Historiography and Historical Methods

Professor Andrew Robertson et al.

Spring 2024

Course Description

Historiography is the study of the history and theory of historical writing. Students enrolled in this course will journey through American history guided by Professor Andrew Robertson and seven other professors (Zara Anishanslin, Ned Blackhawk, Kristopher Burrell, Sarah King, Lauren Santangelo, Nora Slonimsky, and Wendy Wall). Students will read and discuss historical interpretations of the American past as they have changed over time in specific chronological periods—colonial/Revolutionary history, the early nineteenth century to Reconstruction, the Gilded Age to the Cold War, and the 1960s to the present. This course will also present lectures on the evolving historiographies of African American history, Native American history, and women’s history by scholars specializing in those fields. The historical methods portion of the course will teach students to interrogate primary sources and to read secondary sources with a critical eye.

Course Readings

4. Readings by historians linked to Moodle modules.

Course Requirements

- Contribute to ten discussion boards to demonstrate significant understanding of the issues of historiography and readings
- Complete five short papers (1–2 pages; 275–550 words exclusive of citations)
- Participate in at least three Q&As and answer a question about the topics discussed in the session for each
- Complete one of the following:
  - A substantial project about a historiographical controversy including a short historiographical paper that demonstrates the same rigor as the final paper (5 pages or 1375 words exclusive of citations)
  - A historiographical paper that demonstrates a depth of research on a controversial topic in history and an understanding of the conversation among
historians on that topic (15 pages; approximately 3750 words exclusive of citations)

**Learning Objectives**

1. Students will evaluate the ways historians study the past by exploring analytical, theoretical, and methodological tools that historians employ and the schools of thought that justify the use of those tools.
2. Students will assess the strengths and weaknesses of these tools of history and analyze them through written exercises.
3. Students will create a project/paper demonstrating an understanding of debates about the study of history and how those debates have shifted over time.

**Class Schedule**

**Week One:** February 8: Introduction to History and Historiography

This week you will review the difference between history and historiography and the expectations for your final paper, and share your plans for the paper or project.

**Readings**


**Lecture**

- Professor Andrew Robertson, “Introduction to History and Historiography”

**Assignments**

- Discussion Board One due: Sunday, February 11
  - Prompt: In a discussion post of approximately 250 words, use evidence from the readings to respond to the following questions:
    - Introduce yourself! Where are you located? What do you teach? Please include anything interesting you would like to share about yourself with the cohort.
    - Share something from Maza’s Introduction that struck you as an “aha!” moment or, something new that you had never before considered about the study of history, or what history is.
    - Describe your possible project/paper topic and how you came to be interested in it.
    - Make sure you respond substantively to at least two other students.

  **Q&A Session One with Professor Seman:** Date TBD

- Q&A Topic: Broad overview of the course; the difference between history and historiography; writing a historiography paper; and discussion of Maza, Introduction and Chapter One.
• Q&A Question: Write a 100–150-word paragraph about how you understand the difference between history and historiography and give an example of a research question about history and one about historiography on the same topic. Your questions may be about any topic.

Week Two: February 15: Historical Methodology: Primary Sources

Focus: This week the focus is on methodology: how historians do what they do. Importantly, historians must work with primary sources to do research and craft their arguments and narratives. This week, the readings, lecture, and assignments all address how historians use primary sources in their work. You will propose how to apply this information to a primary source you identify.

Readings

• Turabian, A Manual for Writers of Research Papers, Chapters 1–4.
• W. H. McDowell, Historical Research: A Guide to Writers of Dissertations, Theses, and Books (England: Routledge, 2002), Chapters 5 and 8. (A link to this reading can be found in the Week Two module.)

Lecture

• Professor Andrew Robertson, “Historical Methodology: Primary Sources”

Assignments

• Discussion Board Two due: Sunday, February 18
  ○ Prompt: In a post of approximately 250 words, please share how you understand the difference between primary and secondary and tertiary sources and share one example of how you have used each of these types of sources either in your teaching or research, or both.
  ○ Make sure you respond substantively to at least two other students.

