Overview:
Our class focuses on the establishment of Catholic and Protestant missions in Spanish, French and British North America. We are particularly interested in what it meant to become Christian and to become colonial in Indian country during the seventeenth and eighteenth centuries.

This is a reading and writing intensive Capstone Course focused on producing a substantial research paper. This effort will require original research and the final paper will be the product of multiple drafts. We will work together on these essays through a series of research and writing assignments as well as presentations. The instructor will join the students in completing a paper and the other assignments over the course of the semester. He hopes that the process of completing our papers will not only be academically rewarding but also fun.

Teaching Outcomes:
Designated as a Capstone Course by the University, the class focuses on cultivating the research and writing skills necessary to completing a 15 to 20-page paper. The semester begins with background readings on various missionary efforts in early America. These readings also represent different methodological approaches to the past. Very quickly the class transitions to a series of focused workshops on finding, reading, and using primary sources. At the same time, the class will look closely at how successful analytical essays are structured and written. Finally, we will work on our oratorical skills in presenting and critiquing work.

The class is an introduction to the basic skills and practices used by professional historians, which, incidentally, are exactly the type of reading, writing, analytical, and oratorical abilities that will help you in whatever later comprises your professional life. While you may lack the instructor’s near evangelical love of colonial America, you will be expected to take the study and writing of history seriously. This should not be a difficult task, as our topic is fascinating.

Grading:
Attendance: 10%
Discussion participation/reading quizzes: 20%
Weekly précis: 20%
Paper proposal, outline, and presentation: 10%
Final Paper (including the rough draft): 40%
The Fine Print:

1. **Attendance is an absolute necessity in this course.** The scale for the attendance grade: A=perfect attendance; B=1 missed class; C=2 missed classes; D=3 missed classes; F=4 missed classes. **Students missing more than 4 classes will automatically fail the entire class.**

2. A word of warning: the success of this course turns on the active participation of the class members; discussion forms a substantial part of the final grade—20%. If you do not carefully prepare for discussion, you will not be able to intelligently engage the week’s readings and will do poorly in the course.

3. Précis: you will produce an essay summary or précis for each week’s reading. A précis should summarize a given book’s argument, major ideas, and methodology as clearly and concisely as possible. These essays will be no longer than 2 double-spaced pages in 12-point font with one-inch margins all around.

4. Final essay: the class is organized with a 15 to 20 page final essay in mind. As the final essay is worth 40% of the course grade, you will want to start on the project as early as possible. Thumbing through the various course readings will suggest a number of possible projects as will going to your humble instructor’s office hours and chatting about your interests—do this early and often.

5. Please note that you will also complete a one-page paper proposal and outline in the course of preparing for the final essay. Additionally, all students will be present their proposals and research to the class. At the same time, every student will be called on to critique a fellow student’s project and proposal. Because we are all engaged in the difficult task of reconstructing the past, these presentations and critiques will unfold in only the most productive and collegial environment.

6. The final paper must be properly formatted or the instructor will drop the paper’s grade by one letter, please see the following resources to help you properly prepare your essay:
   - Marius, *A Short Guide to Writing about History*, 173-230. [This is one of the required books for the class.]
   - “Tips for Writing History Papers,” a short and very useful guide to writing history papers from the Boston College History Department: http://www.bc.edu/schools/cas/history/resources/tips/http://www.bc.edu/schools/cas/history/resources/tips/
   - PDF guide to properly citing sources in Turabian Style from The Ohio State University Library: library.osu.edu/sites/guides/turabian.pdf

Beyond the specifics detailed in the resources above, your paper must have a title page, page numbers, and a bibliography divided between primary and secondary sources. All papers will have 1-inch margins all around and must use a 12-point font of the student’s choice. All written assignments will be turned into the turnitin.com link on the course WebCT site.

**Required Books:**
- Patrick Frazier, *The Mohicans of Stockbridge* (University of Nebraska Press, 1992)
Calendar:
[Please note that you should always complete the background reading from Taylor first to provide context. The précis are only on the main reading for each week.]

1/16 T Introduction
1/18 TH Taylor 3-22 and Richter 1-40.
**START THINKING ABOUT A TOPIC FOR THE FINAL PAPER**

1/23 T Richter, 41-150.  (Background: Taylor 23-49)
1/25 TH Richter, 151-253.  **First Précis Due**
**YOU SHOULD HAVE A GENERAL IDEA ABOUT A PAPER TOPIC**

1/30 T Knaut, 1-71.   (Background: Taylor 51-90)
2/1   TH Knaut, 72-187.  **Second Précis Due**
**ALSO HAND IN A ONE TO THREE SENTENCE DESCRIPTION OF YOUR PAPER TOPIC.** In addition to handing in this description to your humble instructor, you also need to send it to Amelia Abreu at aabreu@uh.edu in a politely worded email. Be sure that this email is also cc’d to your instructor: tromero2@uh.edu. Ms. Abreu is the History Subject Specialist at the M.D. Anderson Library and she will be introducing our class the rich resources available to us at UH. She will use the information about your topics to assist your research when we meet with her next Tuesday February 6th.

