

Fall 2018  
Class Time: TR 12:30-1:45 pm  
Classroom: BANC 371  
Credit Hours: 3  
Office Hours: MW 5:00-6:00 pm, TR 2:00-3:00 pm, and by Appointment

Instructor: Catherine Chang  
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### **HIST 300-001: Historiography and Methodology (CRN Number: 13333)**

#### **Course Description:**

***What is history???*** Suppose that you have a German friend. Try to use your own words to tell her about the American Civil War. No matter how much time you have, five minutes or a whole year, are you sure that your narrative reflects the whole truth of the American Civil War? Have you wondered where and how you got the “truth” from? For example, what is the number of its casualties? 600,000? 620,000? Or 700,000? Why are there different numbers? When a historian gives a number of the American Civil War’s casualties, he or she is making an argument. And he or she must give evidence and use reason to support it; this is how an argument is made.

“**History is an argument about the past,**” as you can see on the AHA poster on the instructor’s door. Historian Robert Williams also points out, “**the past is not history**” (Williams 2013, 4-5). It means that you would find one main and several minor arguments in each history of the American Civil War, ***for historians usually disagree about how to interpret the same event.*** Some focus on the great men such as Abraham Lincoln while others focus on the left-behind women in the South. In addition, ***each history is a narrative.*** Now we have different narratives or arguments or histories of the American Civil War. Back to the topic of the American Civil War, a better question could be: what are the histories of the American Civil War?

**Therefore, what is historiography?** Historiography is the study of the history of historical writing on a given topic. ***What is methodology?*** It is the study of the research methods in the field of history. ***To sum up, doing history is to study the change over time in the past. Time is the key factor in the study of history, and historian search for causation of any given topic.***

HIST 300 thus helps you to learn about research methods in history and the history of historical writing on a given topic. **This course is to help you to think, read, and write like a historian, making arguments with evidence and logic.** It is not meant to be comprehensive. We will focus on important research methods and discuss a diversity of perspectives to present the following fact: histories are made in particular times and places. Furthermore, we will be acquainted with the rules, standards and writing skills in the field of history.

In practice, this course is to prepare students for upper-division courses and writing research papers, particularly in HIST 590 Capstone Seminar, and to become historians.

HIST 300 thus consists of two important parts.

- **Critical reading:** Students will learn about the history of the historical profession, the characteristics of its subfields such as social history and gender history, and examples of historical writings. Students must identify the major subfields and schools in history to learn how historians interpret and argue about the past in all types of historical writings, including scholars’ monographs and visual materials in art history and public history.
- **Critical writing: This course is a writing intensive** course to conform to Winthrop University’s and the History Department’s requirements. The types of historical writings in college include analysis papers (single-source analysis or comparative papers), annotated bibliography (or annotations), book reviews, historiographic essays, and research papers. In HIST 300 students are not going to write any research paper; instead, students are ***preparing*** to write research papers in the future, not now. The key components in HIST 300—and writing book reviews, annotations (and annotated bibliography), outlines, and historiographic essays—constitute the foundation of all research papers (written in many upper-division courses and HIST 590 Capstone Seminar).
  - **NOTE: A historiographic essay** is to analyze *how* historians have interpreted a historical event *over time, with diverse approaches and from different perspectives*, rather than present one narrative of the event

itself. Each student should center on finding the various but competing research questions, understandings, arguments, and debates constructed by different historians about one given topic. It requires finding secondary and professional historical sources. The class will direct students to work on a historiographic essay over the semester, step by step, starting with annotations and book reviews, and ending with the 2<sup>nd</sup> draft of the historiographic essays.

### **Prerequisites:**

CRTW 201, HIST 211 and 212, and two of HIST 111, 112, and 113 (all can be taken as co-requisites), or permission of instructor; sophomore status or permission of the Department Chair.

### **Requirement:**

Undergraduate history majors must earn a grade of C or higher, or S on an S/U basis, in HIST 300 in order to take HIST 590 Capstone Seminar in History and be eligible for graduation.

### **Required Texts:**

1. Williams, Robert C. *The Historian's Toolbox: A Student's Guide to the Theory and Craft of History*. Third Edition. Armonk: M. E. Sharpe, Inc., 2012. (ISBN-13: 978-0765633279)
2. Storey, William Kelleher. *Writing History: A Guide for Students*. Fifth Edition. New York and Oxford: Oxford University Press, 2016. (ISBN-13: 978-0190238940)
3. In-Class handouts and readings on the Blackboard.