• Short Paper One due: Wednesday, February 21
  ○ Prompt: Reflect on Professor Robertson’s lecture as well as the assigned reading in Turabian and McDowell.
  ○ Respond to the following in a short essay of one to two pages, 275–550 words: Choose one of the types of primary sources described by McDowell in Chapter 5 and find one online example of that type of source. Based on what you have learned this week, describe how you might work with this source.

Q&A Session Two with Professor Robertson: Date TBD

• Q&A Topic: Primary sources

• Q&A Question: Write a 100–150-word paragraph that gives your understanding of secondary source analysis and how you might use it in your research for your historiography essay.
**Week Three:** February 22: Historical Methodology: Secondary Sources

Focus: This week the focus is twofold. You will be reading about the “history of history” in Eileen Ka-May Cheng, *Historiography: An Introductory Guide*. You will also learn about and apply historical methods in using secondary sources in Professor Robertson’s lecture and Marc Trachtenberg, *The Craft of International History: A Guide to Method*. Secondary sources include historical monographs (books) and journal articles, and these are sources you will deeply engage with in this course as you work on historiographical papers.

**Readings**


**Lecture**

- Professor Andrew Robertson, “Historical Methodology: Secondary Sources”

**Assignments**

- Discussion Board Three due: Sunday, February 25
  - Prompt: In a post of approximately 250 words, refer to Professor Robertson’s lecture and the readings this week to explore how to work with secondary sources.
  - Find three secondary sources you’ve never used before on the topic of your final paper. Cite each source and describe how you found these sources and how you located the thesis of each.
  - Describe how you might use at least two of the methodologies you learned about this week when you work with these sources.
  - Make sure you respond substantively to at least two other students.

- Final Project/Paper Question due: Wednesday, February 28
  - In roughly 1–2 pages (275–550 words exclusive of citations) briefly describe the topic of your final historiographical paper or project. This should include a description of the paper or project you are proposing, some background information and historical context on your topic, and an explanation for why your particular paper or project might make a worthwhile contribution to understanding the field you are researching.

**Q&A Session Three with Professor Seman: Date TBD**

- Q&A Topic: Working with Secondary Sources; Paper Topics

- Q&A Question: Write a 100–150-word paragraph to summarize what you learned from this Q&A session.
Week Four: February 29: The History of American Historiography

Focus: This week, you will continue to read about the “history of history” in Cheng. You will also begin to focus on American historiography in Professor Robertson’s lecture. These two are intertwined, as American historiography is a part of the broad “history of history” that Cheng outlines in her book. You will apply your learning by researching the background and approaches of a historian you choose and by comparing two historiographical movements.

Readings

- Cheng, Chapters 4–6.
  (This reading can be accessed through Musselman Library with your Gettysburg College credentials.)

Lecture

- Professor Andrew Robertson, "The History of American Historiography"

Assignments

- Discussion Board Four due: Sunday, March 3
  - Prompt: Truett offers an important theory many Americanists must address, while Professor Robertson’s lecture discusses American historiography from the Puritans to the present, and in doing so provides examples of several different kinds of historiographical approaches along with some of the historians that represent those approaches.
  
    For this discussion board, do some research on a scholar who uses one of the approaches you learned about this week. In a post of approximately 250 words, describe the scholar’s background and work and the kind of approach used in that work. Be sure to use quotations and citations to illustrate this scholar’s approach.
  - Make sure you respond substantively to at least two other students.

- Short Paper Two due: Wednesday, March 6
  - Prompt: Reflect on the broad movements of historical writing from the Renaissance to the present in Eileen Ka-May Cheng’s Historiography: An Introductory Guide.
  - Respond to the following in a short essay of 1–2 pages (275–550 words):
    - Compare and contrast two of the movements described by Cheng (Romantic and Critical, Marxist, Enlightenment and Philosophical, etc.).
    - Be sure to include an overview of the value of those particular movements as well as some of the drawbacks/limitations each posed.

