

**HISTORY 300: WRITING HISTORY**  
**SPRING 2012 - WSU VANCOUVER**  
**DR. STEVEN M. FOUNTAIN**  
**TUESDAY 9:10-11:50 a.m. - LIB 260 [MMC 115 weeks 1-3]**

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**Office Hours:** Tue. noon-1:00 pm, Wed. 3:00-4:00 pm, or by appointment

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*“Good reading is hard writing.” - Nathaniel Hawthorne*

**THE COURSE**

- This class centers on the two intertwined strands of historiography and historical research. The first portion of the course should direct you towards your (hopefully sophisticated) answer to the question: What is history? The second portion of the course will tilt toward your individual research project. To that end, we will be studying both historiography and engaging in the process of producing historical work. We will simultaneously develop the basic skills for historical research (tools): identifying a research topic, using library, archival, and on-line resources, taking notes, and developing and situating a historical argument. Class discussion will focus on the development of history as a discipline and the historical debates current in multiple fields (theory). The ultimate product of this course will be your own research projects engaging with the discipline to make an original contribution to history.

- I urge you to begin thinking about research and research topics from the very beginning. We will be talking about the possible historical topics in the first class meeting. I will ask you for tentative topics in class the second week of the term. Not all topics will work for this class, but you will have more room to pursue interests in this course than in almost any other in the department. However, you *may not* engage in ahistorical, antiquarian work and succeed in this class.

**REQUIRED BOOKS:**

- John H. Arnold. *History: A Very Short Introduction*. 10th edition. New York: Oxford University Press, 2000. ISBN 0192853523

- Kate L. Turabian. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 7th Edition. Chicago: University of Chicago Press, 2007. ISBN 0226823377

*recommended:*

- Karl Marx and Friederich Engels, *The Communist Manifesto*. 1848; New York: Oxford University Press, 2008. ISBN 019953571X (this is required reading, but any edition will do, including the online version linked through the course website)

**ADDITIONAL READINGS:**

- I chose the reserve readings to supplement other course materials and, to that end, these come from several sources. So that you may properly cite these materials or can follow up for more, the sources for these readings are below. In many cases the short readings are only portions of

the entire article, chapter, or other source. [Note that these are listed in *bibliographic*, not footnote format.]

- Carnes, Mark C. ed. *Past Imperfect: History According to the Movies*. New York: Henry Holt, 1995.
- Chakrabarty, Dipesh. "Minority Histories, Subaltern Pasts." *Perspectives* 35, no. 8 (1997): 37-38.
- Cheney, Lynne V. "The End of History." *Wall Street Journal*. Oct. 20, 1994.
- Davidson, James West and Mark Hamilton Lytle. "The Strange Death of Silas Deane." In *After the Fact: The Art of Historical Detection*, 5th edition, xi-xxix. New York: McGraw-Hill, 2004.
- Fairburn, Miles. *Social History: Problems, Strategies and Methods*. New York: St. Martin's Press, 1999.
- Montoya, María E. "From Homogeneity to Complexity: Understanding the Urban West." *Western Historical Quarterly* 42, no. 3 (2011): 344-348.
- Rosenbaum, Ron. "Everything You Need To Know About Hitler's 'Missing' Testicle." *Slate*, Nov. 28, 2008.
- Savage, Jr., William W. "The New Western History: Youngest Whore on the Block." *AB Bookman's Weekly* (Oct. 4, 1993): 1242-1247.
- Truss, Lynne. *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation*. New York: Gotham Books, 2004.
- Wood, Gordon S. "In Defense of Academic History Writing." *Perspectives* 48, no. 4 (2010): 19-20.
- Wolf, Eric R. *Europe and the People without History*. Berkeley: University of California Press, 1982.

## ASSIGNMENTS

### **Participation (every class meeting)**

- We will be discussing all readings in a roundtable format. The course usually operates as a seminar rather than lecture. Success requires your contributions and efforts. If you do not complete the reading and prepare for discussion, you cannot participate.

### **Dr. Fountain's Grammar Minutes**

- We will be taking some time in almost every meeting to address fundamental issues in writing as a group. These are the kinds of exercises students regularly faced in a former century, brought back into practice to help you escape the age of creative spelling and text messaging in which your lesser peers are mired. They are fun for everyone and good for the soul!

