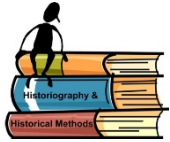


Historiography and Historical Methods



History 298.01 (2474)

Fall 2018

Meeting Room: 135 OSH

Meeting Times: 11:00-12:15, T & Th

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

Old Science Hall Office: 106

Office Phone: 570-389-4979

Email: Lstallba@bloomu.edu

Updated: 21 August 2018



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 when you send a message
- ✂ to receive a timely response to your questions, you should call or see me during my office hours
- ✂ the lack of planning on your part does not constitute an emergency on my part

✂ **All text communication with students occurs through your huskies.bloomu.edu account and BOLT → News**

✂ Office Hours:

Mondays: 10:00-11:00 AM; 4:00-4:30 PM

Tuesdays: 10:00-11:00 AM

Wednesdays: 10:00-11:00 AM; 4:00-4:30 PM

Thursdays: 10:00-11:00 AM

Fridays: 10:00-11:00 AM

✂ Happy to schedule appointments outside these times as well; just contact me or swing by my office

Learning and teaching is a responsibility shared by the professor and the students. My responsibility as the teacher is to provide expert knowledge, a stimulating environment in which to learn, identify learning goals and explain how they will be accomplished, help you accomplish these goals, and provide timely feedback on your progress as you test your competencies. Your responsibility as the learner is to always be prepared for class, successfully complete reading and writing assignments in a *timely and thoughtful manner*, and to learn, that is to create new pathways in your brain that allows you to recall lessons and apply to real life situations years into the future.

My promise: If you fulfill your responsibilities as a learner, upon completion of this course you will be able to achieve the following learning goals:

Learning Goals or Outcomes:

The Teaching and Learning Activities to accomplish the goals:

To research and compose a literature review, a.k.a. historiographical essay, that demonstrates an ability to recognize patterns of interpretation and identify new directions for research.	→ →	Through the completion of library videos, writing exercises, practice mini-historiography essay, discussion with faculty and classmates, completion of progress reports, completion of Primary Source Collection Creator Project, and become or continue to be an "actual reader" of secondary sources.
To recognize effective writing strategies and evaluate how historians use evidence to advance an interpretation of the past.	→ →	Practice evaluating secondary sources on a mini-historiography project, peer review, and hone those skills on your own project.
To know the standards of the historical profession and recognize if historians abide by those standards.	→ →	Acquire knowledge through readings and lecture and test that knowledge in an exam that is objective and persuasive essay.
To account for why some historical arguments are more convincing than others.	→ →	Practice evaluating secondary sources on a mini-historiography project and hone those skills on your own project.
To recognize how historians' points of view or working assumptions shape their interpretation of the past.	→ →	Determine points of view by investigating historians' qualifications, learning to hear "voice" in secondary sources, and practice evaluating secondary sources on a mini-historiography project and hone those skills on your own project.
To explain how the historical profession has become professionalized and how that has influenced historiography.	→ →	Evaluate interpretations presented through lecture and assigned readings to arrive at your own conclusion in a persuasive essay.
To determine if the historical profession has become fragmented and broken or diverse and rich.	→ →	Evaluate interpretations presented through lecture and assigned readings to arrive at your own conclusion in a persuasive essay.
To develop the following skills: reading analytically, writing persuasive historical essays, editing written work, locating primary and secondary sources, building bibliographies that represent the range of interpretations on a historical topic over time.	→ →	Completion of videos, writing exercises in class, and peer review of written work; discuss secondary sources to learn how to evaluate; complete library videos on library database searching; conduct your own searches on relevant databases informed by the videos and consultation with instructor and library staff.



Are the rumors true that this course will destroy my grade point average and suck the life right out of me?

Frankly, only if you let it. Qualities of an effective and successful learner:

- Be organized, self-motivated, and self-disciplined.
- Make productive use of your time on a daily basis.
- Be curious and willing to ask questions for clarity.
- Question or interrogate the secondary sources.
- Have clearly defined goals when you read.
- Be an "actual reader," who continuously monitors the meanings being constructed in writing, not a "mock reader," who is "taken in by rhetorical devices . . . and crafted prose."
- Be an effective note maker who organizes his/her thoughts not only to acquire factual knowledge from the readings but also to evaluate and question the authors.
- Complete assignments without midnight cramming to ensure genuine progress. You are self-delusional if you think that you "work best under pressure."
- Seek professor's help in a timely manner. Consult history faculty for their expert advice in a timely manner.
- Communicate! On the assumption that you are fulfilling your responsibilities as a student, I cannot know if you need help, if you do not come to me in a timely manner.
- Please ask questions if any instruction is ever unclear.
- Know the difference between a historical and historiographical essay and how the historiography essay and primary source collection project can help you define a goal for Research and Writing (History 398).
 - Expect to work very hard; this is not an easy class, but you can do it.



Required Texts and Videos

Turabian, Kate L., et al. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th Edition. Chicago: University of Chicago Press, 2007, 2018.

Why not "cover" the video content in class? Teaching database search skills can be accomplished as easily through a video. You can study and review at your own pace. And it saves valuable class meetings for learning activities that require face-to-face time. I am always available for additional assistance if you have taken the time to study these.

Historiography and Historical Methods **Photocopy Packet** (available in University Store)

Historical and Historiographical Essays Compared Video: <https://youtu.be/6bsa-EWiT9A>



ABOUT PRIMARY SOURCES AND DEVELOPING COLLECTIONS FOR HISTORIOGRAPHY	
Documents are Primary Sources	https://youtu.be/Jyf--gT vzTQ
Developing a Collection of Documents	https://youtu.be/Glo-jwvUBOM
Finding Magazines through Readers Guide to Periodical Literature, Part 1	https://youtu.be/maXtMTA-OII
Finding Magazine Articles through Readers Guide to Periodical Literature, Part 2	https://youtu.be/XV3t40nnVOU
Finding Magazines at Bloomsburg University	https://youtu.be/a88c2tI3r1c

