

Sample 1

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Faculty Development Plan (2025) Department of History

A. The faculty member's self-assessment of their strengths, skills, competencies, interests, opportunities, and areas in which the faculty member wishes to develop.

Strengths, skills, etc.: I won several grants as a graduate student to advance my pedagogical skills, including funds to lead a course on developing teaching philosophies, teaching with technology, and how to help students identify how their research and writing skills developed in history courses transfer to a wide variety of careers. These experiences have allowed me to develop my pedagogical philosophy rooted in content mastery, teaching students to think creatively and critically about primary sources and peer-reviewed literature, and recognize their place in broader conversations about genealogy as a field and family history's place at BYU.

I am also a strong and proven researcher. I have won several prizes for my scholarship and have been invited to join highly selective research groups dedicated to African American religious history. Three top-tier university presses (Harvard University Press, the University of North Carolina Press, and New York University Press) have requested book proposals, which I plan to send out in Summer 2024. Lastly, I am well-connected in my scholarly fields of African American religious history, American religion, and Utah history. I use those connections to create opportunities for others to succeed. A CFS faculty position is a sacred trust to build up my students, support my colleagues, and develop a network of support for my own work.

Areas to develop: Transitioning from teaching US history to teaching family history courses has been challenging. I plan to use the summer of 2024 to improve my service courses in the family history program, including HIST 217 and HIST 388. I also need to develop greater proficiency in the latest developments in genealogical research, including genetic testing and large data modeling in research, and find the most effective ways to teach students my new knowledge.

I also need to work to say “no” more often. Not because I want to turn down opportunities but because my highest priority is accomplishing the requirements set forth for CFS.

B. The faculty member's professional goals in citizenship, teaching, and scholarship and the plan to accomplish these goals.

Citizenship

In my first year, I served as the publicity coordinator for the Family History Program. I worked with students to develop social media posts and to communicate more effectively with students via email. In the coming year, I look forward to serving as the Family History Club's faculty director, assisting the new Center for Family History and Genealogy director in acclimating to their new position. I also aim to recruit History majors to take family history courses by using family history case studies in the US history-specific courses I teach.

I currently serve as the Associate Editor of the *Mormon Studies Review*, an interdisciplinary journal aimed at specialists in religious studies. Beginning in 2025, I will serve as co-editor of *Mormon Studies Review*. While I'm

sure the learning curve for learning to co-lead a journal is sharp, I'm confident that I'm learning the ropes as an Associate Editor with the journal in 2024+.

I also plan to submit a class on conducting genealogical research on the internet and through genetic testing to Education Week in September 2024 to raise the profile of the Family History program in the eyes of BYU's wider communities. I want Latter-day Saints to learn about BYU's family history program when they think of resources for conducting genealogical research.

Teaching

Learning to teach family history courses has been an important, though humbling, transition in my teaching career. I had never taken a family history course before I taught one to a room full of undergraduates. I expected to have to adapt my teaching but did not recognize that, in many ways, I needed to learn to teach in another discipline. For instance, as a US historian, I was accustomed to teaching context first and then teaching how to read individual documents, whereas in family history, the reverse is true. I have enjoyed student reviews in line with department expectations during my first semester. Still, I look forward to improving each semester, especially in setting up students for success by creating and implementing research projects that build their faith in Jesus Christ and their skills in genealogical research.

Having taught family history courses, I feel confident that my teaching scores will improve. Teaching HIST 217 and HIST 281 was challenging, but I have already made teaching other courses (HIST 218) in the family history program have helped me understand how to help students learn and grow in their chosen field. I now show how and why the mechanics of writing and framing are central to the genealogists' purpose and ensure that students see the "big picture" of why students should be careful and creative in their research.

I want to improve my ability to teach students how to use genetic testing to better research genealogy, family history, and other topics in history in the classes I teach. I will visit my colleagues' classes, especially Amy Harris and Sarah Reed, to understand how they approach teaching HIST 217 to learn how to teach the course more effectively.

As I hone my current classes, I look forward to contributing to teaching courses on American religious history. Although I am not required to teach HIST 220, teaching it as an elective course has been rewarding.

I have helped several students receive funding for internships that I also assisted in arranging, including the Century of Black Mormons Project and experiential learning opportunities at BYU. It's a joy to help my students find support for their academic work, and it's especially gratifying to me as someone who benefitted from the mentorship of so many professors while I was an undergraduate at BYU.

Scholarship

I have four primary research goals for AY 2025 (I have listed my pre-CFS goals for citizenship, teaching, and scholarship at the end of this document). The first is to submit my genealogical accreditation, which will fulfill one of my requirements for CFS and cement my position within the academic field of family history. I have conducted all available archival research and am working with living family members to try and learn additional details to add to my biographical narratives.

The second goal is to complete the drafting of two book chapters and a book proposal to send to university presses interested in publishing my dissertation-cum-monograph. My first choice is New York University Press. Their acquisitions editor would like to publish the book in 2027 or 2028.

The third is to secure a publishing contract for the proceedings of the first two years of the Juanita Brooks Conference in a single volume with the University of Utah Press. Their editor is preparing an advanced contract.

My fourth goal entails supervising and mentoring students conducting research and writing biographies for the Century of Black Mormons Project at the University of Utah. I began this work at the University of Utah and am anxious to continue it at BYU as I mentor students.

B. The relationship between individual goals and department and university aspirations and needs.

My work in citizenship, teaching, and scholarship work together to serve BYU's mission and aims. I embrace the opportunity to serve, teach, and produce scholarship and provide mentorship to students in ways that are *intellectually enlarging, spiritually strengthening, and character-building* that will result in *lifelong learning and service* (both for my students and me). Student and peer evaluations suggest that my teaching reaches these levels, and I am confident that my service meets those high expectations. My scholarship is "bathed in the light of the Restored Gospel" because my research in African American history, American religion, and genealogy is motivated by a desire to research and write about the value of all of God's children and to create situations where the Holy Spirit can prompt students to engage in the covenantal work of genealogy.

C. Resources needed to accomplish the professional goals, including budgetary support, equipment, time, etc.

I feel very fortunate to have been given generous resources to further my teaching, research, and citizenship responsibilities. I'm grateful to the College of Family, Home, and Social Sciences and the Department of History for providing generous startup funds and other opportunities to begin my career. Those funds have been crucial to establishing my teaching and research agendas during my first year on the CFS track, including for course preparations, presenting at conferences, and hiring a researcher to help with the Century of Black Mormons Project.

Student research assistants are vital to my current and future research goals. Some bigger projects, notably the Century of Black Mormons, will need more than the department's guaranteed 10 hours/week for RAs. I have submitted several internal grant applications to acquire funds to pay undergraduate researchers and writers.

Because of my appointment and research interests, I need to stay connected to multiple scholarly fields, including African American history, American religious history, US West history, Mormon studies, and family history. Regularly attending major conferences in these fields will be essential to maintain these ties. I foresee needing continued budgetary support to participate in these meetings. I will prioritize conferences in African American religious history and family history, rotating some conferences and seeking extra funding to supplement travel where possible.

I want to discuss possibly holding a book manuscript workshop in spring or summer 2026. Ideally, BYU would pay two scholars to read my manuscript, travel to campus to discuss it, and help me identify where it

might be improved. Many universities and scholarly centers provide funds for this purpose for early-career faculty.

D. The faculty member's activities and accomplishments so far in achieving the goals.

Citizenship Accomplishments

I have met the expectations given to me by Brian Cannon (History Department Chair) and Amy Harris (Family History Program Coordinator) since transitioning to a CFS position from a postdoctoral position in another department. I have served as the public relations coordinator for the family history program, collaborating with an undergraduate intern to publicize courses and activities related to family history on campus and in broader communities. I'm particularly proud of organizing a conference on the "Nauvoo Community Project" to highlight the research of the Center for Family History and Genealogy. More than 40 attendees saw BYU students present their research. I am finishing a write-up of the conference for the FHSS newsletter.

I've been fortunate to participate in less formal responsibilities for citizenship in the department, assisting with audio editing and advising on creating the *Journal of Mormon History* podcast. Outside the Department of History, I've accepted invitations to join the American Studies, Africana Studies, and Global Women's Studies programs as an affiliate faculty member. While I have not yet been able to teach courses in those areas, I recruit students to family history courses and participate in their intellectual communities wherever possible.

I am engaged with several academic communities at BYU and beyond. I organized and led the Rocky Mountain American Religion Seminar, co-founded and initiated the Juanita Brooks Conference on Utah History, participated in the Rocky Mountain Early America Seminar, and flourished in my role as an Associate Researcher with the Century of Black Mormons Project. Regarding the latter, I now employ students to research and author biographical articles for the Project's website, providing undergraduates mentorship, training, and research opportunities.

Although I am a junior scholar, I was encouraged to apply for a position as co-editor of *Mormon Studies Review*. This top-tier journal broaches the methodological worlds between Mormon studies and religious studies. When I accepted the position, I had to resign from my position as the Book Review Editor for the *Journal of Mormon History*. I have also accepted opportunities to peer-review articles for scholarly publications, including *BYU Studies* and the Church History Department's publications team.

As a service to the academy and in the interest of building community in my guild, I am the managing editor of the *Religion in United States History* Substack, which has nearly 200 subscribers and will have been viewed more than 3,000 times within its first three months of operation. The editorship has allowed me to stay in touch with new opportunities in American religious history and amplify opportunities for other scholars to pursue. It has also allowed me to mentor an undergraduate student interested in pursuing a career in editing and journalism.

I serve on committees in three international scholarly organizations: the American Academy of Religion's Afro-American Religious History and Mormon Studies units, the Western History Association's Graduate Student Awards panel, and the Mormon History Association awards panel. I am also a regular participant in

Princeton University's "Black Religious Studies Working Group," which meets regularly to workshop articles-in-progress that address religion across the African diaspora in the Americas.

I have worked closely with senior faculty to participate in the department's government and the family history program's growth. Before my current appointment, I had worked in academic administration full-time and never participated in faculty governance. The experiences I've gained in the previous year have made me a much better colleague and helped me appreciate the work it takes to create conditions where faculty and students can thrive.

To date, I have learned what it takes to balance between pursuing and fulfilling citizenship responsibilities on campus and beyond without risking my teaching or scholarly productivity. I am laser-focused on earning CFS.

Teaching Accomplishments

Preparing new sources has been the primary focus of my time and attention in my first year on the CFS-track. I taught three new classes (HIST 217, HIST 218, HIST 281) and led a directed reading course on Jewish family histories in early America. Next year, I will teach HIST 388 for the first time. It has been a valuable challenge to teach Family History Program courses. Now that I have taught several courses in family history rather than United States history, my courses will be better planned and better serve students in future semesters. I look forward, too, to working with new TAs and finding ways to mentor them and provide them with opportunities to shine in their roles.

Scholarship Accomplishments

My scholarly production has taken off since coming to the History Department. Although teaching and citizenship have dominated my time since my contract began, I have written and submitted three scholarly articles to peer-reviewed publications since accepting my position in the Department of History on 1 June 2023. I have also published three book reviews (in *American Religion*, *Journal of Mormon History*, and *The Maydan*), contributed to public scholarship through writing, editing, and audio production for the New Books Network and the Mormon History Association's podcast, and organized three conferences (two Juanita Brooks Conferences and the Center for Family History and Genealogy Conference).

I currently employ several research assistants who help me in archival digging, genealogical research, and editorial work. I am grateful to the Department of History for their generous funding, which has allowed me to move forward with my research agenda while mentoring students.