Q&A Session Four with Professor Seman: Date TBD
Week Five: March 7: Place, Ideas, Objects

Focus: This week, you will learn about historical approaches focusing on place, ideas, and objects, and review an important issue in the historiography of the founding of the country. How have these approaches expanded and enhanced our understanding of the past? You will apply what you have learned by discussing how these historiographical approaches might affect a historiographical controversy. This week you will also continue to work on your historiographical paper by revising your initial proposal and creating an annotated bibliography.

Readings

- Maza, Chapters 2 and 3.
- Turabian, Chapters 15, 16, and 17 (on citation and bibliography).
- Nikole Hannah-Jones, “The 1619 Project,” New York Times Magazine, August 14, 2019. (A link to this reading can be found in the Week Five module.)
- Victoria Bynum et al. Letter to the Editor, New York Times, December 29, 2019. (A link to this reading can be found in the Week Five module.)
- David Waldstreicher, “The Hidden Stakes of the 1619 Controversy,” Boston Review, January 24, 2020. (A link to this reading can be found in the Week Five module.)

Lecture

- Dr. Zara Anishanslin, “The Historiography of the Seventeenth and Eighteenth Centuries”

Assignments

- Discussion Board Five: Sunday, March 10
  - Prompt: In a post of approximately 250 words, refer the lecture and readings this week to respond to the following questions:
    ■ How would you describe the controversy engendered by the New York Times’s “The 1619 Project”? What biases or background do you think the authors bring to this controversy? How do you think this controversy might affect how modern American historians address the “history of where” or the “history of what”?
    - Use and cite quotations from the readings to document your argument.
    - Make sure you respond substantively to at least two other students.

- Revised Question and Proposed Bibliography due: Wednesday, March 13
  - In roughly 1–2 pages (275–550 words exclusive of citations) revise your initial proposal to incorporate your section professor’s feedback AND
Create an annotated bibliography containing at least five sources. Each of these sources should be followed by a paragraph (100–150 words exclusive of citations) describing the author’s credentials, the author’s work, and what this source will contribute to your final paper/project.

Q&A Session Five with Professor Seman: Date TBD

- Q&A Topics: Maza, Chapters 2 and 3; annotated bibliography
- Q&A Question: Write a 100–150-word paragraph to describe one example of a topic exploring the history of where and one describing the history of what.

Week Six: March 14: The Historiography of the Nineteenth Century and Power

Focus: This week, the readings, lecture, and assignments engage the historiography of the nineteenth century. As you read the essays and listen to the lecture, you will evaluate how historians have written about this century, and how that writing has changed over time. The power of governments, peoples, and ideologies—and the resistance to dominant power—permeates all of history, including the history of nineteenth-century America. It also informs the production of history. You will apply your learning by describing how the theme of power plays into this history and historiography.

Readings
- Daniel Feller, “The Historical Presidency: Andrew Jackson in the Age of Trump,” Presidential Studies Quarterly 51, no. 3, 9/21: 667–681. (This reading can be accessed through Musselman Library with your Gettysburg College credentials.)
- Michelle Foucault, “Truth and Power,” The Foucault Reader, ed. Paul Rabinow (New York: Pantheon, 1984), 51–75. (A link to this reading can be found in the Week Six module.)

Lecture
- Dr. Nora Slonimsky, “The Nineteenth Century”

Assignments
- Discussion Board Six: Sunday, March 17
  - Prompt: In a post of approximately 250 words, reflect on one of the major themes of Dr. Nora Slominsky’s lecture on nineteenth-century historiography: power.
    - Using what you have learned this week about how historians address issues of power, describe the theme of power in at least one of the works you are using in your final paper/project and explain how your readings this week help you understand that theme. Be sure to use quotations from the readings and the work you choose to illustrate your points.
    - Make sure you respond substantively to at least two other students.
- Short Paper Three due: Wednesday, March 20
Prompt: Reflect on one of the readings you have read during this course and provide an overview of their analysis of the historiography it describes.

Respond to the following questions in a short essay of 1–2 pages (275–550 words):

- What major turning points and shifts in analysis does the author you chose trace in the historiography of their topic?
- What accounts for the shifts in the interpretations of historians on this topic, according to what you’ve read?
- Describe a shift in the historiography of the topic you are researching for your final paper/project. Do you see any similarities between the historiography of your topic and the works you read about this week?