WRITING, CITING, QUOTING			
Writing a Thesis	https://youtu.be/11H_KVP-8r0	Citing Source	https://youtu.be/Zyc2KFxnOS0
Writing Lively Sentences	https://youtu.be/yg3EZGYnPHU	Quotations: When and How	https://youtu.be/LANKDP5uks4
Writing Paragraphs a Definition	https://youtu.be/O-EOrLkJbq8	Quotations: Framing	https://youtu.be/LeHR9KWT-5I
Writing Paragraphs: Unity and Coherency	https://youtu.be/SGF4ALsot3k	Epistemology and Writing Conventions	https://youtu.be/gIh7hsIEBfk
Writing Paragraphs: Segues	https://youtu.be/vj_yhgzsGcs	Writing Conventions: Avoid First Person	https://youtu.be/fOkV0FgLdR4
Writing Paragraphs: Proving Claims	https://youtu.be/RZF0wJ1CzOo	Writing Conventions: Personal Pronouns	https://youtu.be/OnTStJ0edNk
Writing Paragraph: Concluding a Paragraph	https://youtu.be/oHtMvepU_jl	Writing Conventions: Past Tense	https://youtu.be/tIeTYeqxOXY
Writing Paragraphs: Proofreading	https://youtu.be/xQScA50mJGg	Writing Conventions: Avoid Vernacular	https://youtu.be/RhGuAIDDsqM
Writing Paragraph: Diagnosing Problems	https://youtu.be/jb018mU5-vg	Writing Conventions: Sweeping Generalizations	https://youtu.be/W7mV8RHOO20
		Writing Conventions: Global Statements	https://youtu.be/XkH--Uun36Q

BUILDING BIBLIOGRAPHIES: GENERAL	
Building a Bibliography: An Introduction	https://youtu.be/ze1XK68oO68
Building a Bibliography: Scholarly Books	https://youtu.be/pEi1_8iimYo
Building a Bibliography: Scholarly Journal Articles	https://youtu.be/--X-rhbnToE
Building a Bibliography: Tips from a Pro	https://youtu.be/HQdtPDOIkdg

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What is a Boolean?	https://lib2.colostate.edu/tutorials/boolean.html
What is a Truncation?	https://lib2.colostate.edu/tutorials/truncation.html
FINDING JOURNAL ARTICLES: GENERAL	
Finding Journal Articles: Defining features of Journal Articles	https://youtu.be/hlDa0JBjz-o
Finding Journal Articles: About Databases	https://youtu.be/EL1h-SurQB0
America: History and Life (AHL) and Historical Abstracts (HA)	
Locating America History and Life (AHL) and Historical Abstracts (HA) at Andruss Library	https://youtu.be/C-4fpyF17Tl
Searching AHL/HA without "Fields"	https://youtu.be/hPoWvwhvs8g
Searching AHL/HA with Subject Fields	https://youtu.be/QmFpU-zFNV0
Searching AHL/HA by Keywords	https://youtu.be/SgaZ0KrhIJU
Search AHL/HA by Title	https://youtu.be/Sv0CWFAQ5n8
Reading the Records from AHL/HA	https://youtu.be/i6_C21Uk3RM
Inter-Library Loans for Unavailable Articles	https://youtu.be/C835qOf80Iq
Placing Limits in AHL/HA	https://youtu.be/hADJLM6K8_E
Subject Search Terms in AHL/HA compared to the Library of Congress	https://youtu.be/DLLQhZvLNbw
Explaining Booleans, Truncations, and Wildcards in AHL/HA	https://youtu.be/bccG2WeLpkU
Explaining Booleans Truncations Wildcards	https://youtu.be/qlvVC8twfF4
Demonstrating Booleans Truncations Wildcards in AHL	https://youtu.be/bQA_TcRyJAE
JSTOR	
Journal STORage: What is JSTOR? Introduction	https://youtu.be/bccG2WeLpkU
Taking a Tour of JSTOR	https://youtu.be/cFjICYNyU-Q
Reading the Results in JSTOR	https://youtu.be/CU0ZV9AwU6q
FINDING BOOKS: GENERAL	
Finding Books: An Introduction	https://youtu.be/zUofTlfs9oI
Finding Books at Andruss Library – Bloomsburg University	
Finding BU "Books and More"	https://youtu.be/GfTCYhVGaDs
Using Descriptors to Search for Books at BU	https://youtu.be/PDCZOT1G7_w
Narrowing Results and Using Subject Headings at BU	https://youtu.be/4jk1tjZQio8
Browsing by Subject at Andruss Library	https://youtu.be/jCY-uSKLRCY
WorldCat	
WorldCat: Finding the Database and Keywords	https://youtu.be/uhTWUVUosql
WorldCat: Using Limit Fields with Keyword Search	https://youtu.be/bLJq_9H5ky4
WorldCat: Reading the Record	https://youtu.be/yFCYKrs4Bfw

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WorldCat: Limiting Results on the Advanced Search Page	https://youtu.be/VnhY6MN1Fik
WorldCat: Subject Headings and Advanced Search Limits	https://youtu.be/PoX2MLgwlQ4
WorldCat: Back Door into Subject Headings	https://youtu.be/yzwXNX81uLs

Technology Requirements & Policies



- If you struggle accessing material through one browser, try a different one.
- Be sure you routinely update Java script and internet browsers.
- High-speed internet (no dial up). Be aware that wireless connections can be slower.
- You know how and are able to access all course materials from BOLT.
- Some course materials are Flash or pdf and not supported by some Apple products (your problem not mine).
- **Use Microsoft Word to upload all written work to BOLT or to me (i.e. file extension is a .doc or .docx) or use RTF.**



Mobile Technology Policy

Put your cell phone in silent mode upon beginning class and keep it in your pocket, purse or school bag or place face down on your desk. By the way, leaving class to answer a cell phone call or text a message is an equally inappropriate use of class time.

Attempting to multi-task shows a lack of engagement in the subject matter, and it is not possible to accomplish successfully. In short, it is not conducive to learning.

If you bring a laptop, please have a G-rated screen saver. If you have either a laptop or tablet, or other mobile device, you are not allowed to game, check or send emails, tweet, Instagram, check facebook, etc. Of course, you are permitted to use them for class related activities.

Consequences? You may be asked to leave the class if you are found to be violating the above policies. You will be asked not to bring your laptop to class or to leave if you are making inappropriate use of your laptop or mobile device.