I have conducted the preliminary research required to submit my research to receive accreditation from the International Commission for the Accreditation of Professional Genealogists. My research will allow me to receive accreditation as a genealogist specializing in the United States South and African American history. I have completed approximately 150 hours of research related to the Clory family, a four-generation family living as emancipated African Americans in central Virginia. In addition to archival research, I have knocked on doors in their hometown and followed up with neighbors and friends who knew the family. I must write a biographical report on the family, including their social contexts. I anticipate submitting my accreditation materials in September 2024.

I have submitted several articles and book chapters to refereed publications and have presented at the Western History Association, the American Academy of Religion, the Juanita Brooks Conference, and the

American Society of Church History on African American history, American religious history, family history, and Latter-day Saint history.

By April 2024, I will have taught four courses, prepared four new courses, hired TAs and Ras, and served my program, department, and academic fields. I am grateful and excited to continue my growth as a professor in the coming academic year.

F. Your comments, if desired, on measures used to assess success in your professorial or professional responsibilities and accomplishing the goals outlined in the plan. (University Policy on Faculty Rank and Status, 3-5).

N/A

G. How will you mentor students in their learning and research experiences within the context of your discipline or assignment?

I am fortunate to have resources to hire student research assistants and have put them in positions to grow in their chosen fields. I currently employ three students who research and write biographies for the Century of Black Mormons Project, growing from my experiences in family history classrooms. Students regularly desire to uncover previously untold stories in those settings. They tell me about their experiences with the Holy Spirit and how they are led to sources that allow them to tell the stories of forgotten people. For example, one student struggling with historical topics related to Church history recognized how and why individuals lived the gospel despite social pressure to stop practicing their religion. Through researching and writing for Century of Black Mormons, they develop the ability to research, author, and share stories of faith with others.

I also involve students in other areas of my research, specifically African American religious history. As I progress with my book writing, I will need students to assist in tracking down sources, verifying transcriptions, and other tasks, providing them with opportunities to sharpen their skills.

I also feel strongly that I should invite students to apply for grants and teach them how to write to individual institutions. I have made a goal to help two students earn research grants each year and assist in placing one student in an internship each year. This will require me to be aware of such opportunities, actively encourage students to apply, and provide feedback on their writing.

H. How will you address belonging in the classroom in both content, language, and behavior relevant to the University Statement on Fostering an Enriched Environment?

I model how to use language with clarity and charity, emphasizing how language changes over time and how we are all responsible for treating God's children with respect and dignity. I make it clear that every student is welcome in my classroom and that students of any "geographic, educational, cultural, ethnic, and[/or] racial" background are vital to our course community and welcome in my class. I want students of all backgrounds to recognize their roles in creating a Zion ideal for Latter-day Saints on and off campus. This includes, but is not limited to, students of color, non-traditionally aged students, students with disabilities, and non-LDS students at BYU.

I demonstrate my commitment to belonging outside the classroom by fighting for paid and professional opportunities for historically underrepresented people. I use my voice and decision-making capabilities to

seek out those whose voices are underrepresented or suppressed, love and mentor them, and help them achieve their goals for personal and professional success.

TEACHING DEVELOPMENT GOALS

My course development project is HIST 217: Family Historian's Craft. This course is a "theories and methods" course for family history majors that BYU students with interests in family history and genealogy also take. The course fulfills a general education course requirement. Courses generally average more than twenty students per section.

Teaching Goals:

- Develop new case studies to show students how to research complex genealogical mysteries
- Create group projects that require students to work together to solve genealogical problems
- Ensure students recognize that they are researching *individuals* and not just faceless people from the past

Assessment of these goals will require me to spend significant time reading secondary work on genealogical case studies. I plan to read one issue of the *National Genealogical Quarterly* each week to find helpful examples. I will work with a Center for Teaching and Learning specialist to develop ideas for meaningful group assignments. Lastly, I will develop class days based on teaching students to recognize the divine value of each person they research and how we must seek divine help in conducting research.

TEACHING DEVELOPMENT GOALS FINAL REPORT

I am delighted to share that I have successfully met all my teaching goals for HIST 217. I replaced several lectures with individual and group research activities. I discovered new case studies from genealogical publications that gave me the background data to reshape my lesson plans effectively.

At the beginning of class, I introduce the key concepts and then have students show me that they understand what I mean by the immediate application of the tasks. The focus on group activities seems particularly effective—students are very good at helping each other learn to research. This "lateral" mentorship (as opposed to "vertical" mentorship from a professor) has been particularly pleasing to me. It's a joy to see my students learn from one another and build each other up. Although I do not yet have longitudinal data, I believe my students will benefit from organized group work as undergraduates, something that history or family history majors do not always receive.

I have sharpened several lectures to help students recognize that they are recognizing individual children of God rather than statistics. I have also begun having an entire day focused on what it means to research the dead in light of President Nelson's clarion call to gather Israel on both sides of the veil. This holistic approach to studying the past instills a sense of respect and empathy for the individuals they study.

The \$500 I received from the New Faculty Series allowed me to purchase books on teaching in university classrooms and how to write for professional genealogical arguments. These books have helped me better prepare my students to write for professional audiences with clarity and verve.

My teaching evaluations improved drastically the second time that I taught the course. My department chair noted the improvement and encouraged me to continually improve the course.

History 217 (Fall 2024)
Family Historian's Craft
MWF 10-10:50 AM and 11-11:50 AM
MARB 128

Instructor:
Office:
Email:
Office Hours:

TA:
Email:
Office Hour

Course description

This course introduces students to genealogical methods applicable to US and international research. In addition to covering general methods and skills, this course introduces methodologies for internet genealogical research (including the analysis of compiled data and locating original, digital, and indexed records). It introduces major online genealogical collections, including FamilySearch Family Tree and Ancestry.com. It focuses on census and vital records – both in the US and internationally – and on the genres of genealogical writing. History 217 is both a GE social science elective and a pre-requisite for more specialized or advanced family history/genealogy methodology courses.

Learning Objectives

1. Students will recognize that each person they research is a child of God and worthy of respect, empathy, and serious consideration.
2. Students will be able to identify and solve fundamental historical and genealogical problems through primary and secondary source research employing library, archival, and technological resources.
3. Students will be able to produce genealogical research reports and narrative family histories and compiled lineages that are clear, precise, well-written, and well-documented.
4. Students will be able to demonstrate content knowledge and research methodologies of electronic and online sources (including census and vital records).
5. Students will be able to recognize and explain how their ability to read, write, synthesize, and teach family history prepares them for diverse careers.

Required texts

- Nora Krug, *Belonging: A German Reckons with History and Home*
- Louis Sachar, *Holes*
- Chaim Potok, *My Name is Asher Lev*
- *The Family History Guide* <https://www.thefhguide.com/index.html>
- Documents available via Learning Suite, *Family History Guide* (www.thefhguide.com), and elsewhere online

Perspective: This class’s purpose is not to debate the truth or falsehood of beliefs but rather to examine how beliefs and experiences functioned in the lives of individuals and communities across time and space. Course readings will represent a variety of perspectives from many racial and ethnic groups. These perspectives offer insights into the complicated history of family history and help students understand the past with **compassion and nuance**.

Undocumented Student Support: In accordance with the policies of both BYU and the Church of Jesus Christ of Latter-day Saints, I am committed to supporting students regardless of their immigration status. I expect every class member will heed President Russell M. Nelson’s call to abandon attitudes and actions of prejudice. We should strive to create a campus where students and faculty are “no more strangers and foreigners, but fellow citizens with the saints, and of the household of God (Ephesians 2:19).”

I am available to listen and support you in a safe, compassionate, and confidential manner. Without jeopardizing your student status, there are resources on campus to address concerns that may interfere with your academic, social, and personal success at BYU. To learn more, please contact the Office of International Student & Scholar Services at 801-422-2695 or visit dreamers.byu.edu

Policy on Children in the Classroom: Let’s all assume that childcare may not always work out. Let’s be kind and support each other—we aren’t always operating in ideal circumstances. Please let me know **immediately** if you are struggling with parenting-school balance. We will work together to help you succeed in the course.

Classroom Courtesies: You will work in small groups regularly. We are all in this class to learn together and from one another. Part of the beauty of studying at BYU is recognizing that God will “yet reveal many great and important things.” We must respect all viewpoints because of the nature of the topics we will discuss. We can disagree without name-calling. We can have different points of view without anger. Every participant is a person—comments that disrespect or discount the personhood of a class member will not be tolerated. If you experience a problem, please report the situation to the professor **immediately**.

Email Etiquette: When emailing your professor, TA, or students, please be respectful. When you send me an email, please tell me the topic of what you need in the subject line. Write a succinct summary of what you’re writing to me about. **Allow 24 hours** for me to respond to urgent emails (I do not respond to emails on weekends except in exceptional circumstances).

Grading: Unless noted otherwise on the assignment description, homework will be submitted **electronically** via Learning Suite. All late assignments will receive an automatic 40% deduction unless special arrangements are made beforehand. Each subsequent day an assignment is late, it will receive an additional **10%** percent deduction. Late work will not be accepted more than one week after the original deadline. Genealogical research is a process that requires rigorous research and thinking that cannot be short-circuited in the last month of the semester.

Grading is subjective but not arbitrary. The course is rigorous, but everyone can be successful if they do the required work at the standard of excellence. Letting sloppy work slip with passable grades does both you and the school a disservice. If you feel that you are not progressing in the class at the rate you would like, **consult with the professor** when it is still early enough to make effective corrections. In general, check-listing the assignment to get all the pieces done **is B-level work**. Using the assignment to learn and take charge of your own learning, even if the results are occasionally clunky, is A-level work.

Reading and Research: The class will consist of lectures, discussions, reviews, exams, peer reviews, reports, and hands-on research online and in the library.

For nearly every class meeting there will be required reading. Class time will be spent partially in lectures and partially in applying those readings. Readings are essential and required, but the true measure of success in this course depends on the student's research and efforts. Students are encouraged to meet regularly with the instructor, especially when encountering difficulties or concerns. The instructor does not bite, kick, or otherwise maim or inflict wounds when students seek help with difficult tasks or assignments.

Excellence in this course will require approximately 50 hours of original research time during the semester, including your research project. **Don't panic.** Those 50 hours include *any* time spent outside of class (excluding time spent completing the required reading, preparation for class time, and studying for exams). Therefore, time spent in pedigree analysis, research proposal writing, research, evidence analysis, and organization, reading applicable secondary literature (genealogical and historical), acquiring and organizing a document portfolio, research correspondence, and report writing all count towards those 50 hours. Fifty hours also equates to 3-4 hours of research per week for the middle 13 weeks of the semester. That leaves 2-3 hours a week for reading assigned pages. Remember: Don't panic; just work consistently.

Assignments early in the semester may be short and thereby mislead you to think you can do them half an hour before class. (Warning: this shoddiness is evident to the professor and will be reflected in your grade). Good research is not accomplished merely by acquiring extensive materials; good analysis is required. Take the time early in the semester to think critically about your project and consult with other students and the instructor to clarify research goals and parameters. This will save you time at the end of the semester and make research and writing more satisfying.

AI Policy: Students may not use AI-generated word prompts or AI-powered tools for historical research for this class. Students must engage in independent critical thinking, primary source analysis, and scholarly discourse. Violations of this policy will result in academic penalties. The first assignment will result in a zero for the assignment. A subsequent infraction will result in a failing grade for the course.

Discussions: Class discussions will follow significant themes from the assigned reading but will not merely rehash the texts. Exam questions will come from the texts, lectures, and discussions. Therefore, note-taking is strongly recommended.