### **Syllabus/Writing Guide Quiz - in class, Jan. 17**

- The initial graded assignment for the class will be a quiz over the syllabus and writing guide. This may seem silly, but it is the only way I can get your lazier peers to read the damn things. You, of course will be fine because you would read and understand them both fully in any case.

### **The Research Project**

- This is the major ongoing assignment for the class, and in order to succeed, you must accomplish several steps en route to a finished product. There are multiple due dates for assignments in and of themselves. We will discuss each in seminar as a building block toward the final assignment.

- Your research topic must fit within a rather broad framework. The reading by Eric Wolf (listed for week one below) is a critical touchstone for dealing with “peoples without history.”
- For all assignments, consult Prof. Fountain’s Writing Guide and Turabian.

### Guidelines for Paper Topics

The guiding theme for the course continues to play off of the first reading, Eric Wolf’s *Europe and the People without History*. You can access this reading through the WSUV Library Electronic Reserves page, <<http://library.vancouver.wsu.edu/find-course-reserves>> using the password **Yet to be announced**

This "people without history" concept captures what the main thrust of what academic history (writing, research, curriculum design, and teaching) has been about for the past thirty years. As such, it should not be surprising to History majors that social and cultural history have generated the most interesting and cutting edge work for a generation. We will discuss just what these approaches are in the course, but to be successful, you will need to begin researching and thinking about your topic well ahead of discussions in weeks two through eight.

With that caveat, you may research *almost* any topic of interest to you. This is an opportunity to further explore a topic you have touched upon in earlier courses or readings. You may want to explore a topic not usually offered at WSUV, or may even want to write an essay directed toward one of the prizes listed on the History Department web site. Some students become paralyzed when faced with choice, there being so little of it in most courses, but finding a topic you will enjoy living with for the next fifteen weeks is a critical first step toward success.

So, some basic guidelines based in part on past students' successes and failures:

- *topic chronology **must be** between 1500 and about 1980*

It may be possible to address topics in earlier eras - with approval - but many such possible topics simply do not lend themselves to a single-term research project.

- *topics in the Americas, much of Europe, Latin America, and Sub-Saharan Africa usually work best*

In part due to the coverage of library collections and the scale of scholarship produced on these areas, these regions are simply more accessible. This does not preclude Asia, Australia, or elsewhere, but some topics are more difficult given our location and time restraints.

- *think in terms of particular approaches*

Environment, ethnohistory, gender, and class are the most obvious means to approach old topics with fresh perspectives. (This will also demand at least some interdisciplinarity - also a core requirement.)

- *ask yourself who the "people without history" are in your topic*

In every course, there are students who stubbornly cling to their fourth-grade notions that history is about collecting facts and writing reports. (They may do so with sophisticated and thoughtful justifications, but the end result is the same.) If you have difficulty pinpointing exactly whom you are writing about, you should recognize this as a very large warning sign.

### **Critical Article Review - due Friday, Jan. 27**

- Help your fellow students (and professor) grok your topic by briefly reviewing a significant article that sheds light on your proposed topic in 2-3 pages.

- We will discuss the various databases and tools to access articles and documents in class. You will need to familiarize yourself with the *America: History and Life* or *Historical Abstracts* databases to initiate your topic search. (Then you will have to *use* them.)
- The article you select for this assignment must be approved by Prof. Fountain in advance. Email me a full bibliographic citation (not a copy and paste something-or-other from a database) at least five days before the due date.
- The title of the article review (not counted toward the limit) should be in the correct *bibliographic* format.
- Your final article review should be a two- or three-page review that achieves the following:
  - 1] introduces the subject – what is the context of the article?
  - 2] summarizes the content – what does the author cover?
  - 3] explains the author’s argument – what is the thesis and what evidence is used?
  - 4] assesses the strengths and weaknesses of the article - what is your professional judgment of the argument and evidence?
- Remember that a review is about the essentials of the article, not a recapitulation. See fine examples (and otherwise) of book reviews in professional journals such as the *Journal of American History*, *American Historical Review*, and others.

### **Mini-Bibliography/Citation List - due Friday, Feb. 3**

- This initial bibliography should include 10 likely sources for your paper. For each, you should create a bibliographic citation *followed by* a footnote-formatted citation. (Use an imaginary citation to the fifth page of the book, article, chapter, etc. for the footnote citations.)
- These are two distinct but related styles you should master as a scholar of history. These should not yet be annotated (see below), but should also demonstrate your thoughtful and active search for sources at this early stage. You need to include at least one monograph, one edited work, and one journal article.
- Identify the monograph you intend to use for the Critical Book Review by making the citation in **bold**. Prof. Fountain *must approve* your monograph at this stage *or before* in order to commence on the Critical Book Review.
- I will require you to use Zotero for this initial bibliography, but you will need to make many corrections in order to create correct citation formats. For subsequent assignments and research you should feel free to use or discard this tool.
- Each error will reduce your grade by 1%. Attention to detail and correct formatting is critical.

