Assignments for Thursday:**
- Print out, fill out, and sign HIST 290 questionnaire PDF ON CANVAS
- Take notes on all readings and come to class prepared to discuss. Please bring physical copies of all readings to class.

### Historiography

#### Week 2
**Jan. 14 & Jan. 16**

**T: Changing Interpretations**

**Reading for Tuesday:**

**Assignment for Tuesday:**
- Take notes on all readings and come to class prepared to discuss. Please bring physical copies of all readings to class.

**TH: The Historiography of the Salem Witch Trials**

**Reading for Thursday:**

**Assignments for Thursday:**
- Take notes on all readings and come to class prepared to discuss. Please bring physical copies of all readings to class.
### WEEK 3  
**JAN. 21 & JAN. 23**

**T: SALEM POSSESSED, OBSESSED, AND RECONSIDERED**  
**READING FOR TUESDAY:**

**ASSIGNMENTS FOR TUESDAY:**
- Take notes on all readings and come to class prepared to discuss. Please bring physical copies of all readings to class.
- Start thinking about possible research topics you’d like to explore.

**TH: SALEM POSSESSED IN RETROSPECT**  
**READING FOR THURSDAY:**

**ASSIGNMENTS FOR THURSDAY:**
- Take notes on all readings and come to class prepared to discuss. Please bring physical copies of all readings to class.
- Continue thinking about possible research topics you’d like to explore.

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### WEEK 4  
**JAN. 28 & JAN. 30**

**T: LIBRARY DAY—CLASS WILL MEET IN ROOM 267B IN THE KNIGHT LIBRARY FOR A SESSION WITH HISTORY LIBRARIAN KEVIN MCDOWELL**

**READING FOR TUESDAY:**
- William Kelleher Storey, Chapter 1: Getting Started in *Writing History: A Guide for Students*, 1-31, PDF ON CANVAS
- Start reading/gathering sources for your paper.

**ASSIGNMENT FOR TUESDAY:**
- Continue thinking about possible research topics you’d like to explore.

**TH: TOPICS AND PROPOSAL PREP**  
**READING FOR THURSDAY:**
- Mary Lynn Rampolla, Chapter 4: Following Conventions of Writing History, 54-56.
- Continue reading/gathering sources for your paper.
<table>
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<tr>
<th>Assignment for Thursday:</th>
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<td>Three Possible Topics due today. Come to class w/3 possible topics and a 2-3-sentence description of how you might approach each. Please bring three copies to class.</td>
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### Sources, Citations, Proposals

#### Week 5
Feb. 4 & Feb. 6

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<tr>
<th>Reading for Tuesday:</th>
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<tr>
<td>Mary Lynn Rampolla, Chapter 2: Working with Sources, 8-25.</td>
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<td>Mary Lynn Rampolla, Chapter 6: Plagiarism, 104-111.</td>
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<tr>
<td>Karin Wulf, “Could Footnotes Be the Key to Winning the Disinformation Wars?,” <em>Washington Post</em>, August 29, 2019. PDF ON CANVAS</td>
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<tr>
<td>Continue reading sources for your paper.</td>
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<th>Assignment for Tuesday:</th>
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<tr>
<td>Take notes on all readings and come to class prepared to discuss. Please bring physical copies of all readings to class.</td>
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<td>Work on your proposal.</td>
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#### TH: Proposal

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<th>Reading for Thursday:</th>
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<td>Continue reading sources for your paper.</td>
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### Assignment for Thursday:

Proposal and Bibliography due today in class. Your proposal should be 1-2 pages in length and answer all of the questions on pg. 28 of Storey, *Writing History*. Please also include a short—NOT ANNOTATED—bibliography of at least three secondary sources and two primary sources. Please bring three copies to class.

### Research

#### Week 6
Feb. 11 & Feb. 13

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<tr>
<th>Reading for Tuesday:</th>
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<tr>
<td>William Kelleher Story, Chapter 4: Using Sources to Make Inferences in <em>Writing History: A Guide for Students</em>, 78-97, PDF ON CANVAS</td>
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<tr>
<td>Choose two primary sources from Godbeer, <em>The Salem Witch Hunt</em> (Part Two) that relate closely to your topic.</td>
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<td>Continue reading sources for your paper.</td>
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<th>Assignment for Tuesday:</th>
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<tr>
<td>Primary Source Assignment due today. In 1-2 pages, summarize the main points of each document you chose from Godbeer, compare and/or contrast them, and discuss how they might be useful to your paper.</td>
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<td>TH: SECONDARY SOURCES</td>
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<tr>
<td>READING FOR THURSDAY:</td>
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<td>- Continue reading sources for your paper.</td>
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**ASSIGNMENT FOR THURSDAY:**
- Bring with you to class one book important to your research. (Can be digital or physical copy.)

