

Historical Thinking & Methods

History 290.01

Fall 2023

Meeting Room: t.b.a.

Meeting Times: 3:00-4:15 M, W

[Course Webpage](#)

Updated: 18 August 2023

L. M. Stallbaumer-Beishline, Ph.D.

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[Stallbaumer's Webpages](#)

[BRIGHTSPACE](#)

[Commonwealth U-Andruss Library](#)

Email Etiquette:

- always include the topic of your email in the memo line
- never send an assignment by email unless specifically instructed to do so
- never assume that I read my email more than once a day, or that I will respond immediately
- to receive a timely response to your questions, you should call or see me during my drop-in hours
- the lack of planning on your part does not constitute an emergency on my part

Most communication with students occurs through your huskies.bloomu.edu account and BRIGHTSPACE → Announcements

Student Drop-In Hours

- Mondays: 1:30-2:45 PM & after class
- Tuesdays: 2:00-3:15 PM
- Wednesdays: 1:30-2:45 PM & after class
- Thursdays: 2:00-3:15 PM

Students are welcome to drop-in during these hours or you can schedule through [CU Succeed \(formerly Husky Success\)](#). If a student has scheduled a time, then they will be given preference.

Bi-weekly, standard meetings are expected for each student. I have created a calendar in CU Succeed where students will select a time and date, and that will be our standard time for meeting.

Calendar of Learning and Teaching Activities

- Please note when assignments are due. Always bring any relevant readings to class discussions.
- The syllabus divides learning activities into three columns: **column 2** is dedicated to what we will be doing in class to develop skills and learn about the history of historical writing; **column 3** is dedicated to what you should be doing to successfully complete your historiography project.
- **If classes are canceled** because of road conditions, bad weather, my illness, etc., changes will be announced through email and BRIGHTSPACE Announcements. Be sure to check your email daily. Just remember, power outages and downed servers can delay announcements. If in doubt, please do not hesitate to contact me.

- **This syllabus is subject to change.**

Copyright 2023 Lisa M. Stallbaumer-Beishline as to this syllabus and all lectures. During this course students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course.


- Please note that t.b.a. appears for several class meetings. Expect to attend. Having several days dedicated to t.b.a. creates flexibility if we fall behind the course calendar.


Calendar of Assignments, Readings, Quizzes, etc. . . .

- All readings are located in either Turabian or the PHOTOCOPY PACKET.
- ERT = Estimated Reading Time is provided with each reading to help you manage your priorities. These are just estimates and do not take into account time for note-making.
- All videos are a URL (nearly all are found on my YouTube Channel: "ProfStallbaumer". The video title listed in the syllabus and course calendar are live URLs, and all can be found on my website, [Learning & Teaching History](#).
- At the time of releasing my syllabus, those videos highlighted in yellow, have not been remade.
- Those videos being remade are specific to Commonwealth U Libraries-Andruss. Once the videos share screens of WorldCat and AHL, the guidance is the same and the interface may differ slightly.