Assignments to Assess Students' Learning Outcomes

- deadlines are listed in the calendar below;
- details are found in Historiography and Historical Methods Photocopy Packet (available in University Store)

Discussion & Participation (0-2 points on each occasion)

- **Goal of the assignment:** engaging with classmates and the instructor help you to think through the content of the course.
- **How to prepare for discussion of Browning, Breitman, and Friedlander?**
 - Be familiar with the author's expertise, point of view, working assumptions.
 - Locate the thesis/theses, where the historical problem is explained and/or historical questions are raised.
 - Recognize where historiography is hinted at or openly addressed.
 - Explain how the author uses evidence, which can be found in his use of primary and secondary sources and factual details, to support his interpretation.
 - Evaluate the quality of the evidence being used to support the author's interpretation (for example, how would a contemporary speech or order compare to post-war testimony in terms of reliability given the historical question(s) being posed by the author?).
 - Make notes according to the guidelines outlined in the Historiographic Essay Manual and bring to class.
- **How to prepare for discussion of all other readings?**
 - Know the factual details found in the authors' writings.
 - Understand the context in which the author wrote: his/her goal(s), working assumptions, audience, etc....
 - Interpret their readings given the discussion questions posed in the calendar below.
- **How to prepare for participation?**
 - Engage in the learning activities.
 - Answer and raise questions.



Mini-Historiographic Essay (0-30 points)

- **Goal of assignment:** to practice the reading and writing stages of a historiographic essay in microcosm in preparation for your semester project; facilitates the identification of your strengths and weaknesses as a learner.
- Not to exceed 5 paragraphs (approximately 3 pages).
- You will be asked to identify, explain, account for historical patterns on the origins of the final solution after having studied three articles and evaluate their plausibility.
- You will be required to turn in the notes that you took to read and write your essay including drafts.
- Bibliography and footnotes must follow Turabian guidelines found on pp. 139-166 (15.1-16.4.2) and pp. 171-191 (17.1-17.2).

History of Historical Writing In-Class Exam (0-40 points; point value tentative)

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- **Goal of assignment:** to demonstrate an understanding of the history of historical writing and the standards and practices of the historical profession, which subsequently establishes the context to understand all historiography.
- Objective and essay format that assesses your comprehension of the development of professional history to be completed in class.

Questions that may appear on the final and require paragraphs- or essay-length responses:

1. What is the purpose, if any, to studying and writing history?
2. What does objectivity mean in the context of historical studies?
3. In what ways, if any, can history be dangerous?
4. How did historical studies become professionalized in Europe and the United States?
5. What defining features separates professional from amateur history?
6. What are the standards of the historical profession? To what extent are the historians whom we study (including your historiography topic) this semester abiding by these standards?
7. Has the historical profession become fragmented and broken or diverse and rich?

Assignments to develop and improve library database search skills & history writing skills:

Study Library Research Videos

- **BUILDING BIBLIOGRAPHIES: GENERAL**
- **FINDING JOURNAL ARTICLES: GENERAL**
 - **America: History and Life (AHL) and Historical Abstracts (HA)**
 - **JSTOR**
- **FINDING BOOKS: GENERAL**
 - **Finding Books at Andruss Library – Bloomsburg University**
 - **WorldCat**
- **Goal:** to develop your skills at searching for monographs and journal articles.
- By the way, simply viewing the videos does not ensure learning. So study, do not simply watch them.
- Each YouTube video ranges in time length from 1 to 7 minutes.
- **Please understand:** I urge you to seek my assistance with conducting bibliographic searching. The videos, in combination with consulting me, will reinforce the lessons and improve your search skills. However, I will not provide any assistance if you have failed to study the library videos.

By the way, in August, the Library remodeled the interface of its home page, but made no changes to the databases. Not having sufficient time to revise my videos, please note that the appearance may differ slightly.

Library Research Video Quiz (0-10 points; point value is tentative)

- **Goals of Assignment:** to create accountability for completing Library Database Videos on searching for monographs and journal articles.
- Timed quiz to be completed on **BOLT → Quizzes**. See calendar below for the date.

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Study WRITING, CITING, QUOTING Videos

- **Goal of videos:** to develop your understanding of writing skills.
- Videos are listed above; also grouped in BOLT Content and my webpages.
- All videos are YouTube
- **Completed outside of class** in order to improve your writing skills and acquire knowledge on conventions in historical writing.
- By the way, simply viewing the videos does not ensure learning. So study, do not simply watch them.
- Range in time from 30 seconds to approximately five minutes.

Historical Writing Video Quiz (0-10 points; point value is tentative)

- **Goals of assignment:** to encourage you to complete the videos and videos on historical writing; to test your understanding; to identify areas in which you struggle so that you can discuss these with me.
- Timed quiz to be completed on **BOLT → Quizzes**. See calendar below for the date.
- Test your ability to recognize conventions in historical writing.

Quizzes on Correct Bibliographic and Footnote Citations. (0-5 points each; total determined at the end of the semester)

- **Goals of the assignment:** to encourage you to study Turabian's citation methods; to pay attention to the details of punctuation, capitalization, etc; to make the citation methods so familiar that you can rely on your memory to record accurately your bibliography and footnotes.
- **In class** pop quizzes on correctly citing bibliographic and footnote entries; these will begin after submission of your working bibliographies.
- You will be quizzed on your ability to record accurately the most common types of citations found in a historiographic essay.
- You will be allowed to drop your two lowest grades or missed quizzes; no make-ups for the quiz even if the absence is excused.

Assignments that help fulfill the completion of your historiography project:

Individual Conferences with Professor (Total of Five)

- **First meeting:** to explore and arrive at a tentative topic for your project.
- **Second meeting:** discuss results of Working Bibliography.
- **Third meeting:** discuss progress on project.
- **Fourth meeting:** discuss progress on project.
- **Fifth meeting:** discuss historiography essay and provide evidence of note-taking and essay-drafting work.
- Bring your bibliography cards and research notes to these meetings.
- Failure to make any one of these conferences results in an **automatic deduction of 5 points from your semester grade for each required conference missed.**
- These are the required meetings; I urge you to see me more often.

