HIS 199 (UB Seminar): All in the Family  
Fall 2016  
MWF 9-9:50 a.m.  
Park 532  

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Phone: 645-8405  
Office Hours: MW 3-5 p.m. & F 10-12 p.m. in Park 546

Course Description:
What is a family? How has its meaning and importance changed over time? How does being part of a family - or not - determine other aspects of your identity, such as race, ethnicity, or nationality? Students in this seminar will attempt to answer these questions by examining the uses and cultural importance of family history in American society. They will also engage in genealogical research as way to better understand the complex ways that family histories intersect with broader histories of the United States. In addition to reading about the various ways family histories have been created and used at different points in time, students will conduct primary research into a particular family (perhaps even their own) and produce a poster based upon that research. This poster will not only chronicle the history of the chosen family but also place their story within a wider historical context (people and events that existed outside the family itself). Our readings for the course will serve as models for the way that family history can be written to engage broader historical concerns.

Required Texts:
These books are required for the course and can be obtained through the university bookstore or any other outlet you choose (library, Amazon, etc.).

Francois Weil, Family Trees: A History of Genealogy in America  
Richard Kempthorne, For All Time: A Complete Guide to Writing Your Family History  
Claudio Saunt, Black, White, and Indian: Race and The Unmaking of an American Family

Other short readings as noted on the syllabus are available online (click blue hyperlink), through UB Learns under “Course Documents,” or the library’s online databases, such as JSTOR.

Other Required Materials:
Academic Planner/Calendar
Misc. Materials for Poster Presentation (foam board, printing, etc.)

Course Requirements:

Grades will be distributed as follows:

Attendance & Participation  25%

You are expected to attend class regularly and actively participate in all class activities and discussions. You have three “free” absences for the semester, which you may use however you wish. No excuse or other documentation is needed for these absences. You may simply wish to take a day off, or you may save these absences in the event of a sickness or other emergency. I strongly encourage you to do the latter, as illnesses almost always occur, and if you’ve already used your three absences, then any additional absences will count against your final grade. If you miss four classes, then you will have 1/3 letter grade deducted from you final grade (i.e. a B becomes a B-, etc.). If you miss five classes, an entire letter grade will be deducted. If you miss six classes, then you will fail the course. In cases of extended physical illness or injury, it may be necessary for you to make special arrangements to complete your coursework or even take a leave of absence, so if you’re experiencing an extreme situation, please speak with me or your Academic Advisor as soon as possible so that we can work with you.

But simply showing up is not enough. Because this is a seminar, its success is determined by the level of participation among the students. I have put a lot of effort into finding provocative readings and creating interesting assignments, but if you do not put in the work outside of class, then it will not be a very good experience. In order to participate fully in the seminar, you must put in adequate prep work in advance of the class meeting. The general rule of thumb is for every hour you spend IN class, you should spend at a MINIMUM of TWO HOURS OUTSIDE of class each week in preparation — that means, doing the reading, taking notes, and completing any homework assignments. This is roughly a three hour class, so you should spend a MINIMUM of SIX HOURS each week preparing for each class meeting. And this is true for every class you take. Therefore, if you are taking four 3-credit hour courses (and some of you may be taking five), that equals at least 24 prep hours each week.

Being prepared means that you’ve read all assigned reading, completed any homework assignments, and brought all relevant materials — readings, notebook, etc. — with you to class. This means printing out any articles or documents since laptops
and other devices are prohibited in class (unless otherwise noted). In order to receive full credit for your participation, you must complete and bring with you any daily assignment listed on the course schedule for that class meeting. When conducting small-group discussion or other projects, you must contribute and not just sit there, as my mother would say, “like a knot on a log.” If I ask you a direct question in class, you must make a reasonable attempt to answer it, demonstrating not only your understanding of the material but also your engagement with the issue at hand. Conversely, you may demonstrate your participation by asking me (or other students) pertinent, thoughtful questions about the lecture material and/or readings.