### **General Education Program Goals, University Level Competencies, and History Student Learning Outcomes:**

- **History 300 satisfies the intensive writing requirement for the General Education Program and for the history major.**
- Students of this course are expected to recognize and to reach the following **educational ideals of the General Education Program**: “to communicate clearly and effectively in standard English” (Goal One), “to use critical thinking, problem-solving skills, and a variety of research methods” (Goal Three), and “to recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles” (Goal Four).
- Students who successfully complete HIST 300 will satisfy:
  - **University Level Competency #1**: “Winthrop graduates think critically and solve problems.”—“Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.”
  - **University Level Competency #2**: “Winthrop graduates are personally and socially responsible.”—“Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.”
  - **University Level Competency #3**: “Winthrop graduates understand the interconnected nature of the world and the time in which they live.”—“Winthrop University students comprehend the historical, social, and global contexts of their discipline and their lives.” The study of historiography helps history majors understand how history has become a discipline and how the discipline of history is connected to other disciplines.
  - **University Level Competency #4**: “Winthrop graduates communicate effectively.”—“Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations—that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.”

- Students who successfully complete HIST 300 will demonstrate the following student learning outcomes of the history department program:
  - **Student Learning Outcome 1:** History majors demonstrate an ability to comprehend major issues in historiography.
  - **Student Learning Outcome 2:** History majors are personally and socially responsible. They demonstrate understanding of ethical dimensions of historical moments, processes, and developments.
  - **Student Learning Outcome 3:** History majors demonstrate their understanding of the interconnectedness of the world, past and present, by conducting independent research based on the critical assessment of both primary and secondary sources.
  - **Student Learning Outcome 4:** History majors communicate effectively core themes, ideas, and subject matter, in both written and oral form.

**Global Learning Component:**

This course participates in the Global Learning Initiative. The global learning components of this course are the following:

- Student will read and compare American, European, and other regions’ schools of thought and will learn the development of the historical profession in a global context.
- Students will analyze the historical writings from all regions and by authors of different time periods or cultural backgrounds.

**Grading System:**

Attendance	10%
PowerPoint Presentation on the Reading(s)	3%
Discussion	5%
In-Class Tests and Writing (Sep 4, Sep 13, Oct 2, Oct 18, Oct 30, Nov 1)	24%
Final Exam (Dec 6)	8%
Book Review (Sep 28)	10%
Historiographic Essay	40%
• Introductory Report of the Essay Topic (Sep 14)	2%
• Ten Annotations (See Class/Reading Schedule on pp. 8-9)	10%
• PowerPoint Presentation of the Historiographic Essay (Nov 13 or Nov 15)	3%
• 1 <sup>st</sup> Draft of the Historiographic Essay (Nov 16)	12%
• 2 <sup>nd</sup> Draft of the Historiographic Essay (Dec 3)	13%
Total:	100%

This course will be graded on a plus/minus basis. All course components will receive a number grade, but the final grade will be a letter grade and result from a weighted average of the grades of these course components. I will only give incompletes in extraordinary circumstances. According to the Winthrop’s academic regulations, the letter grades are assigned on the following basis:

93-100 =A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 59 or less=F

1. **Attendance:**

- Attendance is mandatory and regularly graded. **Arriving 10 minutes late, leaving 10 minutes early, or leaving the classroom more than 10 minutes in the middle of class will be considered as absence. Sleeping, texting, or reading other materials during class time will also be considered as absence. For each absence after two, the final grade will drop by 1 point.** If a student’s absences in a course total **25 percent or more** of the class meetings for the course, the student will receive a grade of N if the student

withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the Withdrawal from Courses section of the University catalogs, a grade of **F or U** shall be assigned.