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- Tentative time frame for scheduling the conferences have been listed in the calendar, but may have to be adjusted due to a variety of factors.
- Doodle survey will be disseminated by email and located in BOLT news to sign up for meeting times. Do not reserve a time and fail to make it. If you need to revise your time, do so in timely manner through the doodle survey.
- There is a chance that one conference might be dropped if we are pressed for time; if so adjustments will be made to points

Primary Source Collection Project (0 or 10 points)

- **Goal of assignment:** To create a collection of documents that will define the focus of your historiography project and hopefully become the foundation of your project for Research and Writing, History 398. To reflect upon what you learned from the process.
- **Graded as pass or fail.** However, if you fail the first submission, you get one additional opportunity to resubmit, but you will only earn 7.5 points.
- **Submit to BOLT Assignment Folder**

6 Progress Reports (0 or 5 points each report; 0-30 points total →)

- **Goals of assignment:** to promote a dialogue between you and I about the progress that you are making on your historiography project
- To promote writing to learn and encourage pre-writing.
- Submit to instructor through **BOLT → Assignment Folder**

Working Bibliography (0 or 10 points)

- **Goals of assignment:** to demonstrate an ability to locate an initial, relevant list of monographs and journal articles that you may study; to demonstrate an ability to search the following databases: BU Pilot, WorldCat, America History and Life-Historical Abstracts (AHL-HA), and JStor. To reflect upon what you learned from the process.
- **Why “working”?** You will add to and subtract sources as your project becomes more refined.
- **The Link between Library Videos and this Assignment?** In order to search these databases effectively, you must make the time to have completed the Library Database Videos in advance of the Working Bibliography.
- **Graded as pass or fail.** However, if you fail the first submission, you get one additional opportunity to resubmit, but you will only earn 7.5 points.

Historiographic Essay (0-100 points)

Goal of assignment: Identify patterns of interpretation, account for why the patterns exist, and evaluate the plausibility of the interpretations in order to identify new directions in research or unanswered valid historical questions.

- Approximately seven-ten pages in length that fulfills the requirements outlined in the Historiographic Essay Manual.
- Submitted through **BOLT's Assignment Folder** and in **hardcopy** to instructor
- In Conference Meeting Five, you must provide evidence of your note-taking and earlier drafts of writing.

- This assignment has two “gateway” requirements; failure to pass through either gateway automatically leads to a loss of 50 points.
 - **Gateway 1:** student skillfully, knowledgeably incorporated a minimum number of 15 monographs and journal articles that are representative of trends and did not excessively or entirely rely upon journal articles. Note: as we work together on your project, I will develop an awareness of whether or not this expectation is reasonable; in some cases, there is an extensive historiography on your topic, and so a minimum of 15 may not be able to achieve representation over time.
 - **Gateway 2:** at least 90% of the essay discusses historiographical patterns, and not history. In short, if you cannot write a historiographic essay, you will not pass this assignment.

Grading Scale

Grades are earned, not based on “effort”; the letter grade communicates a level of competency: excellent (A range); above average (B range); average (C range); below average (D range); and unacceptable (F range). Total points are determined at the end of the semester (___ points + approx. 35 points for discussion & biblio/footnote quizzes). A letter grade will be based on the percentage of total points earned.

A Range	B Range	C Range	D Range	F Range
A 94-100%	B+ 87-89%	C+ 77-79%	D+ 67-69%	F 0-59%
A- 90-93%	B 84-86%	C 74-76%	D 60-66%	
	B- 80-83%	C- 70-73%		



Academic Policies

**Integrity, simply defined, is doing what is right even when no one is looking.
Do not make a mockery of individual achievement.
Take pride in your work and respect others' work.**

You are expected to be familiar with the following university policies:

Academic Integrity

Academic dishonesty includes: cheating, plagiarism, fabrication, misrepresenting circumstances, impersonation, obtaining an unfair advantage, aiding and abetting of academic dishonesty, falsification of records and official documents, and unauthorized access to computerized academic or administrative records or systems. For detailed definitions of these

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examples of academic dishonesty, consult Bloomsburg University's http://www.bloomu.edu/policies_procedures/3512

Student Disruptive Behavior Policy

http://www.bloomu.edu/policies_procedures/3881

Attendance Policy

http://www.bloomu.edu/policies_procedures/3506



Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies

- ✘ Regular classroom attendance is expected.
 - ✘ Here is a link to the university's attendance policy: http://www.bloomu.edu/policies_procedures/3506
 - ✘ An absence is excused if you have a varsity sports event, religious holy days, military and military reserve activity, illness that is documented by the health center or a doctor, and funerals. You must provide documentation that allows me to verify that your excuse is legitimate.
 - ✘ There is no makeup for unexcused absences; examples include court dates, sleeping in, studying for other classes, leaving campus early or arriving late because of ride-sharing, family vacations, even tending to a sick relative, etc. By the way, **falsely representing** why you are absent is a violation of academic integrity.
 - ✘ It is the **student's responsibility** to contact the professor to make up work promptly. **Do not wait until the next class meeting.**
 - ✘ **Deadlines for written work.** You are required to turn in your assignments on time, unless you have an excused absence as defined in the policies above. Late work will only be accepted within 24 hours of the deadline; you must still provide a hard copy (unless instructed otherwise) **PLUS** upload to BOLT Coursework --> Assignment Submission Folder. **You will only receive half credit of the grade that you would have earned for any late work.**
 - ✘ You should always keep an electronic "mail trail" that indicates you have submitted your assignments to the BOLT Coursework → Assignment Submission Folder.
 - ✘ You should always have backup copies of your files and print "hard copies" so you do not lose your work. Do not bring thumb-drives, disks, etc to my office and expect me to print your essays.
- Stuff Happens Option:** Recognizing that stuff happens that could interfere with submitting written work on time, you are allowed to use the "stuff happens" excuse **once**. This provides you with an additional 72 hours beyond the deadline to complete your assignment. To use your "stuff happens option," you need to email me so that I can keep records, and you must still submit a hardcopy of your work within the deadline (unless instructed otherwise).

Seeking Help!

