Historiography and Historical Methods  
Dr. Stallbaumer-Beishline  

42.298.01  

Meeting Room: 135 OSH  

Spring 2011 (updated 23 February 2011)  

Office Hours & Two Offices  

Old Science Hall 132  
Tuesday and Thursday: 2:30-3:30 PM  
Monday Evenings: 5:00-6:30 PM  

TALE Center, 420 Andruss Library  
Wednesday: 2:00-4:00 PM  

I will always be available before and after class.  

I currently split my time and offices between the History Department and the TALE Center, which is located in the library. You will find that I am at the TALE Center nearly every day. You are welcome to visit me there, but I am not available if I am in a meeting with faculty.  

Old Science Hall Office Phone: 389-4979  
TALE Center Office Phone: 389-4310  
Home Phone: 570-925-0304 (9 AM-9 PM)  
lstallba@bloomu.edu  

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 me at both phone numbers or see me during my office hours  
✓ the lack of planning on your part does not constitute an emergency on my part  

Communication:  

All course materials are found in BOLT https://bolt.bloomu.edu. All written communication is completed through your BU email address so you must access that account routinely. Any alterations to the course syllabus, meeting times, etc will be announced as a news item in BOLT and with a group email @huskies.bloomu.edu. Please ask questions if any instruction is ever unclear.  

Learning Goals or Outcomes:  

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.  

How the goals will be accomplished:  

Through the completion of library tutorials, writing exercises, practice mini-historiography essay, discussion with faculty and classmates, completion of progress reports, completion of Primary Source 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 and hone those skills on your own project.  

To know the standards of the historical  

Acquire knowledge through readings
profession and recognize if historians abide by those standards.

To account for why some historical arguments are more convincing than others.

To recognize how historians' points of view or working assumptions shape their interpretation of the past.

To explain how the historical profession has become professionalized and how that has influenced historiography.

To determine if the historical profession has become fragmented and broken or diverse and rich.

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.

Are the rumors true that this course will destroy my grade point average and suck the life right out of me? Qualities of an effective and successful learner:

- Be organized, self-motivated, and self-disciplined.
- Be curious and willing to ask questions for clarity.
- Make productive use of your time on a daily basis.
- Be an "actual reader," who continuously monitors the meanings being constructed in writing, not a "mock reader," who is "taken in by rhetorical devises . . . and crafted prose."
- Be an effective note taker who organizes his/her thoughts not only to acquire factual knowledge from the readings but also evaluate and question the authors.
- Complete assignments without midnight cramming to ensure genuine progress. You have only convinced yourself 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.
- Know the difference between a historical and historiographical essay and how the historiography essay can help you define a project for Research and Writing (42.398).
- Expect to work very hard; this is not an easy class, but you can do it.

Required Texts and Sources:


Historiographic Essay Manual. BOLT → Content https://bolt.bloomu.edu/

Additional required reading material, videos, and tutorials are available on BOLT → Content and my website: http://facstaff.bloomu.edu/lstallba

**Assignments to Assess Students' Learning Outcomes** (deadlines are listed in the calendar below; rubrics are located in BOLT) alphabetical listing:

**Attendance** (1 point each full day of class attendance)
- **Goal of the assignment:** attendance is crucial to learning about historiography and staying abreast of the course.

**Discussion** (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?).

**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.

**Historical Writing Quiz** (0-20 points)
- **Goals of assignment:** to encourage you to complete the tutorials and videos on historical writing; to test your understanding; to identify areas in which you struggle so that you can discuss these with me.
- To be completed on BOLT → Quizzes. See Calendar below for the date.
- Test your ability to recognize conventions in historical writing.
- You will be allowed one retest two weeks before the end of the semester; the highest score will be counted toward your final grade. The retest is offered on the assumption that exercises within class will reinforce what you learned in the tutorials. The retest will not be identical in content to the first quiz but test you on the same ideas.