[Taking Notes While Reading](#)

ADA: BYU seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice must be given to the Center for Disability Services (CDS). To show that you have read this section, please send me a gif from your favorite television show in an email with the headline American Disabilities Act by the sixth class period. Those who participate will receive five points added to their grade. Do not point this out to others. CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

MENTAL HEALTH: It's important. And there are resources on campus if you need help. See BYU's Mental Health Services website for more details: <https://caps.byu.edu/>

Disclaimer: The Professor reserves the right to change topics covered or the order they are covered at his discretion after notifying the class in advance.

ASSIGNMENTS AND GRADING

Attendance and Class Participation: Attendance and Participation are worth 10% of your final grade. You must be present for all lectures. Your attendance grade will be calculated based on how many class quizzes you take (each quiz is worth 10/100 points). Two “free” missed quizzes do not count against your participation grades.

Semester Research Project: You will conduct research on a couple and all of their children, where all of the children were born before 1920. The project is broken into three parts (find the SEMESTER RESEARCH PROJECT FOLDER under “Content”). The first is an annotated source list, where you will list twenty-five anticipated sources (they may be the same source for different individuals within the family). You will list how and why each source is of possible use to you. The second is a topic and research check-in in my office. We will discuss your sources, where else you might look, and ensure you feel confident about completing the work. You’ll complete the research report by 14 December 2024 at 4:59 PM.

Class Quizzes: There will be 12 reading quizzes this semester. The quizzes are designed to test your understanding of the assigned readings. Each quiz is worth ten points. The quizzes may be formal or may track participation. **There will be no makeup quizzes given.**

I will drop your two lowest quiz scores. **Quizzes will take place in class except when specifically noted.**

Book Quizzes: There will be THREE book quizzes, one on *Home, Holes*, and *My Name is Asher Lev*. You will receive a study guide with possible questions. Each quiz is worth 50 points and is open note. **There will be no makeup quizzes given except for university-excused absences.**

Midterm Exam: There will be one midterm. The midterm exam will consist of multiple-choice, identification, and essay questions. The exams are closed notes, closed books, and closed internet.

Pedigree Chart: Fill out a pedigree sheet that lists you and any siblings, your parents, and both sets of grandparents (three generations). Please let me know if that is impossible due to circumstances outside your control.

Cemetery Activity: We will visit the Provo City Cemetery and learn how to “read a cemetery.” Points will be based on the assignment handed out at the cemetery on 23 October 2024.

Recipes as Family History: You will create a “family recipe” project, including a recipe, writing, and filming. Instructions will be posted on Learning Suite.

Family Songs: You will identify a song you associate with your family’s history. You will send a YouTube video and a 150-word explanation of how this song connects to your family.

DNA Ethics Response Paper: You will listen to a lecture on the ethics of DNA research and write a 200-word response paper identifying things you learned and how what you learned will shape your future use of DNA in research.

Enrichment Experiences: BYU offers several dozen lectures, workshops, and other activities to learn more about family history. I’ll keep an eye on opportunities throughout the semester, but I would love to share

information if you'd like to pass them along. You must attend FOUR activities that are not directly on family history but could be construed as family history (discussions of immigration, health services, etc.). If you have questions let me know if an event would work. You'll send in 5 bullet points: three on what you learned and two on how it applies to family history. Think CREATIVELY! You must turn in your bullet points within 168 hours of the event ending. Enrichment experiences cannot be turned in late.

HELPS FOR ASSIGNMENTS:

Your **ONE** "life happens" card: you can have a three-day extension on any assignment outside of book quizzes, midterms, or the semester project. You don't need to explain what is happening (I trust you). You can use it once during the semester. If you need additional help please reach out as early as possible.

FamilySearch Account	10 points (quiz on LS)
Attendance	100 (based on the number of quizzes taken)
Semester Research Project	240 Points
Class Quizzes	100 Points (10 x 10)
Book Quizzes	150 Points (100 x 3)
Midterm	100 Points
3-Generation Pedigree Chart	25 Points
Cemetery Activity	25 Points
Recipes as Family History	50 Points (25 for script and 25 for video)
Family Songs	50 Points
DNA Ethics Response Paper	50 Points
Enrichment Activities	100 Points (25 x 4)
TOTAL	1000 Points

Section One: Research Motivations, Mechanics, and Methods

4 September: Introduction, the Limits and Possibilities of Family History; Introducing FS Family Tree

- Reading: **Assigned readings, other than those for this first day, should be completed before class**
 - *Family Trees*, prologue
 - Family History Fanatics video “Can You Trace Your Ancestry to Adam?”
<https://www.youtube.com/watch?v=bh1TDTdGpLo> (14 minutes)

6 September: Genealogical Software, Citation Standards, and Adding Information to FS Family Tree

- Reading:
 - D. Joshua Taylor, “Printed Legends and Missing Footnotes,” *NGS Magazine*, vol. 38, no. 3 (Jul-Sept 2012): 16-20 (LS)
 - *Family History Guide*.com, [Project 6: Help and](#) Project 1: [Family Tree](#)

9 September: FamilySearch – It’s More Complex Than You Think

- Reading:
 - [“Family History Microfilm Discontinuation”](#) (LDS.org, Aug 2017)
 - *Family History Guide*, [“Family History Terms and Concepts”](#)
- Assignment: FS account and research log
- **THE ADD/DROP DEADLINE IS 11 SEPTEMBER**

11 September: Genealogical Ways of Knowing: GPS, Genres, Methodology, Analysis, and Research Logs

- Reading
 - *Genealogical Proof Standard*, chapter 1
 - John McWhorter, selection from *Our Magnificent Bastard Tongue*, pages 57-60 (LS)
 - Bendroth, *Spiritual Practice of Remembering*, pages 1-12, 22-30
- Assignment: 3-gen pedigree chart (with birth and death date information)
- **Research/Writing Tracker: You should have completed 6-8 hours**

Section Two: Historical Practices, Context, and Jurisdictions

13 September: Wise Use of Historical and Genealogical Knowledge (including online databases and tools)

- Reading:
 - Jordan Jones, “Big Data and Genealogy,” *NGS Magazine*, vol. 39, no. 3 (2013): 61-63
- Assignment: Family History Research Plan

16 September: Semester Research Project Meetings in Dr. Stuart’s Office

- Be ready to discuss the family you will research this semester and where you plan to look for sources.

Section Three: Census Record Research

18 September: Genealogical Practices in Early America and the 19th Century

- Reading
 - *Family Trees*, Introduction
 - *Spiritual Practice of Remembering*, pages 45-53.

20 September: North American Censuses

- Reading
 - Shelley Bishop, “The Evolution of the US Census Instructions: Part One, 1790 to 1870,” *NGS Magazine*, v. 47, n. 3 (Oct-Dec 2021): 29-36.
 - Kathy Petlewski, “Online Census Indexes,” *NGS Magazine*, v. 38 n. 1 (Jan-Mar 2012): 46-49.

23 September: Other US Census Schedules Records; UK and Scandinavian Censuses, and the Research Log (Round One)

- Reading
 - *Genealogical Proof Standard*, pages 21-23;
<http://www.archives.gov/research/census/nonpopulation>; FamilySearch Wiki for census records in two countries/regions beyond North America
 - Jill N. Crandell, “Locating Hard-to-Find Census Entries,” *NGS Magazine*, v. 47, n. 3 (Oct-Dec 2021): 38-44.
- Assignment: Family Group Record with Citations
- **Research/Writing Tracker: You should have completed 15-20 hours**

25 September: Census Case Study (**bring a laptop to class**)

- Reading
 - Claire Prechtel Kluskens, “The 1950 Census: Coming Soon!” and Stephen P Morse and Joel D. Weintraub, “Searching the 1950 Census by Location,” *NGS Magazine*, v. 47, n. 3 (Oct-Dec 2021): 18-28

27 September: Recognizing Your Skills and Abilities

- Reading
 - Read all of the links under “Student Resources” [on this web page](#)

30 September: **BOOK QUIZ: Krug, *Belonging***

- Be prepared to *write about* and *discuss* the book.

Section Four: Vital Records, Obituaries, Cemetery Records, Newspapers

2 October: US Vital Records (**bring a laptop to class**)

- Reading:
 - *Genealogical Proof Standard*, pages 24-25; 29-31.

- FamilySearch Wiki for vital records in a county/state of interest; SELECT portions of *Family History Guide*, lesson B1, “[Understand Vital Records.](#)”

4 October: Newspapers, Cemetery Records, Obituaries, SSDI

- Reading:
 - “[US Social Security Death Index](#)” on FamilySearch Wiki
 - Search YouTube for a video about using newspapers in genealogical research. Come ready to talk about what you learned in class.

7 October: Finding and Using Vital Records/Civil Registration Beyond the US

- Reading:
 - FamilySearch Wiki for vital records in a country of interest
- Assignment: Vital Records Jurisdictional History chart

9 October: The Problems with OCR and AI

- Reading
 - John Martin, “[Limitations of using OCR](#)”

11 October: Vital Records/Cemetery/Census Case Study (**bring a laptop to class**)

- Reading
 - *Genealogical Proof Standard*, chapter 4
- **Research/Writing Tracker: You should have completed 22-28 hours**

Section Five: Writing Genealogical Reports

14 October: Genealogical Writing Genres and Employing the Genealogical Proof Standard

- Reading
 - *Genealogical Proof Standard*, chapters 2 & 5
 - *The BCG Genealogical Standards Manual*, Appendices, particularly Appendix D (pages 51-2, 55-64); Appendix E (pages 65-72) (LS)
- Assignment: Three Generation Family Group Sheet (Personal, with Sources)

16 October **at 4 PM**

- Provo Cemetery visit – how to “read” a cemetery
 - Speak to the professor if you’re unable to attend

18 October: Reviewing Research Project and Sources with Professor

- Research Day: “Research Introduction for Semester Project”

MIDTERM AVAILABLE ON LEARNING SUITE OCTOBER 16-19, 2024

Section Six: Church, Probate, and Additional Records

21 October: Writing Workshop and Putting Genealogical Research into Historical Context

- Reading
 - *Genealogical Proof Standard*, chapters 4 & 5; Choose two tutorials to watch/read at <http://styleacademy.byu.edu/>. Choose the topic most valuable to you. I recommend at least one be from the “Cover the Basics” options.
 - Learn more about Ardis Parshall: <https://www.sltrib.com/religion/2020/06/10/mormon-land-how-historian/>
- Assignment: Create timelines for three generations of research subjects (one person in each generation)
 - Birth and death dates, other important dates

23 October: Church Records, part two and Church Records Case Study (**bring laptops to class**)

25 October: ROUNDTABLE: HOW TO WORK WITH ARCHIVISTS (ZOOM)

- Reading: Quiz on LS

28 October: Probate and Land Records and Case Study

- Reading
 - SELECT portions of *Family History Guide*, lesson F2, “[Explore Property Records.](#)”
- Assignment: Draft of Proof Summary/research report

30 October Military, Immigration/Naturalization Records

- Reading
 - FamilySearch Wiki for one of these record types for your city/county/state/country
- **Research/Writing Tracker: You should have completed 35-40 hours**

Section Seven: Professional Concerns and the Future of Family History/Genealogy

1 November: Genealogical Practices in the 20th Century and Genealogy Technology

- Reading
 - *Family Trees*, Chapter 5
 - Elizabeth Shown Mills, “Genealogy in the ‘Information Age’: History’s New Frontier?” *National Genealogical Society Quarterly*, vol. 91 (April 2003): 360-277.
- Assignment: Last day to visit the Family History Workshops or Writing Lab