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BU's Writing and Literacy Engagement Studio (WALES)

The Writing and Literacy Engagement Studio (WALES), supports students' growth as writers and readers. We enjoy both easing the writing process for all students of every major and also helping students develop strategies to help them read and make sense of course and research material. We are a free resource for undergraduate and graduate students. Our diverse staff of WALES consultants represent a variety of majors and share the common goal of working with students to develop skills and strategies that help them grow as readers and writers. Students set the agenda for each appointment—whether they're concerned about getting started on a writing project, or about improving clarity, grammar, organization, citations or any other aspect of writing or the English language. Appointments are highly recommended, but walk-ins are welcome.

WALES consultants are also available to conduct sessions online. Commuting students or any student who wants to work with a consultant but cannot get to one of our locations will be able to reach us online through a link we will provide. Students will be able to speak with consultants and share their documents, usually without having to download any new software. We will be offering workshops and individual tutorials for students who are interested in working with us online.

WALES hours for Fall 2018

- In Bakeless 206, Mon.—Thurs. from 9:00 am to 7:00 pm and Fridays from 9:00 am to 4:00 pm.
- In the Elwell lobby area, Sun.—Thurs. from 7:00 pm to 11:00 pm.
- In Andruss (Schweiker Room), Sun.—Thurs. from 7:00 pm to 9:00 pm.

You can drop in to Bakeless 206 or request an appointment through email: wales@bloomu.edu. Visit their website (www.bloomu.edu/wales) for more information.



University Tutorial Services: If you feel you need extra help to improve your academic performance in this or any of your courses, please consider requesting a tutor in University Tutorial Services (UTS). UTS offers peer tutoring at no charge to Bloomsburg University students. The UTS office is located in Warren Student Services Center, Room 13.

Accommodative Services

- Any students eligible for classroom accommodations are invited to meet with me to discuss their concerns and to present their disclosure forms from the Office of Accommodative Services.
- Our University provides reasonable accommodations to students who have documented disabilities. If you have a documented disability that requires academic accommodations and are not registered with the Accommodative Services

Office, please contact this office in the Warren Student Services Center, Room 043 as soon as possible to establish your eligibility.

Library Assistance: Librarians are a great source of help. Tips for seeking the Librarians' assistance:

- ✘ Take notes while they are helping you.
- ✘ Take your assignments with you. Why? The librarians need to know that you are required to learn specific databases Pilot, WorldCat, America History and Life/Historical Abstracts, and JStor. (Additional databases that are also helpful include PALCI and Project Muse.)
- ✘ Make inter-library loan requests when Andruss does not have the materials.
- ✘ Know that Librarians are trained to help you with your research, not do your research, while the Circulation Desk staff is available to help you locate materials in the library.





Reading the Calendar

- ✘ Please note when assignments are due. Always bring any relevant readings, books, handouts, etc that have been assigned, all of which are located on BOLT or required texts.
- ✘ The syllabus divides learning activities into two 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., you are responsible for finding out how the syllabus will be adjusted by consulting BOLT or your huskies.bloomu.edu email account. 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.**
- Please note that t.b.a. appears for several class meetings. This creates some flexibility. When the goals for those classes are determined, they will be announced in BOLT news and sent to your huskies.bloomu.edu address.
- Deadlines for individual conferences are approximate.

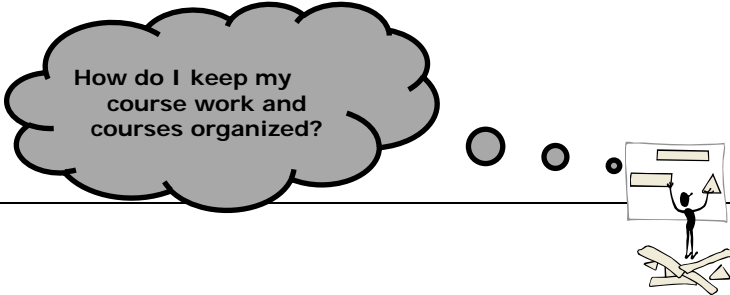
Calendar of Assignments, Readings, Quizzes, etc. . . .

- ALL READINGS ARE LOCATED IN PHOTOCOPY PACKET
- All Video LINKS are listed above in required readings and available in BOLT Content, on my webpage, and in most cases are YouTube videos so available there under "ProfStallbaumer".


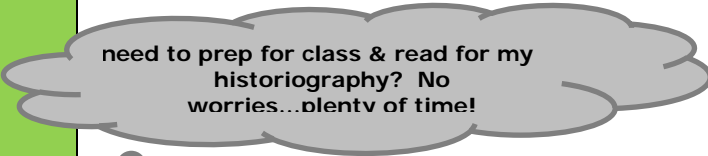

Date	Learning Activities and Assignments to be completed in preparation for Class Meetings:	Historiography Project Deadlines that should be completed simultaneously as assignments for Class Meetings
Tue, 28 Aug	Course Introduction <ol style="list-style-type: none"> 1. Why do I procrastinate and how do I avoid it? 2. What is the relationship between historiography and a primary source research paper? 3. How to select a topic? 	<input type="checkbox"/> Brainstorm on a topic in consultation with me. <input type="checkbox"/> First Conference to occur by 7 Sept and Topic Decision Made by 7 September. 
Between classes do the following	STUDY: <ul style="list-style-type: none"> <input type="checkbox"/> Historiographic Essay Manual <input type="checkbox"/> Study Video: Documents are Primary Sources <input type="checkbox"/> Study Video: Developing a Collection of Documents 	Explore these webpages and videos to locate primary sources to help you define a research focus for historiography: <ul style="list-style-type: none"> <input type="checkbox"/> Self-paced Andrus Library Discipline Guide: "History Research" at http://guides.library.bloomu.edu/primary?hs=a&gid=7324 <input type="checkbox"/> Self-paced Andrus Library Special Topic Guides: Government Documents@Andrus Library at http://guides.library.bloomu.edu/govinfo?hs=a&gid=7325 <input type="checkbox"/> Study Video: Finding Magazines through Readers Guide to Periodical Literature, Part 1 <input type="checkbox"/> Study Video: Finding Magazine Articles through Readers Guide to Periodical Literature, Part 2 <input type="checkbox"/> Study Video: Finding Magazines at Bloomsburg University
Thu, 30 Aug	Discussion: <ul style="list-style-type: none"> <input type="checkbox"/> What questions do you have regarding the Historiographic Essay Manual? <input type="checkbox"/> What questions do you have about creating primary source collections? 	<input type="checkbox"/> Brainstorm on a topic in consultation with me. <input type="checkbox"/> First Conference to occur by 7 Sept and Topic Decision Made by 7 September. 