**Historiographic Essay** (0-100 points)
- **Goal of assignment:** to demonstrate an ability to explain interpretation patterns in order to identify potential new directions for research and writing.
• 7-10 pages in length that fulfills the requirements outlined in the Historiographic Essay Manual and submitted through BOLT's Dropbox and in hardcopy to instructor including all notes and earlier drafts.

History of Historical Writing Exam (0-50 points)
• Goal of assignment: to demonstrate an understanding of the history of historical writing that provides the context in which ALL historiographic essays can be understood.
• Objective and essay format that assesses your comprehension of the development of professional history to be completed in class.

Individual Conferences with Professor
You will be required to meet in person or through Skype to discuss the results of your working bibliography and after the 3rd and 7th progress reports are submitted.

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 historiographic essay project.
• Not to exceed 5 paragraphs (approximately 3 pages).
• You will be asked to identify, explain, and account for historical patterns on the origins of the final solution after having studied three articles assigned by me.
• You will be required to turn in the notes that you took to read and write your essay.
• Format of note-taking and essay composition must follow the guidelines found in the Historiographic Essay Manual.
• Bibliography and footnotes must follow Turabian guidelines found on pp. 133-157 (15.1-16.4.2) and pp. 161 (17.1-17.2).

Online Tutorials
• Goals of assignment: to develop your skills at searching for monographs and journal articles; to develop your understanding of writing skills.
• Completed outside of class in preparation for what we do in class.

Pre- and post- Skills Assessment Surveys to be completed on BOLT → Surveys

Primary Source Project (0-30 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, 42.398.
• For more discussion of documents and the assignment requirements, please see the guidelines in BOLT → Content → Syllabi, Assignment Guidelines, and Rubric.

Progress Reports (0-5 points each report; 0-40 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 engage in pre-writing.
• Submitted to instructor through BOLT's Dropbox that adheres to the guidelines guidelines in BOLT → Content → Syllabi, Assignment Guidelines, and Rubric.

Working Bibliography (0-20 points possible)
• 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 these databases.
• Based upon searches from BU Pilot, WorldCat, America History and Life-Historical Abstracts and JStor.
• Submit a photocopy of 3 x 5 cards of potentially relevant books or articles on historiographic topic (you should get 5-6 per page)
• A minimum of 20 potentially relevant titles are required (no primary sources, no encyclopedia articles, no internet web sites, no survey textbooks, i.e. no tertiary sources)
• You must have monographs and journal articles.
• Your bibliography cannot be narrowly limited to your immediate topic.
• Devote one 3 x 5 card to each bibliographic reference recorded accurately according to Turabian (pp. 133-157 entries # 15.1-16.4.2 and pp. 161 entries # 17.1-17.2) – See Historiographic Essay Manual for the bib card sample.
• Indicate the source through which you found the title (e.g. Pilot, WorldCat, Historical Abstracts, American: History and Life, JStor, or in the bibliography of a historical monograph) on each 3x5 card.
• Indicate what search terms you used to locate the title.
• Your book titles and journal articles must originate from across the span of time since the event occurred.
• Please understand that it is better to have identified too many monographs or articles than not enough; you will not be expected to read everything that you identify.
• If you need assistance, and at some point, you all should, please see me (conducting a bibliographic search takes time and practice and in-class instruction has only limited effectiveness).
• It is a working bibliography because you will be expected to revise your reading list in response to critiques from me, advice from experts, and what you discover as you read.

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.

Grading Scale
Total points are determined at the end of the semester (the points will approximately add up to 330). A letter grade will be based on the percentage of total points earned.