Shyness, anxiety, or other inhibitions are not an excuse. Discussion is an important pedagogical tool as it provides a crucial pathway to reflection and intellectual growth. Furthermore, the university expects me to help prepare you for the world outside UB, which will most likely require you to speak in public at some point. If this is a problem for you, please come to my office hours to discuss some ways that you can alleviate the stress of speaking in class.

Participation will be graded on a generic 5-point scale. Here’s a rough breakdown:

5 (Excellent/A)  Student regularly contributes thoughtful comments and insights based on class materials; has been a catalyst for other student comments as well as instructor response; AND listens to the comments and insights of others with respect and attention. Always comes to class prepared, having completed the assigned reading, taken notes, and brings all relevant materials with them.

4 (Good/B)  Student often contributes thoughtful comments and insights based on class materials and relevant current events; sometimes results in student as well as instructor response (overall, quality counts more than quantity); AND listens to the comments and insights of others with respect and attention. Student often comes to class prepared, usually completes the assigned reading and taken notes, and usually brings relevant materials with them.

3 (Average/C)  Student sometimes contributes comments and insights based on class materials, but more often that not only at instructor's prompting; generally polite but could be more engaged in class discussions. Student sometimes fails to complete the readings or to take notes, and/or forgets to bring materials with them.

2 (Weak/D)  Student seldom contributes comments and insights of her/his own volition; comments not always relevant to materials or discussion at hand; needs to pay more attention to the contributions of the instructor and peers. Often fails to prepare adequately for class or bring materials with them.
1 (Poor/F) Student rarely and reluctantly contributes to class discussions; comments minimal and/or disrespectful; often noticeably disinterested in instructor and peers' contributions. Rarely prepares for class or brings relevant materials.

0 (Fail) Student never contributes to class discussions and/or has demonstrated frequent disrespectful behavior towards instructor and peers. Student never prepares or brings relevant materials.

MAJOR ASSIGNMENTS:

Research Topic Statements 10%

Brief Topic Statement: As the first step in your family history research project, you will compose a 250-word topic statement that identifies your family and explains why you chose them. The statement should also highlight any unique or noteworthy information about your subjects that might suggest their broader significance in history. You should also point to some potential sources you will explore to learn more about your family. (5%)

Expanded Topic Statement: 500 words on your project in which you clearly identify the generations that you will explore in your paper and explain the relationship of these generations to a particular historical moment. (5%)

Annotated Bibliography 10%

You must produce a bibliography of both primary and secondary sources pertaining to your family research. The bibliography should include at least 3 primary sources and at least 5 secondary sources (historical monographs, journal articles, etc.) that help you situate your family in a wider historical context. Your bibliography should include brief annotation of 2-3 sentences for each entry explaining the importance of the source for your project.

Primary Source Analysis 10%

You will give a short oral presentation and produce a 500-word (approx. 2 typed, double-spaced page) analysis of one primary source you found relating to your family. Both the presentation and the paper should explain what the document/source is, when it was created, who created it, and for what purpose. You should also explain how you found this source and what questions it raises about your family.

Historical Context Synopsis 10%

The historical context is the wider world in which your family lived that had a significant impact on how they developed. Was there a turning point in this family's
history? What was the most pivotal outside even that shaped this family’s development? Your synopsis should be 1000 words (4-5 typed, double-spaced pages). Additional instructions will be provided in a separate document.

**Final Poster Presentation** 25%

You will create a standard 36 X 48 poster presentation to exhibit your research. These posters will be exhibited in class on select days at the end of the semester (see schedule). You will give a short (5-minute) presentation, and the other students will have the opportunity to ask you questions about your project. Additional instructions and grading rubric will be provided in a separate document.

**Co-Curricular Activity** 10%

The objectives for the UB Seminar are to encourage student engagement with the university and explore its many offerings outside the classroom. Each semester, there are many co-curricular activities offered to stimulate your intellectual and creative energies. These include public lectures, artistic performances, and film screenings. You will choose one such event to attend during the semester and submit a 500-word (approx. 2 double-spaced, typed pages) reflection on the experience by Monday, Dec. 12 (can be turned in earlier).