### **Critical Monograph Review - due Friday, Feb. 10**

- This is the first of several assignments that directly mirrors professional historical writing. Your article review (and my comments on that assignment) should serve as a good model. The result should be a review that is of publishable quality in a peer-reviewed professional journal. In order to help make progress on the larger project, I advise that this review be of a historical monograph related to your potential research project.
- Professor Fountain *must approve the monograph* you select for this assignment *in advance* - see the above assignment. To receive approval, you must select an academic, single-subject book

published by an academic press. Popular histories, edited collections, syntheses, and overviews are not acceptable for this assignment.

- Your final book review should be a two- or three-page review that achieves the same aims as the article review above.

### **Annotated Bibliography - due Friday, Feb. 24**

- This bibliography should include a variety of source materials for your research paper. You will need to include not less than 20 discrete items. For each, append a short (<75 words) *annotation* summarizing its content and utility. We will discuss the elements necessary for an annotation in class, but this should serve as both a research tool and the basis of a bibliography for your final paper. Note that *annotations are not simply descriptions!*

- Your final annotated bibliography should:

- 1] demonstrate a breadth of potential sources from general overviews to narrowly focused essays - potentially including published and unpublished, primary and secondary materials.
- 2] include a useful annotation – what utility might each have to support, contest, or demonstrate your argument?
- 3] reveal the essential argument or intent of each item.
- 4] carefully follow the conventions for historical bibliographies in Turabian.

Finally, *do not number bibliographies*. They should be alphabetized, using Turabian as a guide.

### **Research Proposal - due Friday, Mar. 2**

- Before embarking on the written portion of your research project, you will need an approved research proposal that of 4-5 pages in length which includes an explicit historiographic component.

- Your research proposal should:

- 1] describe your subject
- 2] state a thesis - though you may shift or refine this as you continue the process
- 3] demonstrate a grasp of the historiographic arguments made by other authors by explicitly and systematically addressing them
- 4] explain how your argument will address one of these historical questions (or why your question has not been directly addressed)
- 5] briefly outline source materials (part of this may be accomplished in the historiographic section above)
- 6] explain how your contribution will be unique and original in reference to the historiography

### **Individual Consultations - Mar. 5 - 30 as assigned**

- If you miss either or both of your two consultations, your participation grade for the course will be also reduced to zero. Meeting individually with every student in the class consumes a lot of time (far more than the usual office hours for these weeks), so if you encounter an emergency, contact me immediately.

- Come prepared to discuss:

- 1] the current status of your project
- 2] issues or difficulties in locating information or sources

- 3] how research has changed your thesis or assumptions
- 4] the rhetorical and historical approaches to your subject - what kind of history is most appropriate to your question? how do you justify what you are using (and what you are not)?
- 5] mechanical and rhetorical issues - what are you having difficulty adequately addressing? (*If you want me to read any part of your draft, I must have it at least three days in advance of the meeting*)

- These consultations should be a portion of what leads to a successful first draft (the single largest component of your final grade).

### **Final Draft - due Friday, Apr. 6**

- You will need to turn in a complete version of your research paper in week 10 of class. This “first draft” will not be careless, rough, poorly organized, or any of the other connotations usually conjured by “rough draft.” This should be your paper, written as well, as complete, and as professionally polished as you can muster by the due date. For any other course, this would simply be called the “final draft.”

- Your first final draft should:

- 1] briefly introduce your subject
- 2] *clearly* state a thesis
- 3] contextualize your topic
- 4] present relevant evidence and examples in a historical narrative (likely the largest portion of the paper)
- 5] demonstrate your argument

- This full, professional-quality draft will go through at least three advisory rounds: 1 & 2) Two rounds of peer review, and 3) at least one round with Dr. Fountain.

- This is the only assignment in the course for which any extensions are impossible. In order for you and your peers to participate in the Peer Review Process, you must turn this assignment in on time, or suffer deductions for *both* assignments.