<table>
<thead>
<tr>
<th>A Range</th>
<th>B Range</th>
<th>C Range</th>
<th>D Range</th>
<th>E Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 94-100%</td>
<td>B+ 87-89%</td>
<td>C+ 77-79%</td>
<td>D+ 67-69%</td>
<td>E 0-59%</td>
</tr>
<tr>
<td>A- 90-93%</td>
<td>B 84-86%</td>
<td>C 74-76%</td>
<td>D 60-66%</td>
<td></td>
</tr>
<tr>
<td>B- 80-83%</td>
<td>C- 70-73%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Academic Integrity
Bloomsburg University Policy and Procedures 3512

"Academic integrity refers to the adherence to agreed upon moral and ethical principles when engaging in academic or scholarly pursuits. The university's academic integrity is part of an effort to nurture a community where trust, honesty and personal integrity guide all of our dealings with one another. Personal integrity is vital to our pursuit of educating and becoming educated. This student academic integrity policy is only part of, not the entirety of, efforts to foster a community of trust; trust is built first on our actions toward each other. The responsibility to be honest, fair, and forthright with others is a responsibility that each member of the Bloomsburg University community must accept. . . .

"The following types of behaviors are examples of academic dishonesty. This list is not, and cannot be exhaustive. Students who are unsure if an act is academically dishonest have a duty to consult their professor before engaging in the act."

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 examples of academic dishonest, consult Bloomsburg University's Academic Integrity Policy (PRP 3512) at www.bloomu.edu/about/govern/pol.3512.htm.

Attendance Policy
Bloomsburg University Policies and Procedures 3506

"Regular classroom attendance is expected of all students. However, a student will be afforded reasonable assistance by a faculty member when class work is missed as a result of extenuating circumstances beyond the student's control, such as but not limited to:
1. Personal illness.
2. Death or critical illness in the immediate family.
3. Participation in a university-sponsored activity.
4. Participation in a short-term, obligatory military or military reserve activity.
"Instructors may request the student to provide official documentation to verify the reasons for the absence.
"Arrangements for assistance must be made by the student with the instructor as soon as the need for an absence is known. The instructor is not required to give makeup examinations or review other class work missed as a result of unauthorized absences.
"A faculty member, with departmental approval, may adopt a reasonable alternative policy if class members are provided that policy in writing during the first week of classes."

Dr. Stallbaumer's Attendance and Assignment Deadlines' Policies

✓ Regular classroom attendance is mandatory.
✓ 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.
✓ You are required to turn in your assignments on time. Late assignments are penalized 10% for each day they are late. "Computer problems" or the "dog ate my homework" are not acceptable excuses. If your computer "swallows your paper," or malfunctions in some manner, your assignments can be accepted late only if an earlier draft is submitted by the deadline.
✓ **Once graded assignments have been returned, I will not accept late work unless you have made arrangements with me in a timely manner.**
✓ You should always have backup copies of your files and print "hard copies" so you do not lose your work.

### Cell Phone, MP3, Blackberry, iPhone, iPod, iPad, Laptop, eReader, etc. . . .  

**Policy**

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

If you bring a laptop or eReader (e.g. Kindle) to class, please have a G-rated screen saver, no gaming, no checking or sending emails, etc. Of course, you are permitted to use the laptop for class related activities.

**Consequences?** You will be asked to leave the class if you are found to be reading a text message, texting, listening to music, listening to a message, sending or checking email, gaming, etc. You will be asked not to bring your laptop to class or to leave if you are making inappropriate use of your laptop or eReader.

### Seeking Help!

The **Bloomsburg University Writing Center (BUWC)** offers free support for graduate and undergraduate writers at any point in the writing process. Take the draft of the paper you are working on (or the writing assignment, if you have not started a draft). They will not write any part of your paper, but they can help you get started and then keep going; they can read what you have written and ask questions to help you think about what your readers might need; they can work with you on grammar, mechanics, or format; and they can help you develop strategies for proofreading and editing.

**BUWC opens for Spring 2011 on Feb. 1st.** Hours are Mon.—Thurs. from 10:00 a.m. to 7:00 p.m. and Fridays from 10:00 a.m. to 1:00 p.m. in Bakeless 206. There are also night hours on Sunday and Wednesday at satellite locations. Visit their website http://departments.bloomu.edu/writingcenter/ for more information.