4 November: Genetic Genealogy, Descendancy Research, and the Ethics of Family History Research

- Reading
 - Debbie Wayne, “Using Mitochondrial DNA for Genealogy,” *NGS Magazine* (Oct-Dec 2013): 26-30; “Using Y-DNA for Genealogy,” *NGS Magazine* (Jan-Mar 2014): 20-24; “Using Autosomal DNA for Genealogy,” *NGS Magazine* (Apr-Jun 2014): 50-54; “Using X-DNA for Genealogy,” *NGS Magazine* (Jul-Sep 2014): 57-60
- **Research/Writing Tracker: You should have completed 40-50 hours. Any remaining hours you have should be spent ONLY on writing.**

6 November: Genealogical Professions: Your Future and Participation in the Family History Community

- Reading:
 - David Rencher, “Where will the Field of Genealogy Be in 2024?” *NGS Magazine* vol. 40, no. 2 (Apr-Jun 2014): 15-19

8 November: Writing Drills

- **You must bring a laptop to class.**

11 November: Obituaries

13 November: Empathy, Discipleship, and the Historical Researcher

- Reading
 - Chieko Okazaki, “He is the Lord of the Living and the Living Make Mistakes,” 1992
 - David Holland, “[Latter-day Saints and The Problem of Pain](#),” November 2017
 - Beth Lew-Williams, “[For a Child Migrant...](#),” *The World*, 20 June, 2018
 - Ada Ferrer, “[My Brother’s Keeper](#),” *The New Yorker*, 22 February, 2021

15 November: County Records

- [Activity](#)
 - Using County Histories (HBLL)

18 November: *Holes* Book Quiz

20 November: ZOOM ROUNDTABLE: HOW TO WORK AS AN INDEPENDENT RESEARCHER

25 November: Research Logs Redux

- Reading
 - Amy Harris, “Documentation and Source Citation,” in *Becoming an Excellent Genealogist: Guidelines and Essays from Professionals*

2 December: Writing Workshop

- Assignment: Be prepared to workshop four pages of your final assignment with other classes
- Send the professor your marked-up writing assignment **without** track changes.

4 December: Traditions

- Vanessa Ochs, “Change: Resisting and Acclimating”
- Assignment: Compile 12 questions to ask a family member about family traditions. See the guide on Learning Suite.

6 December: The Problem of Memory (and Forgetting)

- Reading
 - Mark Helmsing, "[Historical Memory: What Is It Good For?](#)"
- Activity
 - Why do people lie in the historical record?

9 December: BOOK QUIZ: Potok, *My Name is Asher Lev*

11 December: LAST DAY OF CLASS (FAMILY RECIPE VIDEOS)

14 DECEMBER at 4:59 PM: FINAL ASSIGNMENTS ARE DUE

SEMESTER RESEARCH PROJECT

The project can focus on one person's connection to their parents, but there needs to be a complete family. In other words, it needs to cover one couple and all of their children – birth, marriage (where applicable), and death for everyone in the family group. To support the linkage between parents and a child, it might be necessary to develop a proof argument if you do not have direct or conflicting evidence.

Research Report

Using the template provided, write a research report describing your project for the personal family group you are researching. It will describe your findings as well as your process in the research.

- Final product will be 1500 – 2000 words
- Must contain a clear goal/objective as well as a discussion of the known information at the beginning of the project
- Must contain a discussion of your process and analysis, including the objective and starting information
- Must discuss your findings at the report's beginning or end.
- Must include specific recommendations for future research
- Must include a listing of sources consulted
- May include images of key documents

You will be graded on proper format, discussion of goal and progress toward it, proper citations, writing style, clarity and organization, methodology, and research process.

Upload as a PDF to Learning Suite.

GENEALOGICAL RESEARCH REPORT RUBRIC

Research Objective: (Out of 10)

- **Good (1-8 Points):** The research objective exists but does not provide relevant details about your research goal. Lacks specificity.
- **Better (9-15 Points):** The research objective is well-defined and demonstrates familiarity with the research process. It has specific goals and aims but lacks a research plan.

- **Best (16-20 Points):** The research objective is well-defined and demonstrates a thorough familiarity with the research process. It has specific goals and aims and outlines how the researcher will approach the research question.

Background Information: (Out of 20)

- **Good (1-12 Points):** The background information provides a basic overview of previous research on the family.
- **Better (13-24 Points):** The background information provides a thorough overview of previous research on the family with specific birth, marriage, and death information for the first (closest to the present) generation.
- **Best (25-30 Points):** The background information provides a thorough overview of previous research on the family, with specific birth, marriage, and death information for the first (closest to the present) generation. It also includes contextual information on the individual, such as geographic background, religious affiliation, and other possible sites of secondary research.

Evidence Analysis: (Out of 60)

- **Good (1-24):** The evidence analysis shows competent handling of sources, with some interpretation and connection to the research objective. However, the author does not show their thought process in how they weighed the evidence, searched for nontraditional sources, or showed the reader that they researched beyond “positive” searches. Authors include information about birth, death, marriage, or other familial events.
- **Better (25-48):** The evidence analysis shows competent handling of sources, adequate interpretation, and connection to the research objective. Students note when they have “negative” finds (when they search but nothing is available). Authors include the most essential information related to birth, death, marriage, or other familial events.
- **Best (49-60):** The evidence analysis shows excellent handling of sources, with solid interpretation and connection to the research objective. Students note when they have “negative” finds (when they search but nothing is available) and identify why those sources may or may not be locatable given the research time allotted to them. Authors include all vital information related to birth, death, marriage, or other familial events--even if it means identifying what is not available.

Source Citations: (Out of 20)

- **Good (1-8):** Citations are present and generally follow a consistent format, but there are obvious errors or inconsistencies.
- **Better (9-15):** Citations are accurate and formatted correctly according to a recognized citation style.
- **Best (16-20):** Citations are impeccable and meticulously follow the chosen citation style.

Research Summary: (Out of 20)

- **Good (1-12):** The summary captures the main points of the research but lacks detail or clarity while conveying primary genealogical data (birth, death, marriage, etc.). It does not show how each generation connects through primary sources.
- **Better (13-25):** The summary captures the main points of the research with adequate detail and clarity, but it lacks detail or clarity while conveying primary genealogical data (birth, death, marriage, etc.). It shows how each generation connects, showing primary sources but not citing the source.
- **Best (26-30):** The summary captures the main points of the research with excellent detail and clarity while sharing all relevant primary genealogical data (birth, death, marriage, etc.). Shows how each generation connects showing primary sources and cites each source.

Future Research Recommendations: (Out of 25)

- **Good (1-15):** Some simple ideas for future researchers' pursuit of additional information on the research subject.
- **Better (16-25):** Several solid examples of how more research could add to what is known about the research subject.
- **Best (26-30):** Several insightful, specific recommendations for pursuing future research if time and money were not concerns. Shows deep thinking about what is known and what might be known.

Pedigree Chart: (Out of 34) (NO FOOTNOTES NEEDED)

- **Good:** The pedigree chart includes some basic information for each person in the three generations (including children)
- **Better:** The chart is detailed and accurately represents family connections for most or all included in the three generations (including children).
- **Best:** The pedigree chart includes all relevant details, such as dates and places of significant events for all three generations (including children).

Family Group Sheets: (Out of 51 [17 points each])

- **Good (1-10):** Includes each member of the three-generation family but does not include relevant birth, death, and marriage information for each person.
- **Better (11-15):** Includes each member of the three-generation family but only includes relevant birth, death, and marriage information for most research subjects.
- **Best (16-18):** Includes each member of the three-generation family and includes relevant birth, death, and marriage information for all research subjects.

SCHOLARSHIP DEVELOPMENT PROJECT

My scholarship agenda is focused broadly on the relationship of race, religion, and politics in the United States and its spheres of influence. I plan to submit a book proposal and two book chapters to NYU Press's editor for evaluation. I hope to have my materials sent out for peer review in anticipation of receiving an advanced book contract.

I plan to augment my relationship by writing within the burgeoning field of Black Internationalism, both in my monograph required for CFS and by applying to attend conferences that address this topic. I also seek to develop my knowledge of African American life in Virginia. Focusing on this area will allow me to create new case studies for Family History courses. It will also contribute to completing my genealogical accreditation work, which explores the lives of four generations of Black Americans living in Caroline County, Virginia.

Scholarly Goals by December 2024

- Submit book proposal and two chapters to NYU Press
- Submit ICAPGEN accreditation and move to phase two (of three) in attaining my credential

I plan to achieve my goals by setting up time to write daily, one hour during teaching and two hours during non-teaching days. I will model my program on the work of Paul Silvia, Katelyn E. Know, Allison Van Deventer, and Wendy Belcher. These include writing daily, adapting your writing to a new medium through set writing exercises, and following a scaffolded writing plan for finishing articles for peer review.

I will know if I achieved my goals by whether I have submitted the book proposal materials and accreditation requirements.

SCHOLARSHIP DEVELOPMENT PROJECT FINAL REPORT

I have submitted two chapters of my book to Jennifer Hammer, the NYU Press's acquisitions editor for African American religion. She has invited me to submit two more chapters next summer so that the book can undergo blind peer review. I have made ambitious writing goals to accomplish this task and have been in regular contact with Ms. Hammer.

I have contributed an article on the intersection of religion and African American religion in an edited collection on American religion and politics. The editors have told me that they sent it to more seasoned scholars as an example of how to write chapters for the collection.

I have also completed the first stage of my genealogical accreditation, which focuses on the Cloe family in Caroline County, Virginia. After spending approximately 600 hours researching the history of the Cloe family from 1783-1964, I anticipate receiving accreditation by January 2026.

Scholarly Goals by December 20246

- Submit book proposal and four chapters to NYU Press
- Move to phase two and three to earn the ICAPGEN credential

I achieved my goals by setting up time to write daily, one hour during teaching and two hours during non-teaching days modeled on the work of Paul Silvia, Katelyn E. Know, Allison Van Deventer, and Wendy Belcher. Although not perfect at maintaining discipline, I have kept focus and achieved my ambitious goals.

I will know if I achieved my goals for 202 by whether I have submitted the book proposal materials and accreditation requirements.

CITIZENSHIP DEVELOPMENT PROJECT

My committee assignment for this year is to serve as the family history club advisor and help oversee promotional activities and materials for the family history major. My goals through December 2024 include:

- Track regular attendance in the family history club and make specific invitations for students to attend activities
- Actively encourage students to participate in campus research activities like the Fulton Conference
- Submit to two conferences with student research assistants
- Evaluate grant proposals students submit for funding from the Center for Family History and Genealogy

CITIZENSHIP DEVELOPMENT PROJECT FINAL REPORT

I am pleased to report that I have successfully accomplished each of my goals for my committee assignment as the family history club advisor. Throughout the year, I have made specific invitations to students, resulting in increased participation and engagement in our activities. My records suggest that more students are participating this year than in the previous year. Additionally, I actively encouraged students to participate in campus research activities, such as the Fulton Conference, where my student, Naomi Child, won first prize in history.

Furthermore, I successfully submitted to two conferences with the help of student research assistants, showcasing our collaborative research projects. Serena Juhasz and Jaclyn Pruett and I will present at the International RootsTech Conference in March 2025. Jaclyn Pruett and I will present at the 2025 Mormon History Association Conference. I also evaluated grant proposals submitted by students seeking funding from the Center for Family History and Genealogy in both 2024 and 2025, providing constructive feedback and recommendations. These accomplishments have not only contributed to the growth and success of the family history club but have also supported the academic and professional development of our students.

