

Professor Jean B. Lee  
Office: 5102 Humanities  
jblee@wisc.edu

3:30-5:30pm, Thursdays  
5257 Humanities Bldg.

**SLAVERY AND RACE**  
**IN COLONIAL AMERICA AND THE EARLY REPUBLIC**  
History 600—An Advanced Research Seminar for History Majors  
University of Wisconsin—Madison  
Fall 2004

History 600 is an advanced seminar for undergraduate history majors, which emphasizes research, analytic, interpretive, and writing skills. Each student will develop an independent research project that utilizes both primary sources and relevant secondary historical literature. The class schedule is designed to encourage students to move expeditiously from selection of a topic to a final product that will be presented both in class and in a typewritten paper (approximate length: 20 pages).

Critical thinking and effective presentation of ideas are essential in this course. Whether presented orally or in written form, each assignment should be well organized, cogently argued, and clearly articulated. All written work should conform to correct English usage for grammar, spelling, and syntax and should be typewritten (double-spaced, with one-inch margins). Footnotes or endnotes, which document research information contained in the paper, must follow a standard form.

The following book is required reading for the entire class. It is on three-hour reserve at both the Wisconsin Historical Society (circulation desk) and College Library (reserves section). The book also is available for purchase at the UW Bookstore on State Street.

Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America* (2001)

The following sources offer valuable assistance in preparing written work:

Booth, Wayne C., et al. *The Craft of Research* (1995, 2003)

Fowler, H. W. *Modern English Usage* (revised ed., 1983)

*The Merriam-Webster Concise Handbook for Writers* (latest edition)

*The Merriam-Webster Dictionary of English Usage* (1989)

University of Chicago Press, *The Chicago Manual of Style* (latest edition)

The UW Bookstore typically carries new and/or used copies of these titles. In addition, many copies of Booth's *Craft of Research* are available at campus libraries, including the Reserves section of College Library. Booth's helpful book covers topic selection, identification of sources, asking questions, research methods, analysis of evidence, and written presentation of research findings.

**CLASS SCHEDULE:**

Sept. 2           **INTRODUCTION TO THE COURSE**

Sept. 9           **CONTEXTS**

Read and be prepared to discuss in class the following materials:

- Roland Oliver, *The African Experience*, chap. 10.
- Lorena S. Walsh, *From Calabar to Carter's Grove: The History of a Virginia Slave Community* (1997), chaps. 1-2.
- Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America* (1998), prologue and part 1.

Sept. 16          **SLAVES AND SLAVE SOCIETIES IN NORTH AMERICA**

Read and be prepared to discuss in class

- Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*, parts 2-3 and epilogue.

Sept. 23          **INDIVIDUAL APPOINTMENTS WITH INSTRUCTOR**

Sept. 30          **INDIVIDUAL APPOINTMENTS WITH INSTRUCTOR**

Oct. 7            **TOPICS, THESIS STATEMENTS, AND EVALUATING EVIDENCE**

Bring to class a written statement that includes the following information:

- the subject of your research project (be as specific as possible)
- the principal questions you intend to address
- a listing of all sources (bibliographic, primary, and secondary) you have consulted to date; use complete, standard citation form
- the relevant primary and secondary sources yet to be consulted

As this assignment makes clear, by this date you should have identified virtually all of the sources you consider useful for your chosen topic.

Oct. 14           **RESEARCH DAY**

Oct. 21           **RESEARCH DAY**

Oct. 28           **THE PROSPECTUS: A VITAL STEP**

Be prepared to devote a significant amount of time to this assignment, for

it is a key to a quality in-class presentation and paper. Bring to class a

written prospectus, which **must** include the following elements:

- the questions the project will address
- a substantial thesis statement
- an evaluation of the strengths and weaknesses of the evidence available for your topic
- your thoughts on the basic organizational structure of the paper
- a list of all sources—primary and secondary—that inform your topic; use complete, standardized bibliographic references

Nov. 4	<b>RESEARCH DAY</b>
Nov. 11	<b>IN-CLASS PRESENTATION OF RESEARCH TOPICS</b>
Nov. 18	<b>IN-CLASS PRESENTATION OF RESEARCH TOPICS</b>
Nov. 25	<b>THANKSGIVING BREAK</b>
Dec. 2	<b>IN-CLASS PRESENTATION OF RESEARCH TOPICS</b>
Dec. 9	<b>IN-CLASS PRESENTATION OF RESEARCH TOPICS</b>

**EVALUATIONS:** Student work will be evaluated using the following criteria:

- quality and amount of research accomplished
- demonstration of analytic and interpretive skills
- content, clarity, and organization of the oral and written presentations
- contributions to general class discussions
- improvement in research, analytic, and writing skills during the semester

**LATE ASSIGNMENTS:** No late assignment will be accepted unless approval from the instructor is secured in advance. For every day that a written assignment is late, the grade will be reduced by one step (i.e., an A will be reduced to an A-, a B- to a C+, etc.). Exception: an agreed-upon extension will be granted for serious illness or legitimate emergencies.

**A WORD ABOUT PLAGIARISM:** Plagiarism (submitting someone else's ideas and/or words as one's own) is a serious offense that will result in a grade of F on the assignment. Should a second offense occur, the course grade will be F.