Some possible events include the Distinguished Speaker Series or one of the many musical/theatre performances at the UB Center for the Arts: [http://www.ubcfa.org/](http://www.ubcfa.org/)

Most academic departments offer free lectures from faculty and distinguished visitors throughout the semester. Consult the department website for your prospective major!

You can also check the UB Events Calendar: [http://www.buffalo.edu/calendar/calendar](http://www.buffalo.edu/calendar/calendar)

**Learning Outcomes:**

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<tr>
<th>Learning Outcome</th>
<th>Instructional Method</th>
<th>Assessment Method</th>
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<tr>
<td>Think critically using multiple modes of inquiry</td>
<td>Reading assignments, class discussion &amp; guided research</td>
<td>Participation, research component assignments, final poster &amp; paper</td>
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<tr>
<td>Analyze disciplinary content to identify contexts, learn fresh perspectives, and debate and</td>
<td>Reading assignments, class discussion &amp; guided research</td>
<td>Participation, research component assignments, final poster &amp; paper</td>
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<td>discuss problems in the field.</td>
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<td>Understand and apply methods of close reading, note taking, analysis, and synthesis.</td>
<td>Class discussion; modeling of different note-taking &amp; research organization methods such as Endnote &amp; Zotero</td>
<td>Will collect notes periodically &amp; discuss with students their developing preferences</td>
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<td>Recognize and debate ethical issues and academic integrity in a variety of settings.</td>
<td>Reading assignment on plagiarism, class discussion on Ben Affleck episode of “Finding Your Roots”</td>
<td>Class discussion, in-class written reflections</td>
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<td>Demonstrate proficiency in oral and written communication.</td>
<td>Class discussion</td>
<td>Class discussion, oral presentations of primary sources &amp; final poster</td>
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<td>Develop essential research and study skills, such as time management.</td>
<td>Class discussion, library scavenger hunt &amp; workshop; guided research</td>
<td>Research component assignments; Final poster</td>
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<td>Use an eportfolio for at least one assignment.</td>
<td>Class discussion &amp; eportfolio workshop</td>
<td>Use eportfolio to create digital version of final poster</td>
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<td>Understand the academic expectations pertaining to being a student at the University at - Buffalo and to higher learning at a research university.</td>
<td>Class discussion, attendance of at least one co-curricular activity (lecture, performance, screening, etc.)</td>
<td>Participation; eportfolio reflection</td>
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Late Work:

For every day an assignment is late, a letter grade will be deducted. The clock begins when class is dismissed the day the assignment is due. Thus, a paper turned in at 5 pm on the day it’s due will be considered late and can receive no higher than a B. Papers arriving after 5pm the following day will be considered two days late, and so on.

Extensions will be granted only in event of a documented medical emergency, official UB-related activity (travel for sport, etc.), military deployment, or catastrophic natural/unnatural disasters, including but not limited to: sharknados, giant sinkholes, or Zombie apocalypse. Snow is generally not considered a natural disaster -- this is Buffalo, people, c’mon. If the university is open, then you are expected to be here unless Prof. Emberton otherwise notifies you that class in cancelled. (Although I live for my work, I do not wish to die for it and will cancel classes when it’s too dangerous to drive.) Medical emergencies generally involve profuse bleeding, broken bones, loss of consciousness, and rides in ambulances. No extensions will be granted for poor planning (i.e. family vacations, oversleeping, inability to find a parking spot, etc.). That said, if you are experiencing personal difficulties of any kind that are affecting your performance in this or any course, please talk to me sooner rather than later about your options. There are many resources on campus for students who are struggling. Once again, please refer to UB’s policy regarding incompletes.

Academic Integrity:

Any student guilty of plagiarism or cheating on exams will receive in an “F” for the assignment and/or course. Please familiarize yourself with UB’s Academic Integrity Policy and Procedures found online in the undergraduate catalogue.

Plagiarism is defined as “copying or receiving material from any source and submitting that material as one’s own, without acknowledging and citing the particular debts to the source (quotations, paraphrases, basic ideas), or in any other manner representing the work of another as one’s own.” This includes cutting and pasting from websites or other online sources.