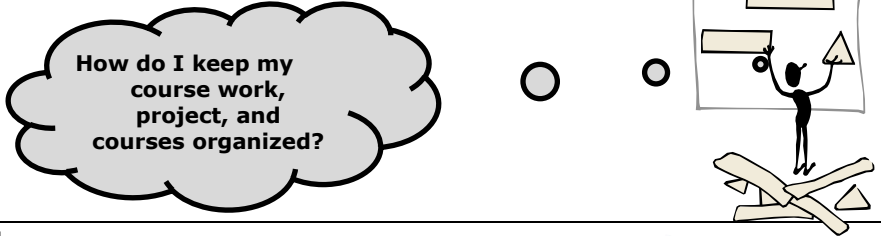

Date	Learning Activities and Assignments to be completed in preparation for Class Meetings:	Historiography Project Deadlines that should be completed simultaneously as assignments for Class Meetings
Mon, 21 Aug	Course Introduction 1. What do you discover about the course project from reading a sample historiography? 2. What are the course goals and how will they be accomplished?	<input type="checkbox"/> Brainstorm on a topic in consultation with me. <input type="checkbox"/> Determine and schedule a standard time for bi-weekly consultations. The first consultation regarding topic selection should occur by Friday, 1 September.
Between classes do the following	STUDY for Discussion: <input type="checkbox"/> Historiographic Essay Manual (ERT: 20 min) <input type="checkbox"/> Study Video: What is a Primary Source? (3:13) <input type="checkbox"/> Study Video: Developing a Collection of Primary Sources (4:00)	Have you got a topic in mind? There are multiple pathways to develop a project after you have some generic ideas. (1) Begin curating primary sources (2) Explore bibliographies of secondary sources (historical monographs or journal articles) For primary sources you might start in these locations: <input type="checkbox"/> Commonwealth University-Andruss <input type="checkbox"/> Andruss Library History Guide History Research <input type="checkbox"/> Bloomsburg University's Archives <input type="checkbox"/> Columbia County Historical and Genealogical Society (or your hometown historical society) <input type="checkbox"/> Magazines and newspapers are a great resource. An under-utilized excellent reference for Magazines is the Readers Guide to Periodical Literature. Check out these three videos: Part 1 (3:35), Part 2 (5:53), Part 3 (2:18)





Wed, 23 Aug	<p>Discussion:</p> <ol style="list-style-type: none"> 1. What questions do you have regarding the Historiographic Essay Manual? 2. What questions do you have about creating primary source collections? 3. What discoveries do you from a student sample? 	<input type="checkbox"/> Brainstorm on a topic in consultation with me. <input type="checkbox"/> Be working on the Primary Source Curation Project Part 1 due on Wednesday, 30 August. 						
Between classes do the following	<p>STUDY for Discussion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Patrick Rael, "What Happened and Why?" <input type="checkbox"/> Turabian, <i>A Manual for Writers</i>, pp. 5-24, 131-132 (chapters 1-2) <input type="checkbox"/> Study Video: Historical and Historiographical Essays Compared (4:44) 	<input type="checkbox"/> Study these videos to answer the following questions: What is a bibliography? What makes the books and articles scholarly? Why is it important to locate scholarly works? What tips are useful? How do Booleans, truncations, and wildcards help limit and expand the search results? <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Building a Bibliography: An Introduction (2:41)</td> </tr> <tr> <td>Building a Bibliography: Scholarly Books (6:08)</td> </tr> <tr> <td>Building a Bibliography: Scholarly Journal Articles (5:53)</td> </tr> <tr> <td>Building a Bibliography: Tips from a Pro (3:08)</td> </tr> <tr> <td>What is a Boolean? (3:06)</td> </tr> <tr> <td>What is a Truncation and Wildcard Settings? (2:34)</td> </tr> </table>	Building a Bibliography: An Introduction (2:41)	Building a Bibliography: Scholarly Books (6:08)	Building a Bibliography: Scholarly Journal Articles (5:53)	Building a Bibliography: Tips from a Pro (3:08)	What is a Boolean? (3:06)	What is a Truncation and Wildcard Settings? (2:34)
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Mon, 28 Aug	<p>Discussion:</p> <ol style="list-style-type: none"> 1. Why are questions essential to the historians' task? 2. Why are no two histories exactly alike? What makes some histories better than others? 3. How do researchers think about their aims? How do they go about the selection of their topics? 4. What is the difference between a historiography and historiographical question? 5. What historical and historiographical questions are you pondering for your project? 	<input type="checkbox"/> Study these videos to answer the following questions: How does a journal article differ from a magazine? Why should I read journal articles for my historiography? What are the distinctive features of each library database? Why do I get more relevant results from these databases than "googling it"? <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Finding Journal Articles: Defining features of Journal Articles (3:21)</td> </tr> <tr> <td>Finding Journal Articles: About Databases (7:22)</td> </tr> </table>	Finding Journal Articles: Defining features of Journal Articles (3:21)	Finding Journal Articles: About Databases (7:22)				
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Between classes do the following	<p>STUDY for Discussion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "AHA Statement on Standards of Professional Conduct" (2023) (ERT: 20 min) <input type="checkbox"/> Turabian, <i>A Manual for Writers</i>, pp. 51-65 and pp. 134-135 (chapters 5 and 14) (ERT: 30 min) 	<input type="checkbox"/> Submit the Primary Source Curator Project , Part 1 to BRIGHTSPACE Assignment Folder by 3:00 PM, Wednesday, 30 August						