2/6 T Library Session: Presentation by Amelia Abreu in Training Room 10-G in the M.D. Anderson Library basement.  THIS IS NOT THE DAY TO BE LATE.  Allow plenty of time to find the room or risk facing the ire of your otherwise kind instructor.
2/8 TH Greer, 1-205.  (Background: Taylor 91-113)  **Third Précis Due**

2/13 T Stevens, 1-110.  (Background: Taylor 158-186)
2/15 TH Stevens, 111-202.  **Fourth Précis Due**

2/20 T Frazier, 1-95.   (Background: Taylor 187-203)
2/22 TH Frazier, 96-243.  **Fifth Précis Due**

2/27 T Primary Source Workshop—Reading: Marius, 1-105 and sources posted on WebCT by the instructor.
3/1 TH Writing Workshop 1—readings will be posted by the instructor on the WebCT site.

3/6 T Writing Workshop 2— Reading: Marius, 106-172 and additional readings posted by the instructor on the WebCT site.
3/8 TH 1 page paper proposal w/ outline bibliography due. By this point, you should be doing research and finishing any additional background reading for the essay. Each student will spend a few minutes reporting to the class on their proposed project and we will discuss each project.

3/13 T Spring Break—work on that paper!!!
3/15 TH Spring Break—work on that paper!!!

3/20 T No class—be researching and preparing for the upcoming presentations
3/22 TH No class—be researching and preparing for the upcoming presentations
3/27 T Research Presentations
3/29 TH Research Presentations

4/3 T Research Presentations
4/5 TH Research Presentations

4/10 T No class but your rough draft due no later than Wednesday 4/14 in Prof. Romero’s mailbox in the History Department no later than 4:00 p.m.
4/15 TH No class.

4/17 T Individual Conferences in my office during class time—schedule TBA
4/19 TH Individual Conferences in my office during class time—schedule TBA

4/24 T REVISE, REVISE, REVISE
4/26 TH Final Draft Due in Class
Class Policies:

- If you are having any problems in the course, please come to my office hours. I am very eager to help students and will be happy to assist you with any difficulties you might be having with the assignments or discussions.

- Be respectful of your fellow classmates and the instructor. Your grade will fall precipitously if you disrupt class in any way. If anyone persists in disrupting class the instructor reserves the right to either fail or drop the student from the course.

- As noted earlier, attendance is required. Accordingly, attendance will be taken be taken in every class. Please also note that anytime you have an unexcused absence you will also receive a zero for that day’s participation grade.

- In order to be fair to students who hand in their work on time, no extensions will be given for papers. If you decide to give yourself an extension—something I do not advise you to do—your paper will be docked one letter grade per day it is late. This means that all papers must be delivered in person to me during class on the day the assignment is due. Any papers delivered later in the day will be docked 1/2 letter grade. PAPERS WILL NOT BE ACCEPTED VIA EMAIL.

- I am always happy to discuss ways to improve one’s writing and performance in the class. Grades in this class, however, are the product of careful deliberation and are not negotiable. All queries about grading should be approached with a courteous manner that reflects the student’s sincere desire to improve the quality of their work.

- As the instructor takes academic honesty very seriously and will enforce University policy with vigor, please familiarize yourself with the University’s Academic Honesty Policy. (The instructor will hand out a copy of the policy and will go through it with the class.) In addition to enforcing University policy be aware that any instance of cheating in this class will not only result in a zero grade for the assignment in question but will also result in a failure of the entire course.

- Be aware of the due dates of all of the course assignments, which are not negotiable. Please, make your plans for the semester accordingly.

- Out of respect for your classmates and the instructor, do not consume food in class. Take your lunch either before or after the class. As the instructor’s entire life is premised upon the use and abuse of caffeinated beverages, feel free to bring drinks to class.
Return a signed copy of this sheet to the instructor. Failure to return a signed Class Enrollment Agreement may result in your being dropped from the course.

By signing this sheet, you agree to the requirements and procedures for this course that are stated in the syllabus and the University of Houston Academic Integrity Policy, including the following: the class schedule, the dates of the assignments, the Academic Integrity Policy, the various other class policies, and any other rules detailed herein.

Signature_________________________ Date_________________________

Clearly Print Name___________________ Cougar #____________________

Best email address to reach you at: ________________________

Why are you taking this class?

What other history classes have you taken in the past?

What experience do you have writing research papers longer than ten pages?

Return this sheet to the instructor.