Sample 2

1

Faculty Development Plan (2025) Department of History

A. The faculty member's self-assessment of their strengths, skills, competencies, interests, opportunities, and areas in which the faculty member wishes to develop.

Strengths, skills, etc.: I won several grants as a graduate student to advance my pedagogical skills, including funds to lead a course on developing teaching philosophies, teaching with technology, and how to help students identify how their research and writing skills developed in history courses transfer to a wide variety of careers. These experiences have allowed me to develop my pedagogical philosophy rooted in content mastery, teaching students to think creatively and critically about primary sources and peer-reviewed literature, and recognize their place in broader conversations about genealogy as a field and family history's place at BYU.

I am also a strong and proven researcher. I have won several prizes for my scholarship and have been invited to join highly selective research groups dedicated to African American religious history. Three top-tier university presses (Harvard University Press, the University of North Carolina Press, and New York University Press) have requested book proposals, which I plan to send out in Summer 2024. Lastly, I am well-connected in my scholarly fields of African American religious history, American religion, and Utah history. I use those connections to create opportunities for others to succeed. A CFS faculty position is a sacred trust to build up my students, support my colleagues, and develop a network of support for my own work.

Areas to develop: Transitioning from teaching US history to teaching family history courses has been challenging. I plan to use the summer of 2024 to improve my service courses in the family history program, including HIST 217 and HIST 388. I also need to develop greater proficiency in the latest developments in genealogical research, including genetic testing and large data modeling in research, and find the most effective ways to teach students my new knowledge.

I also need to work to say “no” more often. Not because I want to turn down opportunities but because my highest priority is accomplishing the requirements set forth for CFS.

B. The faculty member's professional goals in citizenship, teaching, and scholarship and the plan to accomplish these goals.

Citizenship

In my first year, I served as the publicity coordinator for the Family History Program. I worked with students to develop social media posts and to communicate more effectively with students via email. In the coming year, I look forward to serving as the Family History Club's faculty director, assisting the new Center for Family History and Genealogy director in acclimating to their new position. I also aim to recruit History majors to take family history courses by using family history case studies in the US history-specific courses I teach.

I currently serve as the Associate Editor of the *Mormon Studies Review*, an interdisciplinary journal aimed at specialists in religious studies. Beginning in 2025, I will serve as co-editor of *Mormon Studies Review*. While I'm

sure the learning curve for learning to co-lead a journal is sharp, I'm confident that I'm learning the ropes as an Associate Editor with the journal in 2024+.

I also plan to submit a class on conducting genealogical research on the internet and through genetic testing to Education Week in September 2024 to raise the profile of the Family History program in the eyes of BYU's wider communities. I want Latter-day Saints to learn about BYU's family history program when they think of resources for conducting genealogical research.

Teaching

Learning to teach family history courses has been an important, though humbling, transition in my teaching career. I had never taken a family history course before I taught one to a room full of undergraduates. I expected to have to adapt my teaching but did not recognize that, in many ways, I needed to learn to teach in another discipline. For instance, as a US historian, I was accustomed to teaching context first and then teaching how to read individual documents, whereas in family history, the reverse is true. I have enjoyed student reviews in line with department expectations during my first semester. Still, I look forward to improving each semester, especially in setting up students for success by creating and implementing research projects that build their faith in Jesus Christ and their skills in genealogical research.

Having taught family history courses, I feel confident that my teaching scores will improve. Teaching HIST 217 and HIST 281 was challenging, but I have already made teaching other courses (HIST 218) in the family history program have helped me understand how to help students learn and grow in their chosen field. I now show how and why the mechanics of writing and framing are central to the genealogists' purpose and ensure that students see the "big picture" of why students should be careful and creative in their research.

I want to improve my ability to teach students how to use genetic testing to better research genealogy, family history, and other topics in history in the classes I teach. I will visit my colleagues' classes, especially Amy Harris and Sarah Reed, to understand how they approach teaching HIST 217 to learn how to teach the course more effectively.

As I hone my current classes, I look forward to contributing to teaching courses on American religious history. Although I am not required to teach HIST 220, teaching it as an elective course has been rewarding.

I have helped several students receive funding for internships that I also assisted in arranging, including the Century of Black Mormons Project and experiential learning opportunities at BYU. It's a joy to help my students find support for their academic work, and it's especially gratifying to me as someone who benefitted from the mentorship of so many professors while I was an undergraduate at BYU.

Scholarship

I have four primary research goals for AY 2025 (I have listed my pre-CFS goals for citizenship, teaching, and scholarship at the end of this document). The first is to submit my genealogical accreditation, which will fulfill one of my requirements for CFS and cement my position within the academic field of family history. I have conducted all available archival research and am working with living family members to try and learn additional details to add to my biographical narratives.

The second goal is to complete the drafting of two book chapters and a book proposal to send to university presses interested in publishing my dissertation-cum-monograph. My first choice is New York University Press. Their acquisitions editor would like to publish the book in 2027 or 2028.

The third is to secure a publishing contract for the proceedings of the first two years of the Juanita Brooks Conference in a single volume with the University of Utah Press. Their editor is preparing an advanced contract.

My fourth goal entails supervising and mentoring students conducting research and writing biographies for the Century of Black Mormons Project at the University of Utah. I began this work at the University of Utah and am anxious to continue it at BYU as I mentor students.

B. The relationship between individual goals and department and university aspirations and needs.

My work in citizenship, teaching, and scholarship work together to serve BYU's mission and aims. I embrace the opportunity to serve, teach, and produce scholarship and provide mentorship to students in ways that are *intellectually enlarging, spiritually strengthening, and character-building* that will result in *lifelong learning and service* (both for my students and me). Student and peer evaluations suggest that my teaching reaches these levels, and I am confident that my service meets those high expectations. My scholarship is "bathed in the light of the Restored Gospel" because my research in African American history, American religion, and genealogy is motivated by a desire to research and write about the value of all of God's children and to create situations where the Holy Spirit can prompt students to engage in the covenantal work of genealogy.

C. Resources needed to accomplish the professional goals, including budgetary support, equipment, time, etc.

I feel very fortunate to have been given generous resources to further my teaching, research, and citizenship responsibilities. I'm grateful to the College of Family, Home, and Social Sciences and the Department of History for providing generous startup funds and other opportunities to begin my career. Those funds have been crucial to establishing my teaching and research agendas during my first year on the CFS track, including for course preparations, presenting at conferences, and hiring a researcher to help with the Century of Black Mormons Project.

Student research assistants are vital to my current and future research goals. Some bigger projects, notably the Century of Black Mormons, will need more than the department's guaranteed 10 hours/week for RAs. I have submitted several internal grant applications to acquire funds to pay undergraduate researchers and writers.

Because of my appointment and research interests, I need to stay connected to multiple scholarly fields, including African American history, American religious history, US West history, Mormon studies, and family history. Regularly attending major conferences in these fields will be essential to maintain these ties. I foresee needing continued budgetary support to participate in these meetings. I will prioritize conferences in African American religious history and family history, rotating some conferences and seeking extra funding to supplement travel where possible.

I want to discuss possibly holding a book manuscript workshop in spring or summer 2026. Ideally, BYU would pay two scholars to read my manuscript, travel to campus to discuss it, and help me identify where it

might be improved. Many universities and scholarly centers provide funds for this purpose for early-career faculty.

D. The faculty member's activities and accomplishments so far in achieving the goals.

Citizenship Accomplishments

I have met the expectations given to me by Brian Cannon (History Department Chair) and Amy Harris (Family History Program Coordinator) since transitioning to a CFS position from a postdoctoral position in another department. I have served as the public relations coordinator for the family history program, collaborating with an undergraduate intern to publicize courses and activities related to family history on campus and in broader communities. I'm particularly proud of organizing a conference on the "Nauvoo Community Project" to highlight the research of the Center for Family History and Genealogy. More than 40 attendees saw BYU students present their research. I am finishing a write-up of the conference for the FHSS newsletter.

I've been fortunate to participate in less formal responsibilities for citizenship in the department, assisting with audio editing and advising on creating the *Journal of Mormon History* podcast. Outside the Department of History, I've accepted invitations to join the American Studies, Africana Studies, and Global Women's Studies programs as an affiliate faculty member. While I have not yet been able to teach courses in those areas, I recruit students to family history courses and participate in their intellectual communities wherever possible.

I am engaged with several academic communities at BYU and beyond. I organized and led the Rocky Mountain American Religion Seminar, co-founded and initiated the Juanita Brooks Conference on Utah History, participated in the Rocky Mountain Early America Seminar, and flourished in my role as an Associate Researcher with the Century of Black Mormons Project. Regarding the latter, I now employ students to research and author biographical articles for the Project's website, providing undergraduates mentorship, training, and research opportunities.

Although I am a junior scholar, I was encouraged to apply for a position as co-editor of *Mormon Studies Review*. This top-tier journal broaches the methodological worlds between Mormon studies and religious studies. When I accepted the position, I had to resign from my position as the Book Review Editor for the *Journal of Mormon History*. I have also accepted opportunities to peer-review articles for scholarly publications, including *BYU Studies* and the Church History Department's publications team.

As a service to the academy and in the interest of building community in my guild, I am the managing editor of the *Religion in United States History* Substack, which has nearly 200 subscribers and will have been viewed more than 3,000 times within its first three months of operation. The editorship has allowed me to stay in touch with new opportunities in American religious history and amplify opportunities for other scholars to pursue. It has also allowed me to mentor an undergraduate student interested in pursuing a career in editing and journalism.

I serve on committees in three international scholarly organizations: the American Academy of Religion's Afro-American Religious History and Mormon Studies units, the Western History Association's Graduate Student Awards panel, and the Mormon History Association awards panel. I am also a regular participant in

Princeton University's "Black Religious Studies Working Group," which meets regularly to workshop articles-in-progress that address religion across the African diaspora in the Americas.

I have worked closely with senior faculty to participate in the department's government and the family history program's growth. Before my current appointment, I had worked in academic administration full-time and never participated in faculty governance. The experiences I've gained in the previous year have made me a much better colleague and helped me appreciate the work it takes to create conditions where faculty and students can thrive.

To date, I have learned what it takes to balance between pursuing and fulfilling citizenship responsibilities on campus and beyond without risking my teaching or scholarly productivity. I am laser-focused on earning CFS.

Teaching Accomplishments

Preparing new sources has been the primary focus of my time and attention in my first year on the CFS-track. I taught three new classes (HIST 217, HIST 218, HIST 281) and led a directed reading course on Jewish family histories in early America. Next year, I will teach HIST 388 for the first time. It has been a valuable challenge to teach Family History Program courses. Now that I have taught several courses in family history rather than United States history, my courses will be better planned and better serve students in future semesters. I look forward, too, to working with new TAs and finding ways to mentor them and provide them with opportunities to shine in their roles.

Scholarship Accomplishments

My scholarly production has taken off since coming to the History Department. Although teaching and citizenship have dominated my time since my contract began, I have written and submitted three scholarly articles to peer-reviewed publications since accepting my position in the Department of History on 1 June 2023. I have also published three book reviews (in *American Religion*, *Journal of Mormon History*, and *The Maydan*), contributed to public scholarship through writing, editing, and audio production for the New Books Network and the Mormon History Association's podcast, and organized three conferences (two Juanita Brooks Conferences and the Center for Family History and Genealogy Conference).

I currently employ several research assistants who help me in archival digging, genealogical research, and editorial work. I am grateful to the Department of History for their generous funding, which has allowed me to move forward with my research agenda while mentoring students.