Week Seven: March 21: Gilded Age through the New Deal

Focus: This week the focus is on the historiography of the Gilded Age, Progressive Era, and the Interwar Wars. The readings and lecture share many of the significant works that address this period in American history. You will apply your learning this week by researching an important work on one of these eras. You will also evaluate a book review—one of the best ways to learn about scholarship and get a sense of the historiography of a certain period or topic.

Readings

- Richard Hofstadter, "Conflict and Consensus in American History," in The Progressive Historians (New York: Alfred Knopf, 1968), Chapter 12. (A link to this reading can be found in the Week Seven module.)
- Sarah A Whitt, “An Ordinary Case of Discipline’: Deputizing White Americans and Punishing Indian Men at the Carlisle Indian Industrial School, 1900–1918,” Western Historical Quarterly 54, no. 1, Spring 2023: 51–70. (This reading can be accessed through Musselman Library with your Gettysburg College credentials.)

Lecture

- Dr. Wendy Wall, "Gilded Age through the New Deal"

Assignments

- Discussion Board Seven due: Sunday, March 24
  - Prompt: In a post of approximately 250 words, refer to both the lecture by Dr. Wall and the historiographical readings assigned this week.
  - Do a little research on one of the authors you learned about this week. Share why this work is important to the historiography of the Progressive era.
  - Make sure you respond substantively to at least two other students.

- Short Paper Four due: Wednesday, March 27
  - One of the things that scholars do is write book reviews that give not only a critical assessment of a historical monograph (book), but also an overview of it: what sources are used, what arguments are made, and how the work is
situated in the historiography. One of the skills one needs to learn in graduate school is twofold: how to write a book review essay and how to read one to get a sense of a book you simply do not have time to read.

○ Prompt: Respond to the following instructions in a short essay of 1–2 pages (275–550 words):
  - Identify a monograph you want to read. It might be a work in your bibliography for your final paper, one your section professor has recommended, or one that has been mentioned in the lectures that intrigues you.
  - Find a book review of it in a scholarly journal and, in this short paper, provide an “overview of the review.” What does the reviewer say are the arguments of the book, the contributions of the book, the shortcomings, and importantly, how it is situated in the historiography? Every good review should tell you these things.

**Week Eight: March 28: The Twentieth Century: Post-WWII**

Focus: This week we will engage two themes: the historiography of the twentieth century, and a methodological and historiographical discussion of how history is made. You will also write the first five pages (1375 words exclusive of citations) of your historiographical paper for review by your section professor and your peers. There is no discussion this week, but you will post your preview to next week’s discussion board.

**Readings**

- Maza, Chapter 4
- Richard Overy, "Prologue," *Blood and Ruins: The Last Imperial War, 1931–1945* (New York: Viking Press, 2022), 2–28. (A link to this reading can be found in the Week Eight module.)
- Benjamin Madley, “Reexamining the American Genocide Debate: Meaning, Historiography, and New Methods,” *American Historical Review* 120, no. 1 (2015): 98–139. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](#))

**Lecture**

- Dr. Sarah King, “The Twentieth Century: Post-WWII”

**Assignments**

- Project/Paper Preview due: Wednesday, April 3
  - In roughly 5 pages (1375 words exclusive of citations), prepare your first rough draft.
    - Final Project: Submissions of the project preview will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.
- Paper Preview: Upload a copy of your draft to a discussion board for next week to share with your peers. Include a title page with a real title, all the appropriate footnotes, and a bibliography of at least ten sources.

**Q&A Session Six with Professor Seman:** Date TBD

- Q&A Topics: Maza, Chapter 4 and paper previews/writing and revising.
- Q&A Question: Write a 100–150-word paragraph to describe your progress with your paper and what problems you anticipate moving forward.

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**Week Nine: April 4: Historiography of Women’s History**

Focus: This week the focus is on the historiography of women’s and gender history. While this field has been around for a while, it continues to evolve into ever more complex ideas about gender and identity, influencing the interpretations of all historical topics and time periods, as Aaron Astor’s reading on slavery historiography in Week 10 will discuss. You will apply your learning by comparing women’s history and gender history, and you will write a review of a preview posted by one of your colleagues to the discussion board.