Classroom Behavior & Etiquette:

* Please arrive to class on time and plan on staying to the end. It is disrupting to me, as the lecturer, and to other students who are trying to listen and take notes. If you must leave early, do so quietly. Please do not begin packing your books or backpacks before class has been dismissed.

* No taping or digital recording of lectures is allowed.

* No reading newspapers or other materials during class.

* Phones, ipods, and other electronic devices are strictly prohibited in class. Please turn them off and store them away while you are in the classroom. If a phone rings
during class, Prof. Emberton will stop what she is doing and give you an icy glare. You don’t know it yet, but this is not nearly as humorous as it sounds.

* Due to increased distraction caused by surfing the interwebs, use of laptops in class is prohibited unless prior permission is arranged. Students requiring the use of laptops must sit in the first two rows and disable wi-fi capabilities. Recent studies have shown that students perform better (receive higher grades) in classes where internet access is restricted. Additionally, students who take hand-written notes as opposed to typed notes have demonstrated increased ability to retain information and also perform better on analytical assignments like the ones you’ll have for this course.

* Rude, distracting, or abusive behavior, directed towards the instructor or other students, will not be tolerated. Anyone engaging in such behavior may be asked to leave the class and the appropriate authorities notified. Please refer to the university’s official policies regarding classroom behavior for more information.

* Professor Emberton will answer all emails in a timely manner, usually within 24-48 hours (excluding weekends). Please provide a signature with your full name so I know with whom I am communicating. All inquiries about grades must be handled in person and cannot be discussed over email. Please make an appointment to discuss any and all grading issues.

*Before emailing, please check the syllabus for answers to your questions. I will not respond to emails that can be answered by looking at the syllabus.

Accessibility Resources:

If you have any disability which requires reasonable accommodations to enable you to participate in this course, please contact the Office of Accessibility Resources, 25 Capen Hall, 645-2608, and also the instructor of this course. The office will provide you with information and review appropriate arrangements for reasonable accommodations.

Course Schedule:

Week 1 Introductions
8/29 Getting to Know You
8/31 Getting to Know the Course
  READING: The Syllabus
  ASSIGNMENT: Bring planner/calendar to class
9/2 Take Note
  Reading: “A Learning Secret: Don’t Take Notes with a Laptop,” & “What I Really Want is Someone Rolling Around in the Text” & Group Exercises:

1 Highlighting and Annotating
  The Open University: Highlighting and Annotating and Open Loops: Twelve Ways to Mark Up a Book
2 Writing Notes in the Margin (Marginalia)
Bucks County Community College: How To Annotate a Text and Example of Annotated Text

3 Taking Reading Notes
Associated Content: Book Note Taking Skills: How to Take Reading Notes From Textbooks and Other Written Resources

4 Keeping a Reading Journal
Keeping a Reading Journal and TeacherVision: Double-Entry Journals

5 Comparing Methods
Pennington Publishing Blog: How Margin Notes are Better than the Yellow Highlighter

6 Using Digital Tools for Annotating

Week 2 The Origins of Genealogical Practice
9/5 “Finding Your Roots”: What’s the deal with Ben Affleck?
ASSIGNMENT: Watch episode segment & explore editorials online about the Gates/Affleck story. Bring your favorite(s) to class.

9/7 Family History in Early America
READING: Weil, Family Trees, Prologue & Chapters 1 and 2
ASSIGNMENT: Turn in notes for Weil

9/9 Connecting to the Past
ASSIGNMENT: Watch another episode of “Finding Your Roots” and take notes!! Write a short response (1-2 pages) that considers why shows like “Finding Your Roots” (and genealogy more generally) have become so popular in recent years. You will turn in both your notes & response paper.