Wed, 30 Aug	<p>Activity: Historians Behaving Badly During this class meeting, students will be divided into smaller groups to explore several scenarios in which historians have been found to violate the standards of the historical profession. To prepare, you must be able to use the AHA Statement of Standards to evaluate the scenarios.</p> 	<p><input type="checkbox"/> Study these videos to answer the following questions: What is the difference between AHL and HA? How are search results effected by the limits available in this database? How do subject search terms differ between AHL-HA and the Library of Congress? How can I discover if journal articles are available in Andruss Library or that I can request through Inter-Library Loan?</p> <table border="1"> <tr> <td>Locating America History and Life (AHL) and Historical Abstracts (HA) at Andruss Library (3:27)</td> </tr> <tr> <td>Searching AHL-HA without "Fields" (2:10)</td> </tr> <tr> <td>Searching AHL-HA with Subject Fields (1:05)</td> </tr> <tr> <td>Searching AHL-HA by Keywords (1:37)</td> </tr> <tr> <td>Search AHL-HA by Title (1:42)</td> </tr> <tr> <td>Reading the Records from AHL-HA (3:08)</td> </tr> <tr> <td>Placing Limits in AHL-HA (5:09)</td> </tr> <tr> <td>Subject Search Terms in AHL-HA compared to the Library of Congress (2:53)</td> </tr> <tr> <td>Explaining Booleans Truncations Wildcards in AHL and HA (3:27)</td> </tr> <tr> <td>Demonstrating Booleans Truncations Wildcards in AHL (3:04)</td> </tr> <tr> <td>Interlibrary Loan at Commonwealth University Libraries (2:52)</td> </tr> </table>	Locating America History and Life (AHL) and Historical Abstracts (HA) at Andruss Library (3:27)	Searching AHL-HA without "Fields" (2:10)	Searching AHL-HA with Subject Fields (1:05)	Searching AHL-HA by Keywords (1:37)	Search AHL-HA by Title (1:42)	Reading the Records from AHL-HA (3:08)	Placing Limits in AHL-HA (5:09)	Subject Search Terms in AHL-HA compared to the Library of Congress (2:53)	Explaining Booleans Truncations Wildcards in AHL and HA (3:27)	Demonstrating Booleans Truncations Wildcards in AHL (3:04)	Interlibrary Loan at Commonwealth University Libraries (2:52)
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BY FRI, 1 Sep	Tentative topic agreed upon in consultation with professor by today, 1 September, 3:00 PM												
Between classes do the following		<p><input type="checkbox"/> Study these videos to answer the following questions: How does JStor differ from America History and Life-Historical Abstracts? Why can JStor be used to locate primary sources and</p>											