I have conducted the preliminary research required to submit my research to receive accreditation from the International Commission for the Accreditation of Professional Genealogists. My research will allow me to receive accreditation as a genealogist specializing in the United States South and African American history. I have completed approximately 150 hours of research related to the Clory family, a four-generation family living as emancipated African Americans in central Virginia. In addition to archival research, I have knocked on doors in their hometown and followed up with neighbors and friends who knew the family. I must write a biographical report on the family, including their social contexts. I anticipate submitting my accreditation materials in September 2024.

I have submitted several articles and book chapters to refereed publications and have presented at the Western History Association, the American Academy of Religion, the Juanita Brooks Conference, and the

American Society of Church History on African American history, American religious history, family history, and Latter-day Saint history.

By April 2024, I will have taught four courses, prepared four new courses, hired TAs and Ras, and served my program, department, and academic fields. I am grateful and excited to continue my growth as a professor in the coming academic year.

F. Your comments, if desired, on measures used to assess success in your professorial or professional responsibilities and accomplishing the goals outlined in the plan. (University Policy on Faculty Rank and Status, 3-5).

N/A

G. How will you mentor students in their learning and research experiences within the context of your discipline or assignment?

I am fortunate to have resources to hire student research assistants and have put them in positions to grow in their chosen fields. I currently employ three students who research and write biographies for the Century of Black Mormons Project, growing from my experiences in family history classrooms. Students regularly desire to uncover previously untold stories in those settings. They tell me about their experiences with the Holy Spirit and how they are led to sources that allow them to tell the stories of forgotten people. For example, one student struggling with historical topics related to Church history recognized how and why individuals lived the gospel despite social pressure to stop practicing their religion. Through researching and writing for Century of Black Mormons, they develop the ability to research, author, and share stories of faith with others.

I also involve students in other areas of my research, specifically African American religious history. As I progress with my book writing, I will need students to assist in tracking down sources, verifying transcriptions, and other tasks, providing them with opportunities to sharpen their skills.

I also feel strongly that I should invite students to apply for grants and teach them how to write to individual institutions. I have made a goal to help two students earn research grants each year and assist in placing one student in an internship each year. This will require me to be aware of such opportunities, actively encourage students to apply, and provide feedback on their writing.

H. How will you address belonging in the classroom in both content, language, and behavior relevant to the University Statement on Fostering an Enriched Environment?

I model how to use language with clarity and charity, emphasizing how language changes over time and how we are all responsible for treating God's children with respect and dignity. I make it clear that every student is welcome in my classroom and that students of any "geographic, educational, cultural, ethnic, and[/or] racial" background are vital to our course community and welcome in my class. I want students of all backgrounds to recognize their roles in creating a Zion ideal for Latter-day Saints on and off campus. This includes, but is not limited to, students of color, non-traditionally aged students, students with disabilities, and non-LDS students at BYU.

I demonstrate my commitment to belonging outside the classroom by fighting for paid and professional opportunities for historically underrepresented people. I use my voice and decision-making capabilities to

seek out those whose voices are underrepresented or suppressed, love and mentor them, and help them achieve their goals for personal and professional success.

TEACHING DEVELOPMENT GOALS

My course development project is HIST 217: Family Historian's Craft. This course is a "theories and methods" course for family history majors that BYU students with interests in family history and genealogy also take. The course fulfills a general education course requirement. Courses generally average more than twenty students per section.

Teaching Goals:

- Develop new case studies to show students how to research complex genealogical mysteries
- Create group projects that require students to work together to solve genealogical problems
- Ensure students recognize that they are researching *individuals* and not just faceless people from the past

Assessment of these goals will require me to spend significant time reading secondary work on genealogical case studies. I plan to read one issue of the *National Genealogical Quarterly* each week to find helpful examples. I will work with a Center for Teaching and Learning specialist to develop ideas for meaningful group assignments. Lastly, I will develop class days based on teaching students to recognize the divine value of each person they research and how we must seek divine help in conducting research.

TEACHING DEVELOPMENT GOALS FINAL REPORT

I am delighted to share that I have successfully met all my teaching goals for HIST 217. I replaced several lectures with individual and group research activities. I discovered new case studies from genealogical publications that gave me the background data to reshape my lesson plans effectively.

At the beginning of class, I introduce the key concepts and then have students show me that they understand what I mean by the immediate application of the tasks. The focus on group activities seems particularly effective—students are very good at helping each other learn to research. This "lateral" mentorship (as opposed to "vertical" mentorship from a professor) has been particularly pleasing to me. It's a joy to see my students learn from one another and build each other up. Although I do not yet have longitudinal data, I believe my students will benefit from organized group work as undergraduates, something that history or family history majors do not always receive.

I have sharpened several lectures to help students recognize that they are recognizing individual children of God rather than statistics. I have also begun having an entire day focused on what it means to research the dead in light of President Nelson's clarion call to gather Israel on both sides of the veil. This holistic approach to studying the past instills a sense of respect and empathy for the individuals they study.

The \$500 I received from the New Faculty Series allowed me to purchase books on teaching in university classrooms and how to write for professional genealogical arguments. These books have helped me better prepare my students to write for professional audiences with clarity and verve.

My teaching evaluations improved drastically the second time that I taught the course. My department chair noted the improvement and encouraged me to continually improve the course.

History 217 (Fall 2024)
Family Historian's Craft
MWF 10-10:50 AM and 11-11:50 AM
MARB 128

Instructor:

Office: 2105 JFSB

Email:

Office Hours: Wednesdays 2-3 PM (other times by appointment)

TA: Nikki Roberts

Email:

Office Hour

Course description

This course introduces students to genealogical methods applicable to US and international research. In addition to covering general methods and skills, this course introduces methodologies for internet genealogical research (including the analysis of compiled data and locating original, digital, and indexed records). It introduces major online genealogical collections, including FamilySearch Family Tree and Ancestry.com. It focuses on census and vital records – both in the US and internationally – and on the genres of genealogical writing. History 217 is both a GE social science elective and a pre-requisite for more specialized or advanced family history/genealogy methodology courses.

Learning Objectives

1. Students will recognize that each person they research is a child of God and worthy of respect, empathy, and serious consideration.
2. Students will be able to identify and solve fundamental historical and genealogical problems through primary and secondary source research employing library, archival, and technological resources.
3. Students will be able to produce genealogical research reports and narrative family histories and compiled lineages that are clear, precise, well-written, and well-documented.
4. Students will be able to demonstrate content knowledge and research methodologies of electronic and online sources (including census and vital records).
5. Students will be able to recognize and explain how their ability to read, write, synthesize, and teach family history prepares them for diverse careers.

Required texts

- Nora Krug, *Belonging: A German Reckons with History and Home*
- Louis Sachar, *Holes*
- Chaim Potok, *My Name is Asher Lev*
- *The Family History Guide* <https://www.thefhguide.com/index.html>
- Documents available via Learning Suite, *Family History Guide* (www.thefhguide.com), and elsewhere online

Perspective: This class’s purpose is not to debate the truth or falsehood of beliefs but rather to examine how beliefs and experiences functioned in the lives of individuals and communities across time and space. Course readings will represent a variety of perspectives from many racial and ethnic groups. These perspectives offer insights into the complicated history of family history and help students understand the past with **compassion and nuance**.

Undocumented Student Support: In accordance with the policies of both BYU and the Church of Jesus Christ of Latter-day Saints, I am committed to supporting students regardless of their immigration status. I expect every class member will heed President Russell M. Nelson’s call to abandon attitudes and actions of prejudice. We should strive to create a campus where students and faculty are “no more strangers and foreigners, but fellow citizens with the saints, and of the household of God (Ephesians 2:19).”

I am available to listen and support you in a safe, compassionate, and confidential manner. Without jeopardizing your student status, there are resources on campus to address concerns that may interfere with your academic, social, and personal success at BYU. To learn more, please contact the Office of International Student & Scholar Services at 801-422-2695 or visit dreamers.byu.edu

Policy on Children in the Classroom: Let’s all assume that childcare may not always work out. Let’s be kind and support each other—we aren’t always operating in ideal circumstances. Please let me know **immediately** if you are struggling with parenting-school balance. We will work together to help you succeed in the course.

Classroom Courtesies: You will work in small groups regularly. We are all in this class to learn together and from one another. Part of the beauty of studying at BYU is recognizing that God will “yet reveal many great and important things.” We must respect all viewpoints because of the nature of the topics we will discuss. We can disagree without name-calling. We can have different points of view without anger. Every participant is a person—comments that disrespect or discount the personhood of a class member will not be tolerated. If you experience a problem, please report the situation to the professor **immediately**.

Email Etiquette: When emailing your professor, TA, or students, please be respectful. When you send me an email, please tell me the topic of what you need in the subject line. Write a succinct summary of what you’re writing to me about. **Allow 24 hours** for me to respond to urgent emails (I do not respond to emails on weekends except in exceptional circumstances).

Grading: Unless noted otherwise on the assignment description, homework will be submitted **electronically** via Learning Suite. All late assignments will receive an automatic 40% deduction unless special arrangements are made beforehand. Each subsequent day an assignment is late, it will receive an additional **10%** percent deduction. Late work will not be accepted more than one week after the original deadline. Genealogical research is a process that requires rigorous research and thinking that cannot be short-circuited in the last month of the semester.

Grading is subjective but not arbitrary. The course is rigorous, but everyone can be successful if they do the required work at the standard of excellence. Letting sloppy work slip with passable grades does both you and the school a disservice. If you feel that you are not progressing in the class at the rate you would like, **consult with the professor** when it is still early enough to make effective corrections. In general, check-listing the assignment to get all the pieces done **is B-level work**. Using the assignment to learn and take charge of your own learning, even if the results are occasionally clunky, is A-level work.

Reading and Research: The class will consist of lectures, discussions, reviews, exams, peer reviews, reports, and hands-on research online and in the library.

For nearly every class meeting there will be required reading. Class time will be spent partially in lectures and partially in applying those readings. Readings are essential and required, but the true measure of success in this course depends on the student's research and efforts. Students are encouraged to meet regularly with the instructor, especially when encountering difficulties or concerns. The instructor does not bite, kick, or otherwise maim or inflict wounds when students seek help with difficult tasks or assignments.

Excellence in this course will require approximately 50 hours of original research time during the semester, including your research project. **Don't panic.** Those 50 hours include *any* time spent outside of class (excluding time spent completing the required reading, preparation for class time, and studying for exams). Therefore, time spent in pedigree analysis, research proposal writing, research, evidence analysis, and organization, reading applicable secondary literature (genealogical and historical), acquiring and organizing a document portfolio, research correspondence, and report writing all count towards those 50 hours. Fifty hours also equates to 3-4 hours of research per week for the middle 13 weeks of the semester. That leaves 2-3 hours a week for reading assigned pages. Remember: Don't panic; just work consistently.

Assignments early in the semester may be short and thereby mislead you to think you can do them half an hour before class. (Warning: this shoddiness is evident to the professor and will be reflected in your grade). Good research is not accomplished merely by acquiring extensive materials; good analysis is required. Take the time early in the semester to think critically about your project and consult with other students and the instructor to clarify research goals and parameters. This will save you time at the end of the semester and make research and writing more satisfying.

AI Policy: Students may not use AI-generated word prompts or AI-powered tools for historical research for this class. Students must engage in independent critical thinking, primary source analysis, and scholarly discourse. Violations of this policy will result in academic penalties. The first assignment will result in a zero for the assignment. A subsequent infraction will result in a failing grade for the course.

Discussions: Class discussions will follow significant themes from the assigned reading but will not merely rehash the texts. Exam questions will come from the texts, lectures, and discussions. Therefore, note-taking is strongly recommended.