- Each student is allowed two unexcused absences for circumstances beyond your control; every unexcused absence more than that will result in points being subtracted from the grade. For an excuse to be valid, the student must submit written verification from a physician, advisor, or administrator to explain the reason of the absence, or it probably will not be accepted. Excuses will be accepted for deaths in the family but must be supported by such evidence as an obituary or a funeral program containing the student's surname. The student must understand that I may or may not accept any excuse for a missed class.
- Coming to class is the minimum requirement. To obtain the full credit of this component, you need to finish reading the assigned readings before class. **Failure to bring the readings to class will be considered as half-absence.**
- **The Library Instruction Session and the Visit to the Louise Pettus Archives:** To ensure your success in learning the craft of history, you must attend these sessions. **Failure to attend any will result in the deduction of one point of your final grade.**

2. **Reading Presentation:**

Each student will conduct one **10-12 minute PowerPoint presentation** on the reading(s) and lead the class discussion, graded on understanding, critical reading/thinking skills, oral communication skills, study questions, and PowerPoint organization/design. A separate prompt will be delivered in class. Email the PowerPoint slides to the instructor immediately after the presentation for grading.

3. **Discussion:**

- To obtain the full credit of this component, you are expected to speak in class at least once per class on average, i.e. raising questions and making critical arguments about the readings in class preparation and to respond to other students' findings and questions. Chatting or complaining will not be counted. The quality of our discussion and classes depends on you and your classmates—reasoning logically, evaluating and using information sources, appreciating diverse cultural viewpoints and beliefs, and sharing with others your opinions, observations, and questions.
- You are very welcome to discuss with the instructor in person, which is counted into discussion.

4. **In-Class Tests/Writings and Final Exam:**

- See the coverage of each test/writing/exam on pp. 8-9 of the syllabus. Or it will be announced in class.
- **No makeup test/writing/exam without the instructor's prior consent.** Regarding the final exam, make your travel plans around the exam schedule, and not the other way around. If you have a serious illness or an extreme emergency that will force you to miss any exam, please email me—at least one day before the exam—a written explanation and discuss with me a firm date on which you will be able to take the makeup exam; you must submit written verification from a physician, advisor, or administrator for rescheduling the makeup exam.

5. **Turnitin** (<http://www.turnitin.com>):

Create an account if you haven't, then use the following information to find the course and submit your assignments in electronic format.

**Turnitin ID: 18735739**  
**Turnitin Password: HM1F2018**

6. **Book Review:**

- **Topic, Length, and Format:** You will write one book review at least **1,000 words** long.
- **Deadline:** Submit an electronic copy to Turnitin by 10:00 pm of **Sep 28**.

7. **Historiographic Essay:**

- **Topic:**

Each student must work on a historiographic essay on ONE broad topic selected from the list below.

Economic History: Early Modern China and the World Trading System in the Age of Exploration	Modern China & Industrialization in the 19 <sup>th</sup> and 20 <sup>th</sup> Centuries
Food History: East Asian Foodways	The Taiping Movement (Rebellion or Revolution)
Chinese Diplomatic History: the Tribute System and/or the Treaty System	The May 4 <sup>th</sup> Movement: China's Enlightenment
Chinese Gender History (such as Family Rituals, Property Rights, Rape and Adultery, Divorce and Remarriage, Courtesans, and the Cult of Chastity)	Modern China during the Wars: the Opium Wars, the 1 <sup>st</sup> Sino-Japanese War, or the Pacific War / WWII
Communism and the Chinese Communist Party	The Great Proletarian Cultural Revolution

- **Introductory Report of the Historiographic Essay Topic:**

- A separate prompt will be delivered in class.
- **Length and Format:** This assignment must be at least **500 words**.
- **Deadline:** Submit an electronic copy of this report to **Turnitin** by 10:00 pm of **Sep 14**.

- **Ten Annotations:**

It is a breakdown of an annotated bibliography. To prepare for your historiographic essay, you will annotate at least 10 professional and historical sources in total.

- A separate prompt will be delivered in class.
- **Length and Format:** Each annotation should be less than one page long. Each annotation must be typed, double-spaced, and in Time New Roman 12-point font.
- **Deadline:** Submit an electronic copy of each annotation to Turnitin by the beginning of the class of the due date, and a hardcopy of your evidence that you have examined the source at the beginning of the class of the due date (See syllabus pp. 8-9).

- **Skeletal Outline:**

- **Length and Format:** This outline must be at least **two full pages** long.
- **Date:** Nov 1, in class.