Between classes do the following	STUDY: <input type="checkbox"/> Patrick Rael, "What Happened and Why?" <input type="checkbox"/> Turabian, <i>A Manual for Writers</i> , pp. 5-24 (chapters 1-2), 134-135 (chapter 14) <input type="checkbox"/> Study Video: Historical and Historiographical Essays Compared	STUDY VIDEOS at YOUR PACE: <ul style="list-style-type: none"> You are doing so to begin building your historiography bibliography and to prepare for an online quiz. Links to all videos are available in the list of required texts above, in BOLT Content, and on my website. 														
Tue, 4 Sep	Discussion: <ol style="list-style-type: none"> Why are questions essential to the historians' task? Why are no two histories exactly alike? What makes some histories better than others? What is the difference between a historiography and historiographical question? What historical and historiographical questions are you pondering for your project? 	<table border="1"> <thead> <tr> <th colspan="2" style="background-color: yellow;">BUILDING BIBLIOGRAPHIES: GENERAL</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td>Building a Bibliography: An Introduction</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Building a Bibliography: Scholarly Books</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Building a Bibliography: Scholarly Journal Articles</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Building a Bibliography: Tips from a Pro</td> </tr> <tr> <td><input type="checkbox"/></td> <td>What is a Boolean?</td> </tr> <tr> <td><input type="checkbox"/></td> <td>What is a Truncation?</td> </tr> </tbody> </table>	BUILDING BIBLIOGRAPHIES: GENERAL		<input type="checkbox"/>	Building a Bibliography: An Introduction	<input type="checkbox"/>	Building a Bibliography: Scholarly Books	<input type="checkbox"/>	Building a Bibliography: Scholarly Journal Articles	<input type="checkbox"/>	Building a Bibliography: Tips from a Pro	<input type="checkbox"/>	What is a Boolean?	<input type="checkbox"/>	What is a Truncation?
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Between classes do the following	STUDY: <input type="checkbox"/> "Professional and Amateur History"	<table border="1"> <thead> <tr> <th colspan="2" style="background-color: yellow;">FINDING JOURNAL ARTICLES: GENERAL</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td>Finding Journal Articles: Defining features of Journal Articles</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Finding Journal Articles: About Databases</td> </tr> </tbody> </table>	FINDING JOURNAL ARTICLES: GENERAL		<input type="checkbox"/>	Finding Journal Articles: Defining features of Journal Articles	<input type="checkbox"/>	Finding Journal Articles: About Databases								
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<input type="checkbox"/>	Finding Journal Articles: Defining features of Journal Articles															
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Thu, 6 Sep	Discussion: <ol style="list-style-type: none"> How did the practice of history become professionalized? Why was political history the paradigm of professional history in the nineteenth- and early twentieth- centuries? Why is the difference between amateur and professional history? 	<table border="1"> <thead> <tr> <th colspan="2" style="background-color: yellow;">America: History and Life (AHL) and Historical Abstracts (HA)</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td>Locating America History and Life (AHL) and Historical Abstracts (HA) at Andrus Library</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Searching AHL/HA without "Fields"</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Searching AHL/HA with Subject Fields</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Searching AHL/HA by Keywords</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Search AHL/HA by Title</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Reading the Records from AHL/HA</td> </tr> </tbody> </table>	America: History and Life (AHL) and Historical Abstracts (HA)		<input type="checkbox"/>	Locating America History and Life (AHL) and Historical Abstracts (HA) at Andrus Library	<input type="checkbox"/>	Searching AHL/HA without "Fields"	<input type="checkbox"/>	Searching AHL/HA with Subject Fields	<input type="checkbox"/>	Searching AHL/HA by Keywords	<input type="checkbox"/>	Search AHL/HA by Title	<input type="checkbox"/>	Reading the Records from AHL/HA
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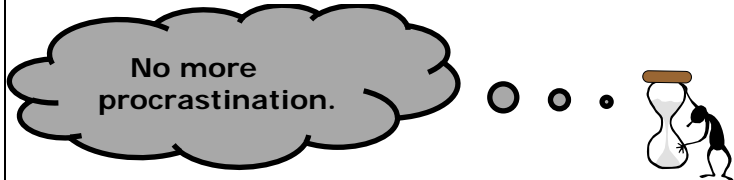
		<input type="checkbox"/> Inter-Library Loans for Unavailable Articles <input type="checkbox"/> Placing Limits in AHL/HA <input type="checkbox"/> Subject Search Terms in AHL/HA compared to the Library of Congress <input type="checkbox"/> Explaining Booleans, Truncations, and Wildcards in AHL/HA <input type="checkbox"/> Explaining Booleans Truncations Wildcards <input type="checkbox"/> Demonstrating Booleans Truncations Wildcards in AHL
Between classes do the following	STUDY: <input type="checkbox"/> "AHA Statement on Standards of Professional Conduct" <input type="checkbox"/> Turabian, <i>A Manual for Writers</i> , pp. 51-65 and pp. 134-135 (chapters 5 and 14)	JSTOR <input type="checkbox"/> Journal STORage: What is JSTOR? Introduction <input type="checkbox"/> Taking a Tour of JSTOR <input type="checkbox"/> Reading the Results in JSTOR
Tue, 11 Sep	Discussion: 1. What are the standards of the profession? 2. In comparing the AHA Standards and Turabian, what makes some historical arguments or interpretations more plausible than others?	FINDING BOOKS: GENERAL <input type="checkbox"/> Finding Books: An Introduction Finding Books at Andruss Library – Bloomsburg University <input type="checkbox"/> Finding BU "Books and More" <input type="checkbox"/> Using Descriptors to Search for Books at BU <input type="checkbox"/> Narrowing Results and Using Subject Headings at BU <input type="checkbox"/> Browsing by Subject at Andruss Library
Between classes do the following	STUDY: <input type="checkbox"/> Turabian, <i>A Manual for Writers</i> , pp. 77-84 (7.4-7.10); pp. 358-369 (chapter 25)	WorldCat <input type="checkbox"/> WorldCat: Finding the Database and Keywords <input type="checkbox"/> WorldCat: Using Limit Fields with Keyword Search <input type="checkbox"/> WorldCat: Reading the Record <input type="checkbox"/> WorldCat: Limiting Results on the Advanced Search Page <input type="checkbox"/> WorldCat: Subject Headings and Advanced Search Limits