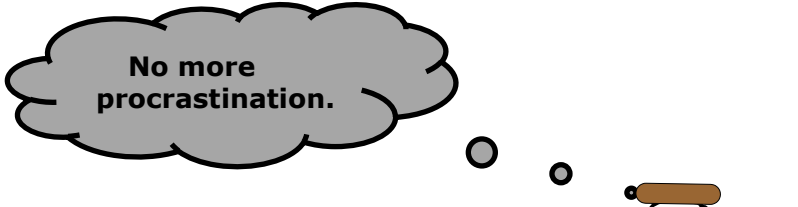
		<p>secondary sources, which are relevant to my historiography project?</p> <table border="1"> <tr> <td data-bbox="1031 232 1967 277">Journal STORage: What is JSTOR? Introduction (2:15)</td> </tr> <tr> <td data-bbox="1031 277 1967 323">Taking a Tour of JSTOR (4:57)</td> </tr> <tr> <td data-bbox="1031 323 1967 368">Reading the Results in JSTOR (4:48)</td> </tr> </table>	Journal STORage: What is JSTOR? Introduction (2:15)	Taking a Tour of JSTOR (4:57)	Reading the Results in JSTOR (4:48)			
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<p>Wed, 6 Sep</p>	<p>Curating Primary Sources Workshop Meet in Andruss Library 243 (computer lab)</p>	<p><input type="checkbox"/> Be preparing to submit Primary Source Curator Project Part 2</p> <p><input type="checkbox"/> Study these videos to answer the following questions: Why is Andruss Library a good place to start searching for monographs? How can I use descriptors and subject headings to refine the search? How do I read the records to make choices for my bibliography?</p> <table border="1"> <tr> <td data-bbox="1031 586 1984 634">Finding Books: An Introduction (6:49)</td> </tr> <tr> <td data-bbox="1031 634 1984 712">Finding the Book Library Catalogue at Commonwealth University Libraries (2:59)</td> </tr> <tr> <td data-bbox="1031 712 1984 790">Finding Books at Commonwealth Libraries Library Catalogue (9:04)</td> </tr> </table>	Finding Books: An Introduction (6:49)	Finding the Book Library Catalogue at Commonwealth University Libraries (2:59)	Finding Books at Commonwealth Libraries Library Catalogue (9:04)			
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Finding Books at Commonwealth Libraries Library Catalogue (9:04)								
<p>Between classes do the following</p>	<p><input type="checkbox"/> Study these videos to answer the following questions: What is WorldCat? Why should I search the subscription database of WorldCat? Why is it important to look for monographs through WorldCat, that is go beyond Andruss Library? How can I use the Advanced Search Page to limit the results? How can WorldCat help me identify Library of Congress Subject Headings?</p> <table border="1"> <tr> <td data-bbox="600 938 1701 984">WorldCat: Finding the Database and Keywords (1:21)</td> </tr> <tr> <td data-bbox="600 984 1701 1029">WorldCat: Using Limit Fields with Keyword Search (6:56)</td> </tr> <tr> <td data-bbox="600 1029 1701 1075">WorldCat: Reading the Record (6:12)</td> </tr> <tr> <td data-bbox="600 1075 1701 1120">WorldCat: Limiting Results on the Advanced Search Page (2:15)</td> </tr> <tr> <td data-bbox="600 1120 1701 1166">WorldCat: Subject Headings and Advanced Search Limits (5:56)</td> </tr> <tr> <td data-bbox="600 1166 1701 1211">WorldCat: Back Door into Subject Headings (4:17)</td> </tr> </table> <p><input type="checkbox"/> Be preparing to submit Primary Source Curator Project Part 2</p>	WorldCat: Finding the Database and Keywords (1:21)	WorldCat: Using Limit Fields with Keyword Search (6:56)	WorldCat: Reading the Record (6:12)	WorldCat: Limiting Results on the Advanced Search Page (2:15)	WorldCat: Subject Headings and Advanced Search Limits (5:56)	WorldCat: Back Door into Subject Headings (4:17)	
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<p>Mon, 11 Sep</p>	<p>Curating Primary Sources Workshop Meet in Andruss Library 243 (computer lab)</p>	<p><input type="checkbox"/> Submit Primary Source Curator Project, Part 2 by 3:00 PM Friday, 15 Sep</p>						