- **PowerPoint Presentation of the Historiographic Essay:**

- **Length:** Based on you have found in your historiographic essay, each student must conduct a **10-12 minute PowerPoint presentation** to introduce the evolution of diverse arguments and findings made by historians. Email the PowerPoint slides to the instructor immediately after the presentation.
- **Grading Rubrics:** A separate prompt will be delivered in class. Each student will be graded on understanding, critical reading/thinking skills, oral communication skills, study questions, and PowerPoint organization/design. Email the PowerPoint slides to the instructor immediately after the presentation for final grading.
- No make-up presentations without the instructor's prior consent.
- **Dates:** Nov 13 and Nov 15.

- **1<sup>st</sup> Draft:**

- A separate prompt will be delivered later in class.
- **Length and Format:** The 1st draft must be at least **10 full pages** long (including footnotes) with

- additional page(s) of the bibliography. The draft must be typed, double-spaced, in Times New Roman 12-point font with one-inch margins, and well documented in Chicago style.
- **Deadline:** Submit an electronic copy to Turnitin by 10:00 pm of **Nov 16**.

- **2<sup>nd</sup> Draft:** An essay guideline will be offered later in the semester.
  - A separate prompt will be delivered in class.
  - **Length and Format:** The 2<sup>nd</sup> (and final) draft must be at least **12 full pages** long (including footnotes) with additional page(s) of the bibliography. The draft must be typed, double-spaced, in Times New Roman 12-point font, and well documented in the Chicago style.
  - **Deadline:** Submit an electronic copy to Turnitin by 10:00 pm of **Dec 3**.

#### 8. **Reading Drafts:**

- I will happily comment on your drafts of any writing assignment, submitted at least **48 hours** before the deadline. You may send me hardcopies of your drafts or electronic ones via email. For the best result, after submission, please discuss your essay and the feedback **in person** with the instructor.
- Submission of drafts does not guarantee your grades if your final work shows little revision and progress after receiving the feedback from the instructor.

#### 9. **Late Assignment Policy:**

- If you have an illness or an extreme emergency that will force you to miss the deadline of ANY written assignment, please email me — at least one day before the deadline — a written explanation and a firm deadline by which you will be able to complete the assignment; you must also submit written verification from a physician, advisor, or administrator as soon as possible for rescheduling the deadline.
- Without the instructor's prior consent, late submission of any one of the following writing assignments—introductory report, outline, the 1<sup>st</sup> draft, and the 2<sup>nd</sup> draft of the historiographic essay—will receive a late penalty of one letter grade for each day (including non-class days and weekends).
- Each late annotation will result in the deduction of 20% point of its grade.
- Email any late assignment to the instructor because Turnitin rejects it after the deadline.

#### 10. **Failure to Meet the Requirements of the Writing Assignments:**

Failure to meet any requirement of the following writing assignments—introductory report, book review, drafts of the historiographic essay—will result in an automatic deduction of the grade. If it is a failure to meet the minimum length requirement, the deduction will be in accordance with the ratio to the length requirement.

#### **Student Code of Conduct—Cheating and Plagiarism:**

- All academic work (including both tests and short essays) produced by you is the result of your own efforts and the explicit acknowledgement of other people's contribution. Cheating and plagiarism are intellectual thefts and have been considered two of the most common forms of academic dishonesty. You are responsible for knowing the university-wide policy as found in the *Student Conduct Code* and listed in the *Student Handbook* (You can find it in the following website < <http://www.winthrop.edu/student-affairs/> > under Section V of "Student Academic Misconduct." **Academic misconduct can result in failure of the assignment, failure of the course and even expulsion from the university.**
- **Cheating** is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion at any time of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions. **Any student caught cheating, either conscious or unconscious, in any test will receive zero for it. The Dean of Students will be notified; additional measures could be imposed.**

- **Plagiarism** is defined as the act of using the ideas or works of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were derived through independent reasoning or logic or that the thought or idea is common knowledge. **Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, in-text citations, footnotes, or commentary. Copying from or paraphrasing one or more paragraphs of any source and copying the structure of any source, even recognizing the author(s), are also plagiarism.** Examples of plagiarism include but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit. No proper documentation of your sources in writing assignments will be considered plagiarism. **If any part of your essays is plagiarized, or if you recycle your or anyone's old writing assignments (part or whole), you will receive punishments such as a grade of zero on the writing assignment or F for the course grade. The Dean of Students will be notified; additional measures could be imposed.**

### Writing Center:

The Center located in 242 Bancroft Hall helps writers analyze assignments, address audiences appropriately, improve their composing processes, strengthen the focus and organization of their writing, and improve their control of the language. You can also schedule your appointment online. Find center hours and additional information in the following website: <http://www.winthrop.edu/writingcenter/>.