		<input type="checkbox"/> WorldCat: Back Door into Subject Headings
Thu, 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? 	Primary Source Collection Project Due 5:00 PM BOLT Assignment Folder Today, 13 September
Between classes do the following	STUDY: <ul style="list-style-type: none"> <input type="checkbox"/> Turabian, <i>A Manual for Writers</i>, pp. 38-50 (chapter 4) 	Be building your working bibliography, revisiting videos to strengthen skills, and preparing for Library Research Videos Quiz
Tue, 18 Sep	Lecture and Exercise: <ul style="list-style-type: none"> • Reading and note-making ... What's the big deal? • How do you take effective notes? 	
Between classes do the following		
Thu, 20 Sep	Guest Lecturer from Writing Center	<input type="checkbox"/> Library Research Videos Quiz OPEN 20 September , available in BOLT between 6:00 AM until 11:59 PM. Quiz has a 20 minute time limit.
Between classes do the following	STUDY: <ul style="list-style-type: none"> <input type="checkbox"/> Christopher Browning, "The Euphoria of Victory" <input type="checkbox"/> Take notes on your reading following guidelines in <i>Historiographic Essay Manual</i>; bring notes to class along with readings. 	Be building your working bibliography, revisiting videos to strengthen skills, begin reading for your project.
Tue, 25 Sep	Discussion: <ol style="list-style-type: none"> 1. How to decipher historical arguments and make effective reading notes? 	

	<ol style="list-style-type: none"> 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? 							
Between classes do the following	<p>STUDY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Richard Breitman, "Plans for the Final Solution..." <input type="checkbox"/> Take notes on your reading following guidelines in Historiographic Essay Manual; bring notes to class along with readings. 	<p>Be building your working bibliography, revisiting videos to strengthen skills, begin reading for your project.</p>						
Thu, 27 Sep	<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 Breitman? 3. Is historical writing an exercise in rhetoric? 4. How do historians support their interpretations? 	<p><input type="checkbox"/> Working Bibliography due at the beginning of class today.</p>						
Between classes do the following	<p>STUDY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Friedlander, "Step by Step" <input type="checkbox"/> Take notes on your reading following guidelines in Historiographic Essay Manual; bring notes to class along with readings. 	<p>STUDY VIDEOS at YOUR PACE:</p> <ul style="list-style-type: none"> • You are being asked to study these videos in order to familiarize yourself with history writing conventions and more general best practices for writing. • Prepare for an online quiz about writing, citing, quoting • Links to all videos are available in the list of required texts above, in BOLT Content, and on my website. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #ffcc00;"> <th style="text-align: left; padding: 2px;">WRITING, CITING, QUOTING</th> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Writing a Thesis</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Writing Lively Sentences</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Writing Paragraphs a Definition</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Writing Paragraphs: Unity and Coherency</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> Writing Paragraphs: Segues</td> </tr> </table>	WRITING, CITING, QUOTING	<input type="checkbox"/> Writing a Thesis	<input type="checkbox"/> Writing Lively Sentences	<input type="checkbox"/> Writing Paragraphs a Definition	<input type="checkbox"/> Writing Paragraphs: Unity and Coherency	<input type="checkbox"/> Writing Paragraphs: Segues
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		<input type="checkbox"/> Writing Paragraphs: Proving Claims <input type="checkbox"/> Writing Paragraph: Concluding a Paragraph <input type="checkbox"/> Writing Paragraphs: Proofreading <input type="checkbox"/> Writing Paragraph: Diagnosing Problems
<p>Tue, 2 Oct</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? 	<p>5. Second Conference to occur before Friday, 5 October to discuss working bibliography</p> <p>6. Reading and making notes for your project.</p> 
<p>Between classes do the following</p>	<p><input type="checkbox"/> Be composing your mini-historiography.</p>  	<p>STUDY VIDEOS at YOUR PACE:</p> <p>WRITING, CITING, QUOTING</p> <input type="checkbox"/> Citing Source <input type="checkbox"/> Quotations: When and How <input type="checkbox"/> Quotations: Framing <input type="checkbox"/> Epistemology and Writing Conventions <input type="checkbox"/> Writing Conventions: Avoid First Person <input type="checkbox"/> Writing Conventions: Personal Pronouns <input type="checkbox"/> Writing Conventions: Past Tense <input type="checkbox"/> Writing Conventions: Avoid Vernacular <input type="checkbox"/> Writing Conventions: Sweeping Generalizations <input type="checkbox"/> Writing Conventions: Global Statements
<p>Thu, 4 Oct</p>	<p>The Development of Writing Skills We will be working with our own writing samples to discuss challenges in the process of drafting and editing essays.</p>	<p><input type="checkbox"/> Historical Writing Videos Quiz will be available, Thursday, 4 October, between 6:00 AM until 11:59 PM. Quiz has a 20 minute time limit.</p>

Between classes do the following	<input type="checkbox"/> Upload the draft of your mini-historiography to the Assignment Folder before the peer review session <input type="checkbox"/> Make three copies to bring to class	<input type="checkbox"/> Reading and making notes for your project. <input type="checkbox"/> Studying History Writing videos <input type="checkbox"/> Writing and Rewriting your Mini-Historiography
Tue, 9 Oct	Peer Review <ul style="list-style-type: none"> Peer Review of Mini-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. 	<input type="checkbox"/> Mini-Historiography Due by the Beginning of Class to BOLT → Assignment Folder <input type="checkbox"/> Bring three copies of your mini-historiography essay
Between classes do the following	STUDY: <ul style="list-style-type: none"> <input type="checkbox"/> Tracey Loughran, "Introduction: Frameworks and Perspectives," <input type="checkbox"/> Mark Williams, "Nations," pp. 15-28 	
Thu, 11 Oct	Discussion: <ol style="list-style-type: none"> Why is it essential to detect the frames/frameworks (a.k.a. working assumptions) of historians? How do national histories shape interpretations of the past? What are the limits and possibilities of framing history in terms of nation? How did historians from the ancients to the Enlightenment understand the practice of history? Lecture to follow discussion: <ul style="list-style-type: none"> 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"/> Progress Report 1 by 11:59 PM on Saturday, 13 October, in BOLT→Assignment Folder <div style="text-align: center;">  <p>Plan Ahead! Progress Reports are due on the weekend!!!! No excuses for being away from reliable internet.</p> </div>