		<input type="checkbox"/> Library Research Videos Quiz Opens on 11 Sept and closes on Monday, 18 September 3:00 PM. Quiz is timed.
Between classes do the following	STUDY for Discussion: <ul style="list-style-type: none"> <input type="checkbox"/> Turabian, <i>A Manual for Writers</i>, pp. 38-50 (chapter 4) (ERT: 30 min) <input type="checkbox"/> Turabian, <i>A Manual for Writers</i>, pp. 77-84 (7.4-7.10) (ERT: 20 min) <input type="checkbox"/> Turabian, <i>A Manual for Writers</i>, pp. 358-369 (chapter 25) Explore to increase awareness of how to incorporate quotations into your writing to ensure accurate use and avoid plagiarism 	<input type="checkbox"/> Be building your working bibliography, revisiting videos to strengthen skills, consulting your professor. <input type="checkbox"/> Start reading for your project and making notes. <input type="checkbox"/> Make a timeline and fact sheet about your topic. 
Wed, 13 Sep	Discussion: <ol style="list-style-type: none"> 1. How do you avoid inadvertent plagiarism? 2. What is authentic and inauthentic paraphrasing? 3. What is plagiarism? Lecture and Exercise after Discussion: <ol style="list-style-type: none"> 1. Reading and note-making ... What's the big deal? 2. How do you take effective notes? 	<input type="checkbox"/> Submit Primary Source Curator Project, Part 2 by 3:00 PM Friday, 15 Sep <input type="checkbox"/> Library Research Videos Quiz Opens on 11 Sept and closes on Monday, 18 September, 3:00 PM quiz is timed. 
Between classes do the following	<ul style="list-style-type: none"> <input type="checkbox"/> Review mini-historiography project and historiography essay manual. <input type="checkbox"/> Come to class prepared to ask questions. 	<input type="checkbox"/> Submit Primary Source Curator Project Part 2 by 3:00 PM, Friday, 15 September <input type="checkbox"/> Library Research Videos Quiz Opens on 11 Sept and closes on Monday, 18 September, 3:00 PM. Quiz is timed. <input type="checkbox"/> Be building your working bibliography, revisiting videos to strengthen skills, consulting your professor. <input type="checkbox"/> Start reading for your project and making notes. <input type="checkbox"/> Make a timeline and fact sheet about your topic.
Mon, 18 Sep	Lecture: <ul style="list-style-type: none"> • Appropriate Use of Sources 	<input type="checkbox"/> Be building your working bibliography, revisiting videos to strengthen skills, consulting your professor. <input type="checkbox"/> Start reading for your project and making notes.


	<ul style="list-style-type: none"> • Questions about the mini-historiography project. • Essential facts about the Holocaust • Questions about Working Bibliography 	<input type="checkbox"/> Make a timeline and fact sheet about your topic.
Between classes do the following	STUDY for Discussion: <ul style="list-style-type: none"> <input type="checkbox"/> Christopher Browning, "The Euphoria of Victory" (ERT: 90 min) <input type="checkbox"/> Take notes on your reading following guidelines in Historiographic Essay Manual; bring notes to class along with readings. 	<input type="checkbox"/> Be building your working bibliography, revisiting videos to strengthen skills, consulting your professor. <input type="checkbox"/> Be reading for your project and making notes. <input type="checkbox"/> Library Research Videos Quiz Opens on 11 Sept and closes on Friday, 22 September, 3:00 PM quiz is timed.
Wed, 20 Sep	Discussion: <ol style="list-style-type: none"> 1. How to decipher historical arguments and make effective reading notes? 2. Are the standards of the historical profession being met by Browning? 3. Is historical writing an exercise in rhetoric? 4. How do historians support their interpretations? 	<input type="checkbox"/> Working Bibliography due Wednesday, 27 September, submit to BRIGHTSPACE Assignment Folder by 3:00 PM 
Between classes do the following	STUDY for Discussion: <ul style="list-style-type: none"> <input type="checkbox"/> Richard Breitman, "Plans for the Final Solution..." (ERT: 90 min) <input type="checkbox"/> Take notes on your reading following guidelines in Historiographic Essay Manual; bring notes to class along with readings. 	<input type="checkbox"/> Be building your working bibliography, revisiting videos to strengthen skills <input type="checkbox"/> Be reading for your project.
Mon, 25 Sep	Discussion: <ol style="list-style-type: none"> 1. How to decipher historical arguments and take effective reading notes? 2. Are the standards of the historical profession being met by Breitman? 3. Is historical writing an exercise in rhetoric? 4. How do historians support their interpretations? 	<input type="checkbox"/> Working Bibliography due Wednesday, 27 September, submit to BRIGHTSPACE Assignment Folder by 3:00 PM