### Students with Disabilities / Need of Accommodations for Access:

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290 or [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu), as early as possible to discuss your concerns.

### **OA Staff (located on the third floor of the Bancroft Annex, [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu)):**

- Tina Vires – Program Director, extension 6174, [vires@winthrop.edu](mailto:vires@winthrop.edu);
- Shardae Nelson – Assistant Coordinator, extension 6188, [nelsons@winthrop.edu](mailto:nelsons@winthrop.edu);
- Hope Williams – Administrative Specialist, extension 3290, [williamsh@winthrop.edu](mailto:williamsh@winthrop.edu); Bancroft 307;
- From off campus – 803-323-3290

### Manners and Communication:

- **Please be considerate to all students** to improve our learning environment.
  - **Computers, cell phones, iPods, I-Pads, and other electronic devices must be turned off (not just silenced) and put away during class.**
  - No food is allowed in classroom. Personal conversations should be restrained.
  - Do not wear hoodie or sunglasses during class.
  - ❖ Any disruptive behavior listed above will cause the student to be considered as absence. The instructor might silently record the disruptive behavior.
  - Respect all students' rights to express their opinions. All students enjoy the same freedom of speech to express their opinions or to raise questions with evidence and logic.
  - *Briefly* express your opinions or respond to others' questions or opinions with logic, analysis and evidence. Avoid dominating the "discussion."
- If you have any needs to keep any electronic device on, please inform the instructor before class.
- I will leave my cell phone on (on silence mode) only for campus emergency purpose.
- **Email Etiquette Basics:** Emails for this course (and when you start your career after graduation) are formal

- communication; they are not text messages or chats in social media. Whenever you email the instructor,
- Use your Winthrop email account and make it formal, clearly telling the instructor your name and which course (including the days and time) you are in all the time.
  - Give a subject to indicate the topics of your emails.
  - Properly address your recipient, here, the instructor. You may address the instructor Dr. Chang.
  - ❖ Note: I do not reply to emails not from Winthrop email accounts; neither do I reply to emails that their senders, content, and addressee are unclear. No grade will be given in emails. If you want to know your grades and status in class, please come to my office for discussion.

**Syllabus Change Policy:**

I will do my best to adhere to the syllabus, but circumstances (such as the class’s own experiences, world events, weather conditions, or health conditions) may require changes in syllabus. The instructor reserves the right to revise the reading schedule and assignments with one week’s notice. Any changes and modification of the classroom policies, events, or items on this syllabus will be announced during class. All students are responsible for knowing these changes, regardless of attendance.

**Schedule of Lectures, Readings, and Assignments:**

All readings are required and should be completed before the beginning of class on the day for which they are assigned. *Bring your readings to every class.*

<b>Date</b>	<b>Topics &amp; Tasks</b>	<b>Readings &amp; Assignments (finished by the date on the left)</b>
<b>Week 1</b>		
Aug 21	Introduction: What Is History? What Is Historiography?	
Aug 23	The Craft of History	Read: Williams, <i>The Historian’s Toolbox</i> , beginning-p. 19. Read: Storey, <i>Writing History</i> , pp. 4-10.
<b>Week 2</b>		
Aug 28	Doing History	Read: Williams, <i>The Historian’s Toolbox</i> , pp. 33-55.
Aug 30	Historical Sources, Annotated Bibliography, and Plagiarism	Read: Williams, <i>The Historian’s Toolbox</i> , 56-78. Read: Storey, <i>Writing History</i> , pp. 10-31.
<b>Week 3</b>		
Sep 4	Historical Sources (cont.); <b>In-Class Test</b>	Read: Williams, <i>The Historian’s Toolbox</i> , pp. 187-92. Read: Storey, <i>Writing History</i> , pp. 32-9. Read: Rampolla, <i>A Pocket Guide</i> , pp. 11-3, 16, 21 (on Blackboard).
Sep 6	Documentation & the Chicago Documentation Style	Read: Storey, <i>Writing History</i> , pp. 40-61. Read: Rampolla, <i>A Pocket Guide</i> , pp. 114-44 (on Blackboard).
<b>Week 4</b>		
Sep 11	Free Time to Explore the Historiographic Essay Topic or to Practice the Chicago Documentation Style	
Sep 13	<b>In-Class Test on Documentation</b>	
Sep 14	<b>Introductory Report on the Historiographic Essay Topic Due at 10:00 pm</b>	
<b>Week 5</b>		
Sep 18	Book Reviews I	Read: Writing Guide to Book Reviews (on Blackboard). Read: Williams, <i>The Historian’s Toolbox</i> , 112-6. Read: Storey, <i>Writing History</i> , pp. 62-77.
Sep 20	Book Reviews II	Read: Examples of Book Reviews (on Blackboard); Read: Rampolla, <i>A Pocket Guide</i> , pp. 36-7 (on Blackboard).