### University Tutorial Services:  
If you feel you need extra help to improve your academic performance in this course 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.
**Alert:** If you seek out a librarian's assistance, take your library assignment with you. They may not realize that you are required to use specific library databases and point you to alternative sources such as google scholar. Be polite and ask them to show you how to exploit the specific databases through Andrus Library: Pilot, WorldCat, America History and Life/Historical Abstracts, and JStor. Why? The above databases are "controlled environments" that will protect you from unreliable websites. E.g. Searching Historical Abstracts and America: History and Life will ONLY guide you to scholarly works, not hack jobs that literally ANYONE can put on the Web!!!!

So if you ask a librarian for assistance, please make sure they understand that you are required to demonstrate specific databases. Additional reliable databases do exist, e.g. PALCI, and you are welcome to learn more about these, but I will be assessing you on your ability to exploit those assigned.

**Reading the Calendar**

According to the schedule below, you should have studied, not just read, by the date of the class meeting the assigned readings, completed the tutorials, etc in order to be prepared for the class. Please note when assignments are due. Always bring to the relevant class meetings any relevant readings, books, handouts, etc that have been assigned, all of which are located on BOLT or required texts.

**If classes are canceled** because of road conditions, bad weather, 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.

Shaded part has transpired but here for your information when the calendar was revised on 23 February.

<table>
<thead>
<tr>
<th>Date</th>
<th>Learning Activities and Assignments to be completed in preparation for Class Meetings:</th>
<th>Historiography Project Deadlines that should be completed simultaneously as class assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tu, 18 Jan</strong></td>
<td><strong>Course Introduction</strong>&lt;br&gt;What is the relationship between historiography and a primary source research paper?&lt;br&gt;How to select a topic?&lt;br&gt;Why do I procrastinate and how do I avoid it?</td>
<td>□ Brainstorm on a topic in consultation with me.&lt;br&gt;□ <em>After class, complete the following anonymous survey:</em>&lt;br&gt;Pre-Course Skills Assessment (it will be available until Thursday, 20 January, 11:59:59 PM)</td>
</tr>
<tr>
<td><strong>Th, 20 Jan</strong></td>
<td><strong>Lecture and Discussion:</strong> What is the difference between a document, selected/edited documents, and a document collection?</td>
<td>□ Brainstorm on a topic in consultation with me. Narrowing your topic.</td>
</tr>
</tbody>
</table>

Before class, STUDY:<br>□ Turabian, *A Manual for Writers*, pp. 5-35, 80-81<br>□ Complete Tutorial Link Available in BOLT → Content → Historical and Historiographical Questions Compared
| Tu, 25 Jan | **Lecture:** What is the difference between a historical essay or question and a historiographical essay or question?  
**Before class, STUDY:**  
☐ Patrick Rael, "What Happened and Why?"  
☐ "Historiographic Essay Manual," BOLT → Content  
☐ Gilderhus, *History and Historians*, pp. 1-11 | ☐ Tentative Topic approved by me no later than 3:30 PM today! Your topic may need to be narrowed down or redefined more as your project evolves.  
☐ Begin tutorials with links available in BOLT → Content → Finding Monographs (there are several tutorials)  
☐ Drawing upon tutorials, begin building your working bibliography with monograph titles. |
| Th, 27 Jan | **Discussion and Interaction:** What is a secondary source? What is a monograph? What are relevant titles to include in a bibliography and to study? What are your experiences in exploiting BU's Pilot and WorldCat to locate relevant monographs?  
**Before class, STUDY:**  
☐ Complete Tutorial Links Available in BOLT → Content → Finding Monographs (there are several tutorials)  
☐ Turabian, *A Manual for Writers*, pp. 36-47  
☐ You will be asked to share your experiences searching Pilot and WorldCat. | ☐ Bring bibliography cards to class on monographs that you have found by searching BU Pilot and WorldCat.  
☐ Be prepared to share your experiences with each other and troubleshoot any problems. |
| Tu, 1 Feb | **Discussion and Interaction:** What is a secondary source? What is a journal article? How is a journal article different from a magazine article? What are relevant titles to include in a bibliography and to study? What are your experiences in exploiting Historical Abstracts-America History and Life and JStor to locate relevant articles?  
**Before class, STUDY:**  
☐ Turabian, *A Manual for Writers*, pp. 36-47  
☐ You will be asked to share your experiences searching HA-AHL and Jstor | ☐ Primary Source Project Due Today at the beginning of class!  
☐ Begin tutorials with links available in BOLT → Content → Finding Journal Articles (there are several tutorials)  
☐ Drawing upon tutorials, begin building your working bibliography with journal article titles. |
| Th, 3 Feb | **Discussion:** What are the standards of the profession? What conventions in historical writing make some historical | You should be building your working bibliographies. |
arguments more plausible than others? How can you avoid the perils of plagiarism?