[Taking Notes While Reading](#)

ADA: BYU seeks to provide equal access to its programs, services and activities for people with disabilities. If you need accommodations in the class, reasonable prior notice must be given to the Center for Disability Services (CDS). To show that you have read this section, please send me a gif from your favorite television show in an email with the headline American Disabilities Act by the sixth class period. Those who participate will receive five points added to their grade. Do not point this out to others. CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

MENTAL HEALTH: It's important. And there are resources on campus if you need help. See BYU's Mental Health Services website for more details: <https://caps.byu.edu/>

Disclaimer: The Professor reserves the right to change topics covered or the order they are covered at his discretion after notifying the class in advance.

ASSIGNMENTS AND GRADING

Attendance and Class Participation: Attendance and Participation are worth 10% of your final grade. You must be present for all lectures. Your attendance grade will be calculated based on how many class quizzes you take (each quiz is worth 10/100 points). Two “free” missed quizzes do not count against your participation grades.

Semester Research Project: You will conduct research on a couple and all of their children, where all of the children were born before 1920. The project is broken into three parts (find the SEMESTER RESEARCH PROJECT FOLDER under “Content”). The first is an annotated source list, where you will list twenty-five anticipated sources (they may be the same source for different individuals within the family). You will list how and why each source is of possible use to you. The second is a topic and research check-in in my office. We will discuss your sources, where else you might look, and ensure you feel confident about completing the work. You’ll complete the research report by 14 December 2024 at 4:59 PM.

Class Quizzes: There will be 12 reading quizzes this semester. The quizzes are designed to test your understanding of the assigned readings. Each quiz is worth ten points. The quizzes may be formal or may track participation. **There will be no makeup quizzes given.**

I will drop your two lowest quiz scores. **Quizzes will take place in class except when specifically noted.**

Book Quizzes: There will be THREE book quizzes, one on *Home, Holes*, and *My Name is Asher Lev*. You will receive a study guide with possible questions. Each quiz is worth 50 points and is open note. **There will be no makeup quizzes given except for university-excused absences.**

Midterm Exam: There will be one midterm. The midterm exam will consist of multiple-choice, identification, and essay questions. The exams are closed notes, closed books, and closed internet.

Pedigree Chart: Fill out a pedigree sheet that lists you and any siblings, your parents, and both sets of grandparents (three generations). Please let me know if that is impossible due to circumstances outside your control.

Cemetery Activity: We will visit the Provo City Cemetery and learn how to “read a cemetery.” Points will be based on the assignment handed out at the cemetery on 23 October 2024.

Recipes as Family History: You will create a “family recipe” project, including a recipe, writing, and filming. Instructions will be posted on Learning Suite.

Family Songs: You will identify a song you associate with your family’s history. You will send a YouTube video and a 150-word explanation of how this song connects to your family.

DNA Ethics Response Paper: You will listen to a lecture on the ethics of DNA research and write a 200-word response paper identifying things you learned and how what you learned will shape your future use of DNA in research.

Enrichment Experiences: BYU offers several dozen lectures, workshops, and other activities to learn more about family history. I’ll keep an eye on opportunities throughout the semester, but I would love to share

information if you'd like to pass them along. You must attend FOUR activities that are not directly on family history but could be construed as family history (discussions of immigration, health services, etc.). If you have questions let me know if an event would work. You'll send in 5 bullet points: three on what you learned and two on how it applies to family history. Think CREATIVELY! You must turn in your bullet points within 168 hours of the event ending. Enrichment experiences cannot be turned in late.

HELPS FOR ASSIGNMENTS:

Your **ONE** "life happens" card: you can have a three-day extension on any assignment outside of book quizzes, midterms, or the semester project. You don't need to explain what is happening (I trust you). You can use it once during the semester. If you need additional help please reach out as early as possible.

FamilySearch Account	10 points (quiz on LS)
Attendance	100 (based on the number of quizzes taken)
Semester Research Project	240 Points
Class Quizzes	100 Points (10 x 10)
Book Quizzes	150 Points (100 x 3)
Midterm	100 Points
3-Generation Pedigree Chart	25 Points
Cemetery Activity	25 Points
Recipes as Family History	50 Points (25 for script and 25 for video)
Family Songs	50 Points
DNA Ethics Response Paper	50 Points
Enrichment Activities	100 Points (25 x 4)
TOTAL	1000 Points

Section One: Research Motivations, Mechanics, and Methods

4 September: Introduction, the Limits and Possibilities of Family History; Introducing FS Family Tree

- Reading: **Assigned readings, other than those for this first day, should be completed before class**
 - *Family Trees*, prologue
 - Family History Fanatics video “Can You Trace Your Ancestry to Adam?”
<https://www.youtube.com/watch?v=bh1TDTdGpLo> (14 minutes)

6 September: Genealogical Software, Citation Standards, and Adding Information to FS Family Tree

- Reading:
 - D. Joshua Taylor, “Printed Legends and Missing Footnotes,” *NGS Magazine*, vol. 38, no. 3 (Jul-Sept 2012): 16-20 (LS)
 - *Family History Guide*.com, [Project 6: Help and](#) Project 1: [Family Tree](#)

9 September: FamilySearch – It’s More Complex Than You Think

- Reading:
 - [“Family History Microfilm Discontinuation”](#) (LDS.org, Aug 2017)
 - *Family History Guide*, [“Family History Terms and Concepts”](#)
- Assignment: FS account and research log
- **THE ADD/DROP DEADLINE IS 11 SEPTEMBER**

11 September: Genealogical Ways of Knowing: GPS, Genres, Methodology, Analysis, and Research Logs

- Reading:
 - *Genealogical Proof Standard*, chapter 1
 - John McWhorter, selection from *Our Magnificent Bastard Tongue*, pages 57-60 (LS)
 - Bendroth, *Spiritual Practice of Remembering*, pages 1-12, 22-30
- Assignment: 3-gen pedigree chart (with birth and death date information)
- **Research/Writing Tracker: You should have completed 6-8 hours**

Section Two: Historical Practices, Context, and Jurisdictions

13 September: Wise Use of Historical and Genealogical Knowledge (including online databases and tools)

- Reading:
 - Jordan Jones, “Big Data and Genealogy,” *NGS Magazine*, vol. 39, no. 3 (2013): 61-63
- Assignment: Family History Research Plan

16 September: Semester Research Project Meetings in Dr's Office

- Be ready to discuss the family you will research this semester and where you plan to look for sources.

Section Three: Census Record Research

18 September: Genealogical Practices in Early America and the 19th Century

- Reading
 - *Family Trees*, Introduction
 - *Spiritual Practice of Remembering*, pages 45-53.

20 September: North American Censuses

- Reading
 - Shelley Bishop, “The Evolution of the US Census Instructions: Part One, 1790 to 1870,” *NGS Magazine*, v. 47, n. 3 (Oct-Dec 2021): 29-36.
 - Kathy Petlewski, “Online Census Indexes,” *NGS Magazine*, v. 38 n. 1 (Jan-Mar 2012): 46-49.

23 September: Other US Census Schedules Records; UK and Scandinavian Censuses, and the Research Log (Round One)

- Reading
 - *Genealogical Proof Standard*, pages 21-23;
<http://www.archives.gov/research/census/nonpopulation>; FamilySearch Wiki for census records in two countries/regions beyond North America
 - Jill N. Crandell, “Locating Hard-to-Find Census Entries,” *NGS Magazine*, v. 47, n. 3 (Oct-Dec 2021): 38-44.
- Assignment: Family Group Record with Citations
- **Research/Writing Tracker: You should have completed 15-20 hours**

25 September: Census Case Study (**bring a laptop to class**)

- Reading
 - Claire Prechtel Kluskens, “The 1950 Census: Coming Soon!” and Stephen P Morse and Joel D. Weintraub, “Searching the 1950 Census by Location,” *NGS Magazine*, v. 47, n. 3 (Oct-Dec 2021): 18-28

27 September: Recognizing Your Skills and Abilities

- Reading
 - Read all of the links under “Student Resources” [on this web page](#)

30 September: **BOOK QUIZ: Krug, *Belonging***

- Be prepared to *write about* and *discuss* the book.

Section Four: Vital Records, Obituaries, Cemetery Records, Newspapers

2 October: US Vital Records (**bring a laptop to class**)

- Reading:
 - *Genealogical Proof Standard*, pages 24-25; 29-31.

- FamilySearch Wiki for vital records in a county/state of interest; SELECT portions of *Family History Guide*, lesson B1, “[Understand Vital Records.](#)”

4 October: Newspapers, Cemetery Records, Obituaries, SSDI

- Reading:
 - “[US Social Security Death Index](#)” on FamilySearch Wiki
 - Search YouTube for a video about using newspapers in genealogical research. Come ready to talk about what you learned in class.

7 October: Finding and Using Vital Records/Civil Registration Beyond the US

- Reading:
 - FamilySearch Wiki for vital records in a country of interest
- Assignment: Vital Records Jurisdictional History chart

9 October: The Problems with OCR and AI

- Reading
 - John Martin, “[Limitations of using OCR](#)”

11 October: Vital Records/Cemetery/Census Case Study (**bring a laptop to class**)

- Reading
 - *Genealogical Proof Standard*, chapter 4
- **Research/Writing Tracker: You should have completed 22-28 hours**

Section Five: Writing Genealogical Reports

14 October: Genealogical Writing Genres and Employing the Genealogical Proof Standard

- Reading
 - *Genealogical Proof Standard*, chapters 2 & 5
 - *The BCG Genealogical Standards Manual*, Appendices, particularly Appendix D (pages 51-2, 55-64); Appendix E (pages 65-72) (LS)
- Assignment: Three Generation Family Group Sheet (Personal, with Sources)

16 October **at 4 PM**

- Provo Cemetery visit – how to “read” a cemetery
 - Speak to the professor if you’re unable to attend

18 October: Reviewing Research Project and Sources with Professor

- Research Day: “Research Introduction for Semester Project”

MIDTERM AVAILABLE ON LEARNING SUITE OCTOBER 16-19, 2024

Section Six: Church, Probate, and Additional Records

21 October: Writing Workshop and Putting Genealogical Research into Historical Context

- Reading
 - *Genealogical Proof Standard*, chapters 4 & 5; Choose two tutorials to watch/read at <http://styleacademy.byu.edu/>. Choose the topic most valuable to you. I recommend at least one be from the “Cover the Basics” options.
 - Learn more about Ardis Parshall: <https://www.sltrib.com/religion/2020/06/10/mormon-land-how-historian/>
- Assignment: Create timelines for three generations of research subjects (one person in each generation)
 - Birth and death dates, other important dates

23 October: Church Records, part two and Church Records Case Study (**bring laptops to class**)

25 October: ROUNDTABLE: HOW TO WORK WITH ARCHIVISTS (ZOOM)

- Reading: Quiz on LS

28 October: Probate and Land Records and Case Study

- Reading
 - SELECT portions of *Family History Guide*, lesson F2, “[Explore Property Records.](#)”
- Assignment: Draft of Proof Summary/research report

30 October Military, Immigration/Naturalization Records

- Reading
 - FamilySearch Wiki for one of these record types for your city/county/state/country
- **Research/Writing Tracker: You should have completed 35-40 hours**

Section Seven: Professional Concerns and the Future of Family History/Genealogy

1 November: Genealogical Practices in the 20th Century and Genealogy Technology

- Reading
 - *Family Trees*, Chapter 5
 - Elizabeth Shown Mills, “Genealogy in the ‘Information Age’: History’s New Frontier?” *National Genealogical Society Quarterly*, vol. 91 (April 2003): 360-277.
- Assignment: Last day to visit the Family History Workshops or Writing Lab