<b>Week 6</b>		
Sep 25	Chinese History: Narratives and Historiography 1	Read: Storey, <i>Writing History</i> , pp. 98-113. Read: TBA.
Sep 27	Chinese History: Narratives and Historiography 2	Read: Storey, <i>Writing History</i> , pp. 114-31. Read: TBA.
Sep 28	<b>Book Review Due at 10:00 pm</b>	
<b>Week 7</b>		
Oct 2	<b>In-Class Peer Review and Discussion of Book Reviews</b>	
Oct 4	Library Instruction Session by Ms. Martha Smith	Meet at the Ground Level of the Dacus Library. Reread: Storey, <i>Writing History</i> , pp. 10-27.
Oct 4	Interim Grade Due	
<b>Week 8</b>		
Oct 9	Historical Revisionism and Historiography	Read: Williams, <i>The Historian's Toolbox</i> , 116-27. Reread: Storey, <i>Writing History</i> , pp. 62-77.
Oct 11	Historical Speculation; Authentic Documents, Fiction, and Film	Read: Williams, <i>The Historian's Toolbox</i> , 128-47. <b>Due: 1<sup>st</sup> and 2<sup>nd</sup> Annotations</b>
Oct 12-15	Fall Break	
<b>Week 9</b>		
Oct 16	Individual Meetings	
Oct 18	<b>In-Class Peer Review and Discussion of Annotations</b>	<b>Due: 3<sup>rd</sup> and 4<sup>th</sup> Annotations</b>
<b>Week 10</b>		
Oct 23	Everyday History	Read: Williams, <i>The Historian's Toolbox</i> , 151-5. Read: TBA
Oct 25	Oral History	Read: Williams, <i>The Historian's Toolbox</i> , 156-63. Read: Green and Troup, <i>The Houses of History</i> , 239-52 (on Blackboard) <b>Due: 5<sup>th</sup> and 6<sup>th</sup> Annotations</b>
<b>Week 11</b>		
Oct 30	<b>In-Class Test</b>	
Nov 1	<b>In-Class Writing: Skeletal Outline</b>	<b>Due: 7<sup>th</sup> and 8<sup>th</sup> Annotations</b>
<b>Week 12</b>		
Nov 6	Election: No Class	
Nov 8	Material Culture; Public History; Event Analysis; GIS and CSI	Read: Williams, <i>The Historian's Toolbox</i> , 164-86. Read: TBA. <b>Due: 9<sup>th</sup> and 10<sup>th</sup> Annotations</b>
<b>Week 13</b>		
Nov 13	Student Presentations	
Nov 15	Student Presentations	
Nov 16	<b>1<sup>st</sup> Draft of the Historiographic Essay Due at 10:00 pm</b>	
<b>Week 14</b>		
Nov 20	Individual Meetings	
Nov 22	Thanksgiving: No Class	
<b>Week 15</b>		
Nov 27	Public History: Visit the Louise Pettus Archives	Meet inside at 700 Cherry Road. (The door is card access like that in the Dacus Library.)
Nov 29	SLO2: Historical Objectivity and Responsibility; Review	Read: TBA
Dec 3	<b>2<sup>nd</sup> Draft of the Historiographic Essay Due at 10 pm</b>	
<b>Week 16</b>		
Dec 6	<b>Final Exam @ 11:30 am (Thursday)</b>	<b>Bring a Bluebook.</b>