**Before class, STUDY:**
- Turabian, *A Manual for Writers*, pp. 48-61, 77-80 (7.9-7.10), 129-130
- Complete Tutorial Links Available in BOLT ➔ Content ➔ Plagiarism: What is it?
- "AHA Statement on Standards of Professional Conduct" BOLT ➔ Content

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tu, 8 Feb</td>
<td>Lecture and Interaction: Reading and note-taking ... What's the big deal? How do you take effective notes? What is authentic and inauthentic paraphrasing?</td>
<td>Working Bibliography due today at the beginning of class. Sign up sheet for individual meetings to discuss working bibliography will be made available. You should be reading and taking notes for your historiography project.</td>
</tr>
<tr>
<td>Th, 10 Feb</td>
<td>Discussion: How to decipher historical arguments and take effective reading notes?</td>
<td>You should be reading and taking notes for your historiography project.</td>
</tr>
<tr>
<td></td>
<td><strong>Before class, STUDY:</strong></td>
<td>I can do this! I'll build muscles checking books out of the library!</td>
</tr>
<tr>
<td></td>
<td>- Christopher Browning, &quot;The Euphoria of Victory&quot; BOLT ➔ Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Take notes on your reading following guidelines; bring notes to class along with readings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Review Turabian, <em>A Manual for Writers</em>, pp. 36-47</td>
<td></td>
</tr>
<tr>
<td>Tu, 15 Feb</td>
<td>Discussion: How to decipher historical arguments and take effective reading notes? How do historians explain the origins of the final solution?</td>
<td>Progress Report #1 due BOLT ➔ Dropbox by the beginning of class. You should be reading and taking notes for your historiography project.</td>
</tr>
<tr>
<td></td>
<td><strong>Before class, STUDY:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Breitman, &quot;Plans for the Final Solution...&quot; BOLT ➔ Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Take notes on your reading following guidelines; bring notes to class along with readings.</td>
<td></td>
</tr>
<tr>
<td>Th, 17 Feb</td>
<td>Discussion: How to decipher historical arguments and take effective reading notes? How do historians explain the origins of the final solution?</td>
<td>You should be reading and taking notes for your historiography project.</td>
</tr>
</tbody>
</table>
**Before class, STUDY:**
- Friedlander, "Step by Step" BOLT → Content
- Take notes on your reading following guidelines; bring notes to class along with readings.