4 November: Genetic Genealogy, Descendancy Research, and the Ethics of Family History Research

- Reading
 - Debbie Wayne, “Using Mitochondrial DNA for Genealogy,” *NGS Magazine* (Oct-Dec 2013): 26-30; “Using Y-DNA for Genealogy,” *NGS Magazine* (Jan-Mar 2014): 20-24; “Using Autosomal DNA for Genealogy,” *NGS Magazine* (Apr-Jun 2014): 50-54; “Using X-DNA for Genealogy,” *NGS Magazine* (Jul-Sep 2014): 57-60
- **Research/Writing Tracker: You should have completed 40-50 hours. Any remaining hours you have should be spent ONLY on writing.**

6 November: Genealogical Professions: Your Future and Participation in the Family History Community

- Reading:
 - David Rencher, “Where will the Field of Genealogy Be in 2024?” *NGS Magazine* vol. 40, no. 2 (Apr-Jun 2014): 15-19

8 November: Writing Drills

- **You must bring a laptop to class.**

11 November: Obituaries

13 November: Empathy, Discipleship, and the Historical Researcher

- Reading
 - Chieko Okazaki, “He is the Lord of the Living and the Living Make Mistakes,” 1992
 - David Holland, “[Latter-day Saints and The Problem of Pain](#),” November 2017
 - Beth Lew-Williams, “[For a Child Migrant...](#),” *The World*, 20 June, 2018
 - Ada Ferrer, “[My Brother’s Keeper](#),” *The New Yorker*, 22 February, 2021

15 November: County Records

- [Activity](#)
 - Using County Histories (HBLL)

18 November: *Holes* Book Quiz

20 November: ZOOM ROUNDTABLE: HOW TO WORK AS AN INDEPENDENT RESEARCHER

25 November: Research Logs Redux

- Reading
 - Amy Harris, “Documentation and Source Citation,” in *Becoming an Excellent Genealogist: Guidelines and Essays from Professionals*

2 December: Writing Workshop

- Assignment: Be prepared to workshop four pages of your final assignment with other classes
- Send the professor your marked-up writing assignment **without** track changes.

4 December: Traditions

- Vanessa Ochs, “Change: Resisting and Acclimating”
- Assignment: Compile 12 questions to ask a family member about family traditions. See the guide on Learning Suite.

6 December: The Problem of Memory (and Forgetting)

- Reading
 - Mark Helmsing, "[Historical Memory: What Is It Good For?](#)"
- Activity
 - Why do people lie in the historical record?

9 December: BOOK QUIZ: Potok, *My Name is Asher Lev*

11 December: LAST DAY OF CLASS (FAMILY RECIPE VIDEOS)

14 DECEMBER at 4:59 PM: FINAL ASSIGNMENTS ARE DUE

SEMESTER RESEARCH PROJECT

The project can focus on one person's connection to their parents, but there needs to be a complete family. In other words, it needs to cover one couple and all of their children – birth, marriage (where applicable), and death for everyone in the family group. To support the linkage between parents and a child, it might be necessary to develop a proof argument if you do not have direct or conflicting evidence.

Research Report

Using the template provided, write a research report describing your project for the personal family group you are researching. It will describe your findings as well as your process in the research.

- Final product will be 1500 – 2000 words
- Must contain a clear goal/objective as well as a discussion of the known information at the beginning of the project
- Must contain a discussion of your process and analysis, including the objective and starting information
- Must discuss your findings at the report's beginning or end.
- Must include specific recommendations for future research
- Must include a listing of sources consulted
- May include images of key documents

You will be graded on proper format, discussion of goal and progress toward it, proper citations, writing style, clarity and organization, methodology, and research process.

Upload as a PDF to Learning Suite.

GENEALOGICAL RESEARCH REPORT RUBRIC

Research Objective: (Out of 10)

- **Good (1-8 Points):** The research objective exists but does not provide relevant details about your research goal. Lacks specificity.
- **Better (9-15 Points):** The research objective is well-defined and demonstrates familiarity with the research process. It has specific goals and aims but lacks a research plan.

- **Best (16-20 Points):** The research objective is well-defined and demonstrates a thorough familiarity with the research process. It has specific goals and aims and outlines how the researcher will approach the research question.

Background Information: (Out of 20)

- **Good (1-12 Points):** The background information provides a basic overview of previous research on the family.
- **Better (13-24 Points):** The background information provides a thorough overview of previous research on the family with specific birth, marriage, and death information for the first (closest to the present) generation.
- **Best (25-30 Points):** The background information provides a thorough overview of previous research on the family, with specific birth, marriage, and death information for the first (closest to the present) generation. It also includes contextual information on the individual, such as geographic background, religious affiliation, and other possible sites of secondary research.

Evidence Analysis: (Out of 60)

- **Good (1-24):** The evidence analysis shows competent handling of sources, with some interpretation and connection to the research objective. However, the author does not show their thought process in how they weighed the evidence, searched for nontraditional sources, or showed the reader that they researched beyond “positive” searches. Authors include information about birth, death, marriage, or other familial events.
- **Better (25-48):** The evidence analysis shows competent handling of sources, adequate interpretation, and connection to the research objective. Students note when they have “negative” finds (when they search but nothing is available). Authors include the most essential information related to birth, death, marriage, or other familial events.
- **Best (49-60):** The evidence analysis shows excellent handling of sources, with solid interpretation and connection to the research objective. Students note when they have “negative” finds (when they search but nothing is available) and identify why those sources may or may not be locatable given the research time allotted to them. Authors include all vital information related to birth, death, marriage, or other familial events--even if it means identifying what is not available.

Source Citations: (Out of 20)

- **Good (1-8):** Citations are present and generally follow a consistent format, but there are obvious errors or inconsistencies.
- **Better (9-15):** Citations are accurate and formatted correctly according to a recognized citation style.
- **Best (16-20):** Citations are impeccable and meticulously follow the chosen citation style.

Research Summary: (Out of 20)

- **Good (1-12):** The summary captures the main points of the research but lacks detail or clarity while conveying primary genealogical data (birth, death, marriage, etc.). It does not show how each generation connects through primary sources.
- **Better (13-25):** The summary captures the main points of the research with adequate detail and clarity, but it lacks detail or clarity while conveying primary genealogical data (birth, death, marriage, etc.). It shows how each generation connects, showing primary sources but not citing the source.
- **Best (26-30):** The summary captures the main points of the research with excellent detail and clarity while sharing all relevant primary genealogical data (birth, death, marriage, etc.). Shows how each generation connects showing primary sources and cites each source.

Future Research Recommendations: (Out of 25)

- **Good (1-15):** Some simple ideas for future researchers' pursuit of additional information on the research subject.
- **Better (16-25):** Several solid examples of how more research could add to what is known about the research subject.
- **Best (26-30):** Several insightful, specific recommendations for pursuing future research if time and money were not concerns. Shows deep thinking about what is known and what might be known.

Pedigree Chart: (Out of 34) (NO FOOTNOTES NEEDED)

- **Good:** The pedigree chart includes some basic information for each person in the three generations (including children)
- **Better:** The chart is detailed and accurately represents family connections for most or all included in the three generations (including children).
- **Best:** The pedigree chart includes all relevant details, such as dates and places of significant events for all three generations (including children).

Family Group Sheets: (Out of 51 [17 points each])

- **Good (1-10):** Includes each member of the three-generation family but does not include relevant birth, death, and marriage information for each person.
- **Better (11-15):** Includes each member of the three-generation family but only includes relevant birth, death, and marriage information for most research subjects.
- **Best (16-18):** Includes each member of the three-generation family and includes relevant birth, death, and marriage information for all research subjects.

SCHOLARSHIP DEVELOPMENT PROJECT

My scholarship agenda is focused broadly on the relationship of race, religion, and politics in the United States and its spheres of influence. I plan to submit a book proposal and two book chapters to NYU Press's editor for evaluation. I hope to have my materials sent out for peer review in anticipation of receiving an advanced book contract.

I plan to augment my relationship by writing within the burgeoning field of Black Internationalism, both in my monograph required for CFS and by applying to attend conferences that address this topic. I also seek to develop my knowledge of African American life in Virginia. Focusing on this area will allow me to create new case studies for Family History courses. It will also contribute to completing my genealogical accreditation work, which explores the lives of four generations of Black Americans living in Caroline County, Virginia.

Scholarly Goals by December 2024

- Submit book proposal and two chapters to NYU Press
- Submit ICAPGEN accreditation and move to phase two (of three) in attaining my credential

I plan to achieve my goals by setting up time to write daily, one hour during teaching and two hours during non-teaching days. I will model my program on the work of Paul Silvia, Katelyn E. Know, Allison Van Deventer, and Wendy Belcher. These include writing daily, adapting your writing to a new medium through set writing exercises, and following a scaffolded writing plan for finishing articles for peer review.

I will know if I achieved my goals by whether I have submitted the book proposal materials and accreditation requirements.

SCHOLARSHIP DEVELOPMENT PROJECT FINAL REPORT

I have submitted two chapters of my book to Jennifer Hammer, the NYU Press's acquisitions editor for African American religion. She has invited me to submit two more chapters next summer so that the book can undergo blind peer review. I have made ambitious writing goals to accomplish this task and have been in regular contact with Ms. Hammer.

I have contributed an article on the intersection of religion and African American religion in an edited collection on American religion and politics. The editors have told me that they sent it to more seasoned scholars as an example of how to write chapters for the collection.

I have also completed the first stage of my genealogical accreditation, which focuses on the Cloe family in Caroline County, Virginia. After spending approximately 600 hours researching the history of the Cloe family from 1783-1964, I anticipate receiving accreditation by January 2026.

Scholarly Goals by December 20246

- Submit book proposal and four chapters to NYU Press
- Move to phase two and three to earn the ICAPGEN credential

I achieved my goals by setting up time to write daily, one hour during teaching and two hours during non-teaching days modeled on the work of Paul Silvia, Katelyn E. Know, Allison Van Deventer, and Wendy Belcher. Although not perfect at maintaining discipline, I have kept focus and achieved my ambitious goals.

I will know if I achieved my goals for 202 by whether I have submitted the book proposal materials and accreditation requirements.

CITIZENSHIP DEVELOPMENT PROJECT

My committee assignment for this year is to serve as the family history club advisor and help oversee promotional activities and materials for the family history major. My goals through December 2024 include:

- Track regular attendance in the family history club and make specific invitations for students to attend activities
- Actively encourage students to participate in campus research activities like the Fulton Conference
- Submit to two conferences with student research assistants
- Evaluate grant proposals students submit for funding from the Center for Family History and Genealogy

CITIZENSHIP DEVELOPMENT PROJECT FINAL REPORT

I am pleased to report that I have successfully accomplished each of my goals for my committee assignment as the family history club advisor. Throughout the year, I have made specific invitations to students, resulting in increased participation and engagement in our activities. My records suggest that more students are participating this year than in the previous year. Additionally, I actively encouraged students to participate in campus research activities, such as the Fulton Conference, where my student, Naomi Child, won first prize in history.

Furthermore, I successfully submitted to two conferences with the help of student research assistants, showcasing our collaborative research projects. Serena Juhasz and Jaclyn Pruett and I will present at the International RootsTech Conference in March 2025. Jaclyn Pruett and I will present at the 2025 Mormon History Association Conference. I also evaluated grant proposals submitted by students seeking funding from the Center for Family History and Genealogy in both 2024 and 2025, providing constructive feedback and recommendations. These accomplishments have not only contributed to the growth and success of the family history club but have also supported the academic and professional development of our students.