<p>Between classes do the following</p>	<p>STUDY for Discussion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Henry Friedlander, "Step by Step" (ERT: 90 min) <input type="checkbox"/> Take notes on your reading following guidelines in Historiographic Essay Manual; bring notes to class along with readings. <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> <input type="checkbox"/> STUDY VIDEOS Writing, Citing, Quoting to explore Conventions in Historical Writing. Think about your strengths and weaknesses as a writer. How do these compare to expectations for writing history essays? What areas of your writing practice do you want to work on most? What are some specific tips and expectations found in the videos? <table border="1" data-bbox="1031 391 1969 805"> <tr> <td>Writing a Thesis (4:43)</td> </tr> <tr> <td>Writing Lively Sentences (5:08)</td> </tr> <tr> <td>Writing Paragraphs: A Definition (1:59)</td> </tr> <tr> <td>Writing Paragraphs: Unity and Coherency (1:49)</td> </tr> <tr> <td>Writing Paragraphs: Segues (1:26)</td> </tr> <tr> <td>Writing Paragraphs: Proving Claims (1:49)</td> </tr> <tr> <td>Writing Paragraph: Concluding a Paragraph (0:37)</td> </tr> <tr> <td>Writing Paragraphs: Proofreading (1:18)</td> </tr> <tr> <td>Writing Paragraph: Diagnosing Problems (3:23)</td> </tr> </table> <ul style="list-style-type: none"> <input type="checkbox"/> Working Bibliography due Wednesday, 27 September, submit to BRIGHTSPACE Assignment Folder by 3:00 PM 	Writing a Thesis (4:43)	Writing Lively Sentences (5:08)	Writing Paragraphs: A Definition (1:59)	Writing Paragraphs: Unity and Coherency (1:49)	Writing Paragraphs: Segues (1:26)	Writing Paragraphs: Proving Claims (1:49)	Writing Paragraph: Concluding a Paragraph (0:37)	Writing Paragraphs: Proofreading (1:18)	Writing Paragraph: Diagnosing Problems (3:23)
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<p>Wed, 27 Sep</p>	<p>Discussion:</p> <ol style="list-style-type: none"> 1. How to decipher historical arguments and take effective reading notes? 2. Are the standards of the historical profession being met by Friedlander? 3. Is historical writing an exercise in rhetoric? 4. How do historians support their interpretations? 	<ul style="list-style-type: none"> <input type="checkbox"/> Reading and making notes for your project. 									
<p>Between classes do the following</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Upload the draft of your mini-historiography to the Assignment Folder before the peer review session 	<ul style="list-style-type: none"> <input type="checkbox"/> STUDY VIDEOS Writing, Citing, Quoting to explore Conventions in Historical Writing. 									


	<input type="checkbox"/> Make three copies to bring to class 	<p>Think about your strengths and weaknesses as a writer. How do these compare to expectations for writing history essays? What areas of your writing practice do you want to work on most? What are some specific tips and expectations found in the videos?</p> <ul style="list-style-type: none"> Citing Sources (2:45) Quotations: When and How (4:31) Epistemology and Writing Conventions (1:27) Writing Conventions: Avoid First Person (1:56) Writing Conventions: Personal Pronouns (0:40) Writing Conventions: Past Tense (1:26) Writing Conventions: Avoid Vernacular (2:36) Writing Conventions: Sweeping Generalizations (0:49) Writing Conventions: Global Statements (1:15)
<p>Mon, 2 Oct</p>	<input type="checkbox"/> Peer Review <input type="checkbox"/> Peer Review of Mini-Historiography <input type="checkbox"/> Everyone must bring three copies of the essay that includes introduction, body paragraphs and conclusion; it must reflect a good faith effort to write a complete essay or else your papers will not be reviewed by your peers.	<input type="checkbox"/> Historical Writing Videos Quiz opens Monday, 2 October; Quiz closes on Monday, 9 October at 3:00 PM. Quiz is timed.
<p>Between classes do the following</p>	<input type="checkbox"/> Writing and Rewriting your Mini-Historiography	<input type="checkbox"/> Reading and making notes for your project. <input type="checkbox"/> Studying History Writing videos
<p>Wed, 4 Oct</p>	<p>Lecture: What is professional history?</p>	<input type="checkbox"/> Mini-Historiography Due by the Beginning of Class, 4 October as hard copy and upload to BRIGHTSPACE → Assignment Folder