---

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Before class, STUDY:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tu, 22 Feb</strong></td>
<td><strong>Lecture:</strong> What does it mean to &quot;do history&quot;?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Tutorial Links Available in BOLT → Content → Historical Writing (there are several tutorials to complete)</td>
</tr>
<tr>
<td><strong>Th, 24 Feb</strong></td>
<td><strong>Lecture:</strong> What does it mean to &quot;do history&quot;?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Tutorial Links Available in BOLT → Content → Citing Sources (there are two tutorials to complete)</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion:</th>
<th>Lecture to follow discussion:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday, 25 Feb</strong></td>
<td>How did historians from the ancients to the Enlightenment understand the practice of history?</td>
<td></td>
</tr>
<tr>
<td><strong>Tu, 1 Mar</strong></td>
<td>The History of Historical Writing from Ancient Greeks to the beginning of the Modern Age: Why are they not considered modern? Or professionals?</td>
<td></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion:</th>
<th>Historical Writing Quiz available on BOLT from 6:00:00 AM to 9:00:00 AM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Th, 3 Mar</strong></td>
<td>How did the practice of history become professionalized? Why</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>You should be completing the tutorials about Historical Writing, Citing Sources, Plagiarism: What is It?, Authentic and Inauthentic Paraphrasing all found in BOLT → Content</td>
</tr>
</tbody>
</table>

---

**How do I keep all my course work and courses organized?!**
was political history the paradigm of professional history in the nineteenth-
and early twentieth- centuries?

**Before class, STUDY:**
- "What is professional history? How did it develop," BOLT → Content
- "How does 'amateur' history compare with 'professional' history?"
  BOLT → Content

### Friday, 2 Mar

- **Progress Report #2 due** BOLT → Dropbox by the beginning of class

You should be reading and taking notes for your historiography project.

### Spring Break

You should be reading and taking notes for your historiography project.

### Tu, 15 Mar

**Discussion:** An early crisis in the historical profession? The problem of periodization.

**Before class, STUDY:**
- "From the Minds of Historians," p. 6-17 (Ranke, Smith, Beard, Lynd)
  BOLT → Content

### Th, 17 Mar

**Lecture:** Did history become fragmented & broken or diversified & rich during the twentieth century? How have the working assumptions of historians evolved from political interests to a diversity of interests?

**Before class, STUDY:**
- Gilderhus, *History and Historians*, pp.93-132

You should be reading and taking notes for your historiography project.

You should be contemplating patterns of interpretation in your historiography project.

### Fri, 18 Mar

- **Progress Report #3 due** BOLT → Dropbox by 3:00 PM

Retest available for Bibliographies from 6:00 AM to 11:59:59 PM today on BOLT → Quizzes

### Tu, 22 Mar

**Lecture:** Did history become fragmented & broken or diversified & rich during the twentieth century? How have the working assumptions of historians evolved from political interests to a diversity of interests?

**Before class, STUDY:**
- Gilderhus, *History and Historians*, pp.93-132

### Th, 24 Mar

t.b.a.

You should be reading and taking notes for your historiography project.

Spring break gives me some extra time! Yay!
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| Fri, 25 March | You should be contemplating patterns of interpretation in your historiography project. | □ Progress Report #4 due BOLT → Dropbox by 3:00 PM  
You should be reading and taking notes for your historiography project.  
You should be contemplating patterns of interpretation in your historiography project. |
| Tu, 29 Mar  | Discussion: If history serves a purpose, has it lost its purpose?      | □ Before class, STUDY:  
"From the Minds of Historians," p. 17-30 (Elton, Trevor-Roper, Zinn, Howard, Himmelfarb, Spoehrs, Kobrin, Arnold) BOLT → Content |
| Th, 31 Mar  | In-class Exam on the History of Historical Writing.                    | You should be reading and taking notes for your historiography project.  
You should have patterns of determination figured out but be willing to revise; you should be engaging in pre-writing. |
| Fri, 1 April | □ Progress Report #5 due BOLT → Dropbox by the beginning of class     | You should be reading and taking notes for your historiography project.  
You should be contemplating patterns of interpretation in your historiography project. |
| Tu, 5 April | t.b.a. Be prepared to bring partial drafts into class for peer tutoring and class discussion. More details will be shared in advance of these class meetings. | □ No more procrastination! |

