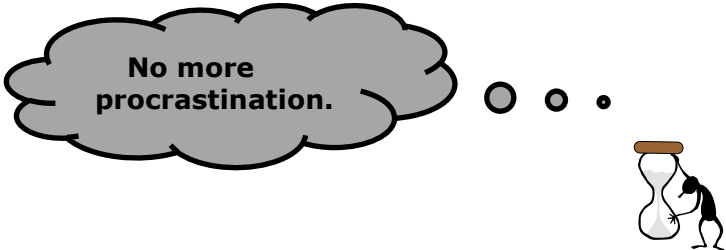




- **Revised Syllabus updated 8 October 2018**
- **Consult the syllabus and photocopy packet for all assignment details.**


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 |
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| Tues, 9 Oct | <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> | <input type="checkbox"/> Historical Writing Videos Quiz finished by Thursday, 9 October, between 6:00 AM until 11:59 PM. Quiz has a 20 minute time limit. |
| 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 |
| Thurs,11 Oct | <p>Peer Review</p> <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 | <p>STUDY:</p> <input type="checkbox"/> Tracey Loughran, "Introduction: Frameworks and Perspectives," <input type="checkbox"/> Mark Williams, "Nations," pp. 15-28 | |

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| Tues, 16 Oct | <p>Discussion:</p> <ol style="list-style-type: none"> 1. Why is it essential to detect the frames/frameworks (a.k.a. working assumptions) of historians? 2. How do national histories shape interpretations of the past? 3. What are the limits and possibilities of framing history in terms of nation? 4. How did historians from the ancients to the Enlightenment understand the practice of history? <p>Lecture to follow discussion:</p> <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? |  |
| Between classes do the following | <p>STUDY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "From the Minds of Historians," pp. 1-6 (Thucydides through Voltaire) | |
| Thurs, 18 Oct | <p>Lecture:</p> <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"? | <ul style="list-style-type: none"> <input type="checkbox"/> Reading and making notes for your project. <input type="checkbox"/> Progress Report 1 by 11:59 PM on Saturday, 20 October in BOLT→Assignment Folder |
| Between classes do the following | <p>STUDY:</p> <ul style="list-style-type: none"> <input type="checkbox"/> "Professional and Amateur History," pp. 1-9 |  |
| Tues, 23 Oct | <p>Discussion:</p> <ol style="list-style-type: none"> 1. What is a professional historian? How does s/he differ from amateurs? 2. What explains how history became professionalized? 3. How did professionalization impact historical interpretations? | |

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| 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"/> Second Conference to occur by Friday, 26 October, to discuss progress on historiography project <input type="checkbox"/> Reading and making notes for your project. |  |
| Thur, 25 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 2 by 11:59 PM on Saturday, 27 October in BOLT→Assignment Folder | |
| Tue, 30 Oct | Discussion: <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 | STUDY: <input type="checkbox"/> Garthine Walker, "Historical Research," pp. 123-136 | <input type="checkbox"/> Reading and making notes for your project. | |
| Thu, 1 Nov | Lecture: <ol style="list-style-type: none"> 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. | | |
| Between classes do the following | STUDY: <input type="checkbox"/> Kevin Passmore, "Evidence and Interpretation," pp. 139-152 | <input type="checkbox"/> Reading and making notes for your project. <input type="checkbox"/> Progress Report 3 by 11:59 PM on Saturday, 3 November in BOLT→Assignment Folder | |

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| Tue, 6 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> <input type="checkbox"/> "From the Minds of Historians," p. 21-28 (G. R. Elton, Hugh Trevor-Roper, & Howard Zinn) | <input type="checkbox"/> Third Conference to occur by Friday, 9 November to discuss progress on historiography project  |
| 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 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) | |
| Tue, 13 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 4 by 11:59 PM Saturday, 10 November in BOLT→Assignment Folder |

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| 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 |
| Thu, 15 Nov | History of Historical Writing, in-class exam (tentative date) | |
| 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 5 by 11:59 PM Saturday, 17 November, in BOLT→Assignment Folder |
| 20 & 22 November | Reading Day and Thanksgiving Break – No class Meetings | |
| 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 |
| 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"/> Fourth 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 | |

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| | <ul style="list-style-type: none"> 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 | |