### **Peer Review Process - due in class Wednesday, Apr. 10**

- You will be responsible for completing a peer review of two papers produced by your fellow travelers. We will discuss techniques for peer review in class as well as how this skill can make you a better friend, colleague, and human being. We are all in this together, so learning how to best approach peer review will be a skill to apply from here forward.

### **Revised Final Draft - due Friday, Apr. 27**

- The final draft is the full Monty, though without the nudity you probably associate with that term. This is more in the spirit of the original reference to a three-piece suit. This will be a 1) complete paper with 2) bibliography (un-annotated, of works cited only) and a 3) brief presentation to the seminar of your findings and argument.

- The grading for this second version of your paper relies upon how fully you address issues raised by peer review and Prof. Fountain's comments on the earlier/first Final Draft.

## GRADING:

- Most of the grade for this class will depend upon your ability to produce work of increasing depth and precision while participating intelligently in class discussions. Simply put, you must be able to think and write well in order to do well in this course. To do well in this course, you will need to be more detail-oriented than you have been in previous courses. Carefully adhering to formats and techniques of the discipline of history are critical components of this class.

### **ATTENTION TO DETAIL:**

- Perhaps more than in any other History course (with the possible exception of HIST 469, the benevolent primary source-driven twin of HIST 300), *precision and attention to detail are critical*. The written page is the ultimate product of the course. We have no exams in which you can demonstrate subject knowledge, nor assignments on other topics which might compensate for a lack of clarity or historical impact in the final paper. Thus, the language, citations, and ideas must approach perfection, or as close to that standard as you can muster.

### **GRADING STANDARDS:**

- The standards for excellence in this course are high, but well within reach of students with above-average abilities choosing to apply themselves. Earning an A is a challenge and requires significant effort, but a grade is not a reflection of effort. You may work very hard in this course and earn a “C”. Few students, however, fail if they complete all the work required in the course: careful reading, daily lecture attendance, and deliberative, thoughtful writing.

- **Grades are not a measure of effort**, or of intelligence. Honest, extensive efforts may not result in top grades. Grades are a measure of the quality of work, not of an individual. Written assignments and exams will demand a demonstration of your depth of understanding in the context of a prompt. Simply put, you must be able to think and write well in order to do well in this course.

- A grade of “F” is usually earned by a serious misunderstanding, a serious lack of effort, or an incomprehensible response. **Failure to fulfill basic assignment requirements, plagiarism or other forms of cheating will result in an “F”.** *Plagiarism on any assignment will result in a failing grade for the course.* Though we will discuss this in class, if you have any questions about what may constitute plagiarism, please see me.

- A grade of “D” reflects work that is in some way seriously flawed - factually, logically, mechanically, or otherwise. This may be caused by incoherent writing or by a misunderstanding of the assignment or material. “D”s do indicate a glimmer of hope if you are willing to work to correct problems, but may also indicate that you are on the cusp of failure. **If you earn a grade of “D” or below on any assignment, please see me before embarking upon the next assignment.** It is in both of our interests to get on track as soon as possible.

- A grade of “C” may be earned by simply doing the job competently. It addresses the question, offers support, and is written in a manner that is logical and coherent. These papers and exams meet the basic criteria of completion with only some errors or flaws. **“C” may be most common grade for this course.** Earning higher grades will require significant effort, thoughtfulness, and some measure of excellence in your work.

- **A grade of “B” reflects work that does a better than average** job of answering the question(s) while providing well-chosen evidence to support your well-written essay. “B”s reflect work that is nearly excellent in all respects, but may fall short of top marks due to minor errors.

- An “A” grade requires work of near-professional quality. Such work is nearly flawless in its mechanics, offers a compelling and thoughtful essay that reveals a significant depth of historical understanding. As such, an “A” is not common, but is awarded to outstanding work that effectively employs best choices of examples and detail. A grade of “A” is not likely on any work that has not required a serious commitment.

- Papers marked with split grades - for example “B-/C+” - fall on the margins of the two grade ranges. Such a grade may not quite be of B quality, but it is not too far from it either. Such grades should encourage you to refine your work to push toward higher marks. They are recorded in the grade book as the numerical value that approximates the median value - in the case of the example, a grade of B-/C+ would correspond to 80%.