**Readings**

- Joan W. Scott, “Gender: A Useful Category of Historical Analysis,” *American Historical Review* 91, no. 5 (1986): 1053–75. ([This reading can be accessed through Musselman Library with your Gettysburg College credentials.](Musselman Library with your Gettysburg College credentials.)
- Cornelia Dayton and Lisa Levenstein, “The Big Tent of U.S. Women’s and Gender History,” *Journal of American History* 99, no. 3 (December 2012): 793–817. (A link to this reading can be found in the Week Nine module.)

**Lecture**

- Dr. Lauren Santangelo, “Historiography of Women’s History”

**Assignments**

- Discussion Board Eight due: Sunday, April 7

You should have posted your Preview to this discussion board last week.

- Prompt: Choose the Preview of another student and write them a short note by Thursday saying you will review it. When you choose someone to review, try to make sure it is someone whom no one else has chosen.
- By Sunday, write 1–2 paragraphs (200–500 words exclusive of citations) of helpful suggestions to your correspondent. Consider the following:
  - Offer ways your peer could improve the paper, perhaps by clarifying a section or adding a good source you know about.
  - Ask at least two questions for your peer to think about.
Make sure your comments are directed to the paper and are not personal. This video gives some helpful tips on how to do a peer review (A link to this video can be found in the Week Nine module.)

Answering your peer’s questions is optional but take them seriously—this exercise is designed to help each of you by sharing work and ideas.

You will be graded only on the quality of your review of your peer’s work—you are not graded on your preview (that already got a grade!).

● Short Paper Five due: Wednesday, April 10

One of the skills scholars of history must master is to take complex information and distill it into something we can explain to our students and the public.

○ Prompt: Reflect on your readings and Dr. Santangelo’s lecture and the definitions of women’s and gender history and respond to the following in a short essay of 1–2 pages (275–550 words):
  ■ Imagine you have to teach a basic overview of what women’s and gender history is to your students or to a group of people not familiar with women’s and gender history. How would you explain it and its importance?
  ■ Please reference the ideas and information provided in all of the assigned readings and the lecture in this module.

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**Week Ten: April 11: Historiography of African American History**

Focus: This week the focus is on African American historiography and the issue of causality in history. You will also be turning in your rough drafts, and the assigned chapters in Turabian will help you in that effort.

Readings

- Maza, Chapter 5.
- Turabian, Chapters 6, 7, and 9 (on drafting).
- Aaron Astor, “Slavery Historiography, Overview of Contemporaries and Historians” in Aaron Astor and Thomas C. Buchanan, eds., *Slavery: Interpreting American History* (Ashland: The Kent State University Press, 2021). (Link to this reading is found in the Week Ten module.)
- Kimberle Crenshaw, "Twenty Years of Critical Race Theory," *Connecticut Law Review* 43, no. 5, July 2011. (A link to this reading can be found in the Week Ten module.)

Lecture

- Dr. Kristopher Burrell, “African American Historiography”

Assignments

- Discussion Board Nine due: Sunday, April 14
○ Prompt: In a post of approximately 250 words, refer to both the lecture by Dr. Burrell and the readings assigned this week.
○ Describe how you understand the definition of Critical Race Theory. In what way is CRT only one lens by which to understand African American historiography?
○ Make sure you respond substantively to at least two other students.

- Rough Draft due Wednesday, April 17
  ○ Final Project: Submissions of the rough draft will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.
  ○ Paper: In a minimum of 10 pages (2750 words exclusive of citations), prepare your second rough draft by building on the five pages of your preview draft.

Q&A Session Seven with Professor Seman: Date TBD

- Q&A Topics: Maza, Chapter 5; African American historiography; writing a rough draft.
- Q&A Questions: Write a 100–150-word paragraph to answer the question: If you were to share your learning about African American history with your students, what are the important things you might say?