**INTRODUCTIONS AND ARGUMENTS**

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<th>WEEK 7</th>
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<td>Feb. 18 &amp; Feb. 20</td>
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**T: WRITING AN INTRODUCTION**

**READING FOR TUESDAY:**
- Find three scholarly articles related to your topic and identify the techniques used in their introductions to 1.) hook the reader; 2.) situate the project; and 3.) present their main research question and argument. Be ready to present/discuss each introduction in class.

**ASSIGNMENT FOR TUESDAY:**
- Take notes on all readings and come to class prepared to discuss. Please bring physical copies of all three articles to class.

**TH: FORMULATING AN ARGUMENT**

**READING FOR THURSDAY:**
- Mary Lynn Rampolla, Chapter 4: Following Conventions of Writing History, 52-61.
- Continue reading sources for your paper.

**ASSIGNMENT FOR THURSDAY:**
- Thesis and Introduction Ideas. Bring with you to class a tentative thesis for your paper and come up with two possible approaches to introducing your paper. Be ready to discuss in groups.

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<th>WEEK 8</th>
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<td>Feb. 25 &amp; Feb. 27</td>
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**T: WRITING, WRITING, WRITING**

**READING FOR TUESDAY:**
- Mary Lynn Rampolla, Chapter 4: Following Conventions of Writing History, 62-72.
- Mary Lynn Rampolla, Chapter 5: Writing a Research Paper, 83-103.
- Continue reading sources for your paper.

**ASSIGNMENT FOR TUESDAY:**
- Work on your rough drafts and come to class with any questions, concerns, or moments of triumph you’ve had while writing.

**TH: POSTER WORKSHOP**

**READING FOR THURSDAY:**
- Download and read the information PDF on creating a poster at [https://undergradsymposium.uoregon.edu/poster-presentations](https://undergradsymposium.uoregon.edu/poster-presentations). This gives directions for
constructing a poster with PowerPoint, the simplest of the design platforms. Feel free to
explore other poster software. UO has a subscription to Adobe Creative Cloud, so you
have free access to InDesign and Adobe Illustrator. Today’s class period is a poster
workshop assisted by the poster experts from the Center for Undergraduate Research and
Engagement.
- Continue reading sources for your paper.

**ASSIGNMENTS FOR THURSDAY:**
- Bring in some visuals you might want to include on your poster and either actual text or
an outline of written portions.
- Continue working on your rough draft.

**F: ROUGH DRAFT DUE VIA CANVAS BY 11:59PM**
- These are to be **FULL DRAFTS** that include a title, an introduction, your
thesis/argument, a brief historiographical discussion, your evidence and analysis, and
a conclusion with full citations.

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<th>WEEK 9</th>
<th>T: ROUGH DRAFT WORKSHOP</th>
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<tr>
<td>MAR. 3 &amp; MAR. 5</td>
<td>READING FOR TUESDAY:</td>
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<td>- Rough draft of classmate’s research paper—assigned (and emailed) to you by Professor Madar</td>
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**ASSIGNMENTS FOR TUESDAY:**
- Please bring with you a physical copy of the research paper you were assigned.
- Fill out the Research Paper Checklist (PDF ON CANVAS).
- Please also bring with you to class a pair of scissors.

**TH: REVISIING, REVISIING, REVISIING**

**ASSIGNMENT FOR THURSDAY:**
- **Plan for Revision due today.** Take the comments and questions from Tuesday’s meeting
and write up a 1-2-page plan for revision. Please bring two copies to class.

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<th>WEEK 10</th>
<th>T: POSTER PREP—NO CLASS</th>
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<tr>
<td>MAR. 10 &amp; MAR. 12</td>
<td>TH: POSTER EXHIBIT AND CLASS PARTY (LOCATION TBA)</td>
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**ASSIGNMENT FOR THURSDAY:**
- Poster Exhibit. Submit poster for printing at the College of Design Output Room no later
than 10:00am Wednesday, March 11. Bring poster with you to location (TBA) and enjoy
the final products that you and your classmates worked so hard to product.

**FINAL PAPERS**

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<tr>
<th>FINALS WEEK</th>
<th>MARCH 19</th>
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<td><strong>FINAL PAPER DUE THURSDAY, MARCH 19 BY 11:59PM</strong></td>
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