Between classes do the following	STUDY: <input type="checkbox"/> "From the Minds of Historians," pp. 1-6 (Thucydides through Voltaire)	
Tue, 16 Oct	Lecture: <ul style="list-style-type: none"> The History of Historical Writing from Ancient Greeks to the beginning of the Modern Age: Why are they <u>not</u> considered modern? Or "professional"? 	
Between classes do the following	STUDY: <input type="checkbox"/> "Professional and Amateur History," pp. 1-9	
Thu, 18 Oct	Discussion: <ol style="list-style-type: none"> What is a professional historian? How does s/he differ from amateurs? What explains how history became professionalized? How did professionalization impact historical interpretations? 	<input type="checkbox"/> Reading and making notes for your project. <input type="checkbox"/> Progress Report 2 by 11:59 PM on Saturday, 20 October in BOLT→Assignment Folder
Between classes do the following	STUDY: <input type="checkbox"/> "From the Minds of Historians," p. 6-7, 11-20 (Leopold von Ranke, Theodore Clark Smith, Charles Beard, Helen Lynd)	<input type="checkbox"/> Third Conference to occur by Friday, 26 October, to discuss progress on historiography project <input type="checkbox"/> Reading and making notes for your project.
Tue, 23 Oct	Lecture: <ul style="list-style-type: none"> What does it mean to do history in the modern era? 	<input type="checkbox"/> Mini-Historiography Revision Due by the Beginning of Class and to BOLT → Assignment Folder and Submit a hard copy
Between classes do the following	STUDY: <input type="checkbox"/> Tracey Loughran, "Introduction: The Historian's Craft," pp. 117-121	<input type="checkbox"/> Reading and making notes for your project. <input type="checkbox"/> Progress Report 3 by 11:59 PM on Saturday, 27 October in BOLT→Assignment Folder

Thu, 25 Oct	<p>Discussion:</p> <ul style="list-style-type: none"> • An early crisis in the American historical profession? • What does a historian mean by objectivity? • Why has the political history paradigm been challenged? 	
Between classes do the following	<p>STUDY:</p> <p><input type="checkbox"/> Garthine Walker, "Historical Research," pp. 123-136</p>	<input type="checkbox"/> Reading and making notes for your project.
Tue, 30 Oct	<p>Lecture:</p> <ol style="list-style-type: none"> 1. Did history become fragmented & broken or diversified & rich during the twentieth century? 2. During lecture, please contemplate how the historians whom you are studying would respond to this question. 	
Between classes do the following	<p>STUDY:</p> <p><input type="checkbox"/> Kevin Passmore, "Evidence and Interpretation," pp. 139-152</p>	<p><input type="checkbox"/> Reading and making notes for your project.</p> <p><input type="checkbox"/> Progress Report 4 by 11:59 PM on Saturday, 3 November in BOLT→Assignment Folder</p>
Thu, 1 Nov	<p>Lecture:</p> <ol style="list-style-type: none"> 1. Did history become fragmented & broken or diversified & rich during the twentieth century? 2. During lecture, please contemplate how the historians whom you are studying would respond to this question. 	
Between classes do the following	<p>STUDY:</p> <p><input type="checkbox"/> "From the Minds of Historians," p. 21-28 (G. R. Elton, Hugh Trevor-Roper, & Howard Zinn)</p>	<p><input type="checkbox"/> Fourth Conference to occur by Friday, 9 November to discuss progress on historiography project</p> 

Tue, 6 Nov	<p>Discussion:</p> <ol style="list-style-type: none"> 1. If history is used to shape the present or future, will this undermine its objectivity? 2. How, if at all, can history be “dangerous”? 3. How would the historians that you are reading for your historiography respond to these questions and the beliefs of Elton, Trevor-Roper, & Zinn? 	
Between classes do the following	<p>STUDY:</p> <input type="checkbox"/> "From the Minds of Historians," p. 24-30 (Howard, Himmelfarb, Spoehrs, Kobrin, Arnold)	
Thu, 8 Nov	<p>Discussion:</p> <ol style="list-style-type: none"> 1. If history is used to shape the present or future, will this undermine its objectivity? 2. How, if at all, can history be “dangerous”? 3. How would the historians that you are reading for your historiography respond to these questions and the beliefs of Howard, Himmelfarb, Spoehrs, Kobrin, Arnold? 	<input type="checkbox"/> Reading and making notes for your project. <input type="checkbox"/> Progress Report 5 by 11:59 PM Saturday, 10 November in BOLT→Assignment Folder
Between classes do the following	<input type="checkbox"/> Studying for History of Historical Writing exam	<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
Tue, 13 Nov	<p>History of Historical Writing, in-class exam (tentative date)</p>	
Between classes do the following		<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 <input type="checkbox"/> Progress Report 6 by 11:59 PM Saturday, 17 November, in BOLT→Assignment Folder

Thu, 15 Nov	t.b.a.	
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
20 & 22 November	Reading Day and Thanksgiving Break – No class Meetings	
Tue, 27 Nov	t.b.a.	<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 <input type="checkbox"/> Fifth Conference to occur by Friday, 30 November, to discuss progress on historiography project
Between classes do the following		<input type="checkbox"/> Upload the draft of your historiography to the Assignment Folder before the peer review session
Thu, 29 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		<input type="checkbox"/> Upload the draft of your historiography to the Assignment Folder before the peer review session
Tue, 4 Dec	t.b.a.	<input type="checkbox"/> Historiographic Essay Due by 2:00 PM in class and through BOLT → Assignment Folder

Between classes do the following		
Thu, 6 Dec	t.b.a.	
Between classes do the following		
Monday, 10 December, 3:30 PM	Finals Week	