Week Eleven: April 18: Historiography of American Indian History

Focus: The focus this week is on Native American history and historiography, as well as contemplation of major theoretical innovations that challenged the history profession, such as postmodernism. You will apply your learning to evaluate the historiography of a tribe or nation of your choice.

Readings

- Maza, Chapter 6.
- Ned Blackhawk, “Recasting the Narrative of America: The Rewards and Challenges of Teaching American Indian History,” Journal of American History 93, no. 4 (March 2007): 1165–1170. (This reading can be accessed through Musselman Library with your Gettysburg College credentials.)

Lecture

- Dr. Ned Blackhawk, “Historiography of American Indian History”

Assignments

- Discussion Board Ten due: Sunday, April 21
  ○ Prompt: In a post of approximately 250 words, refer to both the lecture by Dr. Blackhawk and the readings assigned this week.
○ Choose a tribe or nation (perhaps one native to your state or hometown) and do a little research. Answer these questions:
  ■ In your experience, are there any popular misconceptions about that tribe?
  ■ What kind of historiography do you find on that tribe?
  ■ What gaps remain, do you think, in our understanding of this tribe?

Week Twelve: April 25: The Future of History

Focus: Preparing your final drafts and thinking about the future of history

Readings

- Lara Putnam, “The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast,” American Historical Review 121, no. 2 (April 2016): 377–402. (A link to this reading can be found in the Week 12 module.)
- Maza, Conclusion.

Lecture

- Dr. Andrew Robertson, “The Future of History”

Assignments

- Final Project/Paper due: Wednesday, May 1

Q&A Session Eight with Professor Robertson: Date TBD

- Q&A question: Write a 100–150-word paragraph to describe the three most important takeaways you have from this course.

Course and Program Policies

It is the responsibility of students to know, understand, and abide by course and program policies.

For a full overview of program policies, review the Gettysburg College–Gilder Lehrman Institute Student Handbook.

Course correspondence

Correspondence with faculty and administrators should be formal. Include a subject line, addressee, and closing. Put the name and number of your course in the subject line.

Plagiarism and AI
This program uses Turnitin to check for instances of plagiarism and AI. Plagiarism and papers composed fully or in part by AI will not be tolerated. This includes self-plagiarism. A student caught plagiarizing or composing papers with AI for the first time may receive a zero on the assignment. A student caught plagiarizing or composing with AI for a second time may be permanently removed from the program.

Your section professor will set the policies for use of AI for research or purposes other than composing your papers.

**Late work**

Assignments should be submitted no later than 11:59 p.m. Pacific Time on the due date unless otherwise specified by your section professor. If you think you will be unable to submit an assignment on time, it is your responsibility to contact your section professor to ask for an extension before the assignment’s due date. Late assignments will be docked 5% if less than a week late, 10% if one week late, and an additional 10% for each subsequent week.

**Grading scale**

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**Assignment Descriptions**
**Short Papers** (25% of grade – 5% per short paper)

Students will complete five short papers. Each should be approximately 500 words long. The purpose of these papers is not to merely summarize weekly readings but to demonstrate that you have read them analytically and contextually. Students have the option of responding to a prompt created by their section professor or to one of their own design. Prompts should reflect the themes discussed in course readings. If you need help getting started, you can complete one of the options listed below.

**Complete a thesis identification** - Select one of your assigned readings and focus on identifying the thesis as well as the evidence the authors use to support that thesis.

**Complete a primary source evaluation** - Evaluate a primary source from the Gilder Lehrman Collection or elsewhere. Primary sources must be relevant to that week’s readings. Keep the following questions in mind:

- Who is the author of this document?
- Who was their intended audience?
- How might both author and audience impact the content of the document?
- For what reason was this document created?

**Complete a book review** - Focus on one of the secondary sources assigned in this course and critique it. Keep the following questions in mind:

- What is the author’s argument?
- Does the author adequately support their argument?
- Are you convinced of their argument? If not, why not?
- How does this source fit into the larger discussion of its topic?

**Discussion Board Posts** (18% of grade – 2% per discussion board)

Students will interact in 10 discussion boards in this course. Discussion boards are led by section professors, who will provide specific instructions for participation in their section. You are required to make at least one post to each discussion board and respond to **at least two other students**.