Between classes do the following	<p>STUDY for Discussion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tracey Loughran, "Introduction: The Historian's Craft," pp. 117-121 (ERT: 15 min) <input type="checkbox"/> Garthine Walker, "Historical Research," pp. 123-136 (ERT: 60 min) 	<p><input type="checkbox"/> Historical Writing Videos Quiz opens Monday, 2 October; Quiz closes on Monday, 9 October at 3:00 PM. Quiz is timed.</p> 
Mon, 9 Oct	<p>Discussion:</p> <ol style="list-style-type: none"> 1. In what ways is history a "craft" and not a science? 2. "In what ways is writing an undergraduate history essay similar to writing for publication?" 3. "What role does engagement with other scholars play in the formulation of new historical hypotheses?" 4. "Do historians need to find new sources to formulate a genuinely 'original' interpretation?" 5. What does it mean to practice history? 6. How does one practice (or do) history? 	<p><input type="checkbox"/> Coming Up: Progress Report 1 by 11:59 PM on Saturday, 14 October, in BRIGHTSPACE→Assignment Folder</p> <div style="border: 2px solid orange; padding: 10px; margin-top: 10px;"> <p>Plan Ahead! Progress Reports are due on the weekend, five distributed over the next five weeks. No excuses for being away from reliable internet. Plan ahead and just submit earlier.</p> </div>
Between classes do the following	<p>STUDY for Discussion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Kevin Passmore, "Evidence and Interpretation," pp. 139-152 (ERT: 40 min) 	<p><input type="checkbox"/> Reading and making notes for your project.</p>
Wed, 11 Oct	<p>Discussion:</p> <ol style="list-style-type: none"> 1. "What is the difference between 'opinion' and 'interpretation'?" 2. "What is the difference between 'objective' and a 'valid' [or plausible] history?" 	

	<ol style="list-style-type: none"> 3. "What is the relationship between evidence and interpretation in historical research and writing?" 4. Why do most historians nowadays believe that all histories are provisional?" 5. What does it mean to practice history? 6. How does one practice (or do) history? 	
Between classes do the following		<input type="checkbox"/> Progress Report 1 by 11:59 PM on Saturday, 14 October, in BRIGHTSPACE→Assignment Folder <input type="checkbox"/> Reading and making notes for your project.
Mon, 16 Oct	Lecture: Doing Professional History	<input type="checkbox"/> Reading and making notes for your project. <input type="checkbox"/> Coming Up: Progress Report 2 by 11:59 PM on Saturday, 21 October in BRIGHTSPACE→Assignment Folder
Between classes do the following	STUDY: <ul style="list-style-type: none"> <input type="checkbox"/> Tracey Loughran, "Introduction: Frameworks and Perspectives" (ERT: 20 min) <input type="checkbox"/> Mark Williams, "Nations" (ERT: 90 min) 	<input type="checkbox"/> Reading and making notes for your project.
Wed, 18 Oct	Discussion: <ol style="list-style-type: none"> 1. Why is it essential to detect the frames/frameworks (a.k.a. working assumptions) of historians? 2. National histories are one type of framework, how do they shape interpretations of the past? 3. What are the limits and possibilities of framing history in terms of nation? 4. What does it mean to practice history? 5. How does one practice (or do) history? 	<input type="checkbox"/> Reading and making notes for your project.

Between classes do the following	STUDY: <input type="checkbox"/> Siobhan McGurk, "Identities" (ERT: 90 minutes)	<input type="checkbox"/> Progress Report 2 by 11:59 PM on Saturday, 21 October in BRIGHTSPACE→Assignment Folder <input type="checkbox"/> Reading and making notes for your project.
Mon, 23 Oct	Discussion: <ol style="list-style-type: none"> 1. Why is it essential to detect the frames/frameworks (a.k.a. working assumptions) of historians? 2. "Why is it important for historians to understand identity?" 3. "How have historical approaches to questions of identity changed since the 1980s?" 4. "Why does the concept of discourse simultaneously offer rewards and pose challenges to historians?" 5. "Why is the concept of 'intersecting identities' so essential to the practice of history?" 	<input type="checkbox"/> Coming Up: Progress Report 3 by 11:59 PM on Saturday, 28 October in BRIGHTSPACE→Assignment Folder 
Between classes do the following		<input type="checkbox"/> Reading and making notes for your project.
Wed, 25 Oct	Lecture: The History of Historical Writing from Ancient Greeks to the beginning of the Modern Age: Why are they <u>not</u> considered modern? Or professionals?	<input type="checkbox"/> Reading and making notes for your project.
Between classes do the following		<input type="checkbox"/> Reading and making notes for your project. <input type="checkbox"/> Progress Report 3 by 11:59 PM on Saturday, 28 October in BRIGHTSPACE→Assignment Folder