A little procrastination won't hurt, will it?!
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th, 7 Apr</td>
<td>You should be reading and taking notes for your historiography project.</td>
<td>You should have patterns of determination figured out but be willing to revise; you should be engaging in pre-writing.</td>
</tr>
<tr>
<td></td>
<td>Th, 7 Apr</td>
<td>You should be developing historical questions that can be addressed in 42.398 given the patterns of interpretation that your are finding.</td>
</tr>
<tr>
<td>Fri, 8 Apr</td>
<td>t.b.a. Be prepared to bring partial drafts into class for peer tutoring and class discussion. More details will be shared in advance of these class meetings.</td>
<td>Progress Report #6 due BOLT → Dropbox by the beginning of class You should be reading and taking notes for your historiography project. You should have patterns of determination figured out but be willing to revise; you should be engaging in pre-writing.</td>
</tr>
<tr>
<td>Tu, 12 Apr</td>
<td>t.b.a. Be prepared to bring partial drafts into class for peer tutoring and class discussion. More details will be shared in advance of these class meetings.</td>
<td>Time will pass, will you?</td>
</tr>
<tr>
<td>Th, 14 Apr</td>
<td>t.b.a. Be prepared to bring partial drafts into class for peer tutoring and class discussion. More details will be shared in advance of these class meetings.</td>
<td>Hold individual conference with me; signup sheet will be made available. You should be able to raise historical questions, drawing upon the patterns of interpretation, that you hope to explore for your project in 42.398.</td>
</tr>
<tr>
<td>Fri, 15 Apr</td>
<td>Progress Report #7 due BOLT → Dropbox by the beginning of class You should be reading and taking notes for your historiography project. You should have patterns of determination figured out but be willing to revise; you should be engaging in pre-</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Tu, 19 Apr</strong></td>
<td><strong>t.b.a.</strong> Be prepared to bring partial drafts into class for peer tutoring and class discussion. More details will be shared in advance of these class meetings.</td>
<td>You should be editing your final drafts of your historiography essay.</td>
</tr>
<tr>
<td><strong>Fri, 20 April</strong></td>
<td></td>
<td>□ <strong>Progress Report #8 due BOLT → Dropbox by the beginning of class</strong> You should be reading and taking notes for your historiography project. You should have patterns of determination figured out but be willing to revise; you should be engaging in pre-writing. You should be developing historical questions that can be addressed in 42.398 given the patterns of interpretation that you are finding.</td>
</tr>
<tr>
<td><strong>Th, 21 Apr</strong></td>
<td><strong>t.b.a.</strong> Be prepared to bring partial drafts into class for peer tutoring and class discussion. More details will be shared in advance of these class meetings.</td>
<td>□ <strong>Historical Writing Quiz Retest available on BOLT from 6:00:00 AM to 11:59:59 PM</strong> You should be editing your final drafts of your historiography essay.</td>
</tr>
<tr>
<td><strong>Tu, 26 Apr</strong></td>
<td><strong>t.b.a.</strong> Be prepared to bring partial drafts into class for peer tutoring and class discussion. More details will be shared in advance of these class meetings.</td>
<td>□ <strong>Complete the following anonymous survey:</strong> Post-Course Skills Assessment (it will be available until Thursday, 20 January, 11:59:59 PM) You should be editing your final drafts of your historiography essay.</td>
</tr>
<tr>
<td><strong>Th, 28 Apr</strong></td>
<td><strong>t.b.a.</strong> Be prepared to bring partial drafts into class for peer tutoring and class discussion. More details will be shared in advance of these class meetings.</td>
<td>You should be editing your final drafts of your historiography essay.</td>
</tr>
</tbody>
</table>
Finals Week – 4 MAY

- HISORIOGRAPHIC ESSAY and ALL RESEARCH NOTES, ANY ROUGH DRAFTS, etc. IS DUE BY 2:30 PM in my office 132 OSH and a Copy Submitted to the Dropbox