Week 3 Genealogical Practice in Nineteenth-Century America
9/12 Civil War, Family, and National Identity
READING: Weil, Family Trees, Chapters 3 and 4

9/14 Starting Your Research
READING: Kempthorne, For All Time, Part I; Powell, Everything Guide to Online Genealogy, Chapters 1-4
ASSIGNMENT: Create a “Do’s & Don’ts” tip sheet for the beginner genealogist (MIN. 5 “Do’s” and 5 “Don’ts”)

9/16 The Census
READING: Powell, Ch. 6
ASSIGNMENT: Print out all articles from UB Learns & library databases -- bring to class

Week 4 Genealogical Practice, Race, and Nation in Modern America
9/19 Family, Race, and Ethnicity in the Twentieth Century US
READING: Weil, Family Trees, Chapters 5 and 6
ASSIGNMENT: Notes for Weil

9/21 Poster Presentation Workshop
ASSIGNMENT: Brief Topic Statements due
9/23 Academic Integrity
READING: Jon Wiener, “The Plagiarists,” in Historians in Trouble (UB Learns)

Week 5 Race, Slavery, and Family History
9/26 Slavery, Memory, and Genealogy
VIEW: “Roots,” Episode 1
9/28 Slavery, Memory, and Genealogy
9/30 The Search for Family in Slavery and Freedom
READING: Heather Andrea Williams, Help Me To Find My People: The African American Search for Family Lost in Slavery, pp. 1-17; 120-168 (UB LEARNS)
ASSIGNMENT: Notes for “Roots,” Sachs, & Williams

Week 6 Sources
10/3 Documenting Birth, Death & Everything in Between
READING: Powell, Everything Guide, Chapter 5&7
10/5 Doing Research in Official Records
READING: Powell, Everything Guide, Chapters 8-11
ASSIGNMENT: Expanded Topic Statements Due
10/7 Library Resources
ASSIGNMENT: Library Scavenger Hunt

Week 7 Talking to the Living
10/10 Family History and Oral History
10/12 Finding Family
ASSIGNMENT: Notes for Yow, Finnegan, & Taylor
10/14 Presentations
ASSIGNMENT: Primary Source Analysis

Week 8 Interpreting Records
10/17 Presentations
ASSIGNMENT: Primary Source Analysis
10/19 Presentations
ASSIGNMENT: Primary Source Analysis
10/21 Presentations
ASSIGNMENT: Primary Source Analysis

Week 9 Doing Family History
10/24 Case Study
READING: Saunt, *Black, White & Indian*, Introduction – Chapter 3
10/26 Case Study
READING: Saunt, Chapters 4-6
10/28 Case Study
READING: Saunt, Chapters 7-10 & Afterword
ASSIGNMENT: Notes for Saunt

Week 10 Creating Context
10/31 NO CLASS – INDIVIDUAL MEETINGS
11/2 NO CLASS – INDIVIDUAL MEETINGS
11/4 NO CLASS – INDIVIDUAL MEETINGS
ASSIGNMENT: Historical Content Analysis

Week 11 Brave New Worlds
11/7 Queer Genealogies
READING: Kath Weston, *Families We Choose: Lesbians, Gays, Kinship*, 1-43 (UB Learns)
11/9 The DNA Frontier
11/11 Intergenerational Trauma
ASSIGNMENT: Notes for Weston, Seabrook, & Shulevitz

Week 12 Pulling It All Together
11/14 Creating A Narrative
READING: Kempthorne, Part II
11/16 Snapshots
READING: Kempthorne, “Writing Captions,” pp.73-81
ASSIGNMENT: Choose an image from your research and write a brief caption of no more than three sentences describing the image and its relevance to your project. Bring both the image & caption to class.
11/18 The Importance of Outlining
VIEW: “Outlines,” UNC Writing Center (YouTube 1:53)
ASSIGNMENT: Draft an outline of your poster presentation & Bibliography due

Week 13
11/21 TBA
11/23 NO CLASS - THANKSGIVING
11/25 NO CLASS - THANKSGIVING

**Week 14 Presentations**
11/28 NO CLASS – INDIVIDUAL MEETINGS
11/30 Presentations
12/2 Presentations

**Week 15 Presentations**
12/5 Presentations
12/7 Presentations
12/9 Presentations