Mon, 30 Oct	<p>Lecture: The History of Historical Writing from Ancient Greeks to the beginning of the Modern Age: Why are they <u>not</u> considered modern? Or professionals? What does it mean to do history in the modern era?</p>	<input type="checkbox"/> Reading and making notes for your project. <input type="checkbox"/> Coming Up: Progress Report 4 by 11:59 PM on Saturday, 4 November in BRIGHTSPACE→Assignment Folder	
Between classes do the following		<input type="checkbox"/> Reading and making notes for your project.	
Wed, 1 Nov	<p>Lecture: What does it mean to do history in the modern era?</p>	<input type="checkbox"/> Reading and making notes for your project.	
Between classes do the following		<input type="checkbox"/> Reading and making notes for your project. <input type="checkbox"/> Progress Report 4 by 11:59 PM on Saturday, 4 November in BRIGHTSPACE→Assignment Folder	
Mon, 6 Nov	<p>Lecture: Did history become fragmented & broken or diversified & rich during the twentieth century? During lecture, please contemplate how the historians whom you are studying would respond to this question.</p>	<input type="checkbox"/> Reading and making notes for your project. <input type="checkbox"/> Coming Up: Progress Report 5 by 11:59 PM Saturday, 11 November in BRIGHTSPACE→Assignment Folder	
Between classes do the following		<input type="checkbox"/> Be engaging in pre-writes, drafting your historiography essay <input type="checkbox"/> Working with the BU WALES or professor on drafting your historiographical essay	

Wed, 8 Nov	<p>Lecture: Did history become fragmented & broken or diversified & rich during the twentieth century?</p> <p>During lecture, please contemplate how the historians whom you are studying would respond to this question.</p>	
Between classes do the following		<input type="checkbox"/> Progress Report 5 by 11:59 PM Saturday, 11 November in BRIGHTSPACE→Assignment Folder <input type="checkbox"/> Be engaging in pre-writes, drafting your historiography essay <input type="checkbox"/> Working with the BU Writing Center or professor on drafting your historiographical essay
Mon, 13 Nov	<p>History of Historical Writing, in-class exam (tentative date) sometimes I fall behind in lecture content, and so this exam must be delayed</p>	<input type="checkbox"/> Be engaging in pre-writes, drafting your historiography essay <input type="checkbox"/> Working with the BU Writing Center or professor on drafting your historiographical essay
Between classes do the following		<input type="checkbox"/> Be engaging in pre-writes, drafting your historiography essay <input type="checkbox"/> Working with the BU WALES or professor on drafting your historiographical essay
Wed, 15 Nov	t.b.a. expect to meet	
Between classes do the following	<p>Our week 7 consultations will be thrown off a bit by Thanksgiving Break. So, our use of the CU Succeed calendar may need to be adjusted on an individual basis. I blocked out Thanksgiving break. We may also need to extend the time.</p>	
Mon, 20 Nov	Extra drop-in hours during our class meeting time	<input type="checkbox"/> Be engaging in pre-writes, drafting your historiography essay <input type="checkbox"/> Working with the BU WALES or professor on drafting your historiographical essay
Between classes do the following		

Wed, 22 Nov	Thanksgiving Break – No class Meetings	
Between classes do the following	Hunting season is not an excuse to miss class, sorry 😞	<input type="checkbox"/> Upload the draft of your historiography to the Assignment Folder before the peer review session
Mon, 27 Nov	Peer Review <ul style="list-style-type: none"> Peer Review of Historiography Everyone must bring three copies of the essay that includes introduction, body paragraphs and conclusion; it must reflect a good faith effort to write a complete essay or else your papers will not be reviewed by your peers. 	
Between classes do the following		
Wed, 29 Nov	t.b.a. plan to meet as a class	<input type="checkbox"/> Historiographic Essay Due by 3:00 PM in class and through BRIGHTSPACE → Assignment Folder (this deadline is tentative; another option is a final's week due date)
Between classes do the following		
Mon, 4 Dec, 2:45-4:45 PM	Finals Week – your final is the project and the History of Historical Writing Exam	Latest possible date to complete all work for the course.