**Question-and-Answer Sessions** (15% of grade – 5% per reaction)

Throughout the semester the lead professor and Professor Seman will conduct eight Q&As in total. Students **MUST** attend at least three of these sessions for each course they are taking. **In order to receive credit for attending each Q&A, you must complete a 1–2-paragraph Q&A Reaction within 24 hours of participation.** Note: If you cannot attend three of the five Q&As, you may receive credit by viewing archived Q&As and completing a 500-word review of topics covered for each missed Q&A. **Makeup assignments must be reviewed within two weeks of the missed Q&A.**

**Final Project/Paper** (42% of grade)
For the final assignment of this course, you will complete either a historiographical project or a 15-page historiographical essay paper. Remember that the topic is not history and you are not writing a typical history paper describing historical events. Instead, you must focus on comparing and contrasting the secondary sources, or historiography, which means what other historians have written about the topic. This type of paper or project investigates historians’ arguments, the sources that they used, the new sorts of research questions that they posed, and transitions in methodology. You will write only a short introduction about the events described by the historiography, and the entire rest of the paper is a compare/contrast effort to describe how the historiography on the same small topic evolved or differs across many authors. Ideally, you should choose a topic with a wide range of opinion and historiographical methodologies written across a span of years.

You may complete a final project, or a 15-page final paper.

1. A final project begins by identifying a narrow topic covered by a range of historiography. The submission should include a 5-page narrative describing the project’s development. Sample projects include (but are not limited to) podcasts or vodcasts, documentary editing and transcription, websites, annotated readers, walking tours, and plans for museum exhibitions. Lesson plans will not be accepted. Students should obtain their section professor’s approval early in the planning process to ensure that their project is sufficiently substantive.

2. A final paper should also cover a narrow topic addressed by a range of historiography. The goal of a historiographical essay is to analyze how historians have interpreted the same event or historical process differently and consider why shifts in historical debates may have occurred.

Both final assignment options require students to ask a question about how and why the historiography on a topic changes. Students will then use the research process (pulling from a variety of types of scholarly secondary sources written at different points in time) to explore that question and create a thesis-driven answer. Regardless of whether students pursue a project or paper, the work should be scaffolded throughout the semester. This method breaks up a large grade into smaller constituent grades and allows students time to incorporate instructor feedback into their assignments.

**Scaffolded Assignments**

- **Final Project/Paper Proposal (2%)**

  In roughly 1–2 pages (275–550 words exclusive of citations) describe briefly the topic of your final historiographical paper or project. This should include a description of the paper or project you are proposing, some background information and historical context on your topic, and an explanation for why your particular paper or project might make a worthwhile contribution to understanding the field you are researching.

- **Revised Proposal and Annotated Bibliography (3.5%)**
In roughly 1–2 pages (275–550 words exclusive of citations) revise your initial proposal to incorporate your section professor’s feedback AND

Create an annotated bibliography containing at least five sources. Each of these sources should be followed by a paragraph (100-150 words exclusive of citations) describing the author’s credentials, the author’s work, and what this source will contribute to your final paper/project.

- **Project or Paper Preview (5%)**

  In roughly 5 pages (1375 words exclusive of citations), prepare your first rough draft.

  Paper Preview: Upload a copy of your draft to a discussion forum for next week to share with your peers. Include a title page with a real title, all the appropriate footnotes, and a bibliography of at least ten sources.

  Project Preview: Submissions of the project preview will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.

- **Rough Draft (10.5%)**:

  Paper: In a minimum of 10 pages (2750 words exclusive of citations), prepare your second rough draft by building on the five pages of your preview draft.

  Project: Submissions of the rough draft will differ from project to project according to type. Determine an appropriate portion of your final project to turn in with your section professor.

- **Final Product (21%)**

  Final Project: Much like the final paper option, a final project is meant to prove that you have mastered the content covered by this course. We encourage you to be creative in your approach to this project, though it should be equivalent in rigor and workload to a final paper.

  Final Paper: Final papers should be at least fifteen pages in length. These can take the form of research papers or historiography papers.