- The grades will be weighed in the following proportions:

Participation & Discussion	2/26	8%
Syllabus/Writing Guide Quiz	1/26	4%
Article Review	2/26	8%
Mini-Bibliography	1/26	4%
Book Review	3/26	11%
Annotated Bibliography	3/26	11%
Research Proposal/Historiography	3/26	11%
Consultations	2/26	8%
Final Draft	6/26	23%
Peer Reviews	1/26	4%
Revised Final Draft	<u>2/26</u>	<u>8%</u>
total:	26/26	100%

#### COMPLETION OF ASSIGNMENTS:

- You must satisfactorily complete all assignments for this course in order to pass. Not turning in any assignment is grounds for failure of the course.

#### LATE ASSIGNMENTS:

- The penalty for late assignments is 5% per day, up to a maximum of 50%. That means you may turn in assignments well after the due date and still earn a modest number of points.

- Assignments turned in *any time* after the deadline are late unless you have gained approval before the deadline. This means that assignments due by 5:00pm and turned in at 5:01pm are the same "day late" as an assignment turned in at 4:59 the next day.

#### A NOTE SPECIFICALLY FOR HIST 300:

- This course has historically had the highest rate of failure of any in the History major. That is not because of requirements to read in Arabic or demonstrate mastery of paleography, statistical analysis, or even to demonstrate connections between soil science and slavery. Most failures in this course are due to the simple error of allowing research and writing to fall too low on a list of priorities. Unlike many university courses, the assignments en route to the final product could conceivably be completed without making substantial progress in the actual work of the class. Finding materials is a first step. Digesting, thinking, and writing are not only far more difficult tasks, but are ones that many of us, no matter how interested, may suddenly find less pressing than cleaning out the garage or remodeling the bathroom - anything but facing the dreaded blank page.

- We will discuss basic techniques for getting started, making good use of fractured time, and offer a variety of techniques, but one ultimate purpose of this course is to force you to find out what does and does not work for you in the research and writing process. Falling behind can be frustrating. The assignment due tomorrow always seems more pressing than the one due weeks from now, but writing major research papers (or articles, books, web sites, films, and so on) cannot wait until the deadlines loom. *If you do not force yourself to make steady progress (with artificial deadlines, with a work schedule, by rewarding yourself for accomplishing small portions, etc.) you will find this a difficult process indeed.*

### **IT SHOULD GO WITHOUT SAYING, BUT:**

IN LECTURE, PLEASE:

- STOW IT - no cell phones on, no texting during class.
- USE YOUR COMPUTER TO LEARN, NOT PLAY - computer users must sit in the front half of the classroom and should use it to take notes. Email, facebook and all the rest distract you and your fellow students and will not be tolerated.
- BE HERE - come to class on time, notify me if you need to leave early (and please sit in the back and leave quietly when necessary).
- BE PROFESSIONAL - come to class prepared to learn, with reading completed.
- BE A DECENT HUMAN BEING - express common courtesy toward your fellow classmates and professor.

### **SCHEDULE**

#### **Phase One: Coming to Grips with History (Understanding the Beast)**

Weeks One to Nine

- Each day is usually divided into a portion on “Tools” (techniques of research, writing, and mechanics) and “Theory” (involving some research work and regular historiographic seminar discussion). These may overlap significantly in practice, but the key is to be prepared to discuss readings on the appropriate day. See the schedule for each week below.
- Note that *we will meet in MMC 115* the first two weeks of the term - see the schedule below

#### **Phase Two: Your Writing and Research Process (Coming to Terms with the Beast)**

Weeks Nine to Eleven

- Individual consultations required to discuss your individual research process, problems, and potentials. This is your critical time to get whatever assistance or advice you may need for your particular project and to stay on target.

#### **Phase Three: Your Research Project (The Beauty of the Beast)**

Weeks Twelve to Fifteen

- Films, peer review, presentation of research, and final discussions of process in seminar. Done well, this should be the glide in to a gentle landing.

## READING, MEETING, AND ASSIGNMENTS

### **Week One - Jan. 10: Introduction to Historical Writing**

#### **MEET IN MMC 115**

*be prepared with a preliminary topic for research*

#### THEORY

Research: Selecting a Topic and Understanding Parameters

#### TOOLS

Library Catalogs, Historical Databases, and Inter-Library Loan  
Zotero & Note-Taking

#### **READING**

Wolf, excerpt from *Europe and the People Without History*

Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 5-11, 24-35

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### **Week Two - Jan. 17: Secondary Historical Research**

#### **MEET IN MMC 115**

#### TOOLS

Zotero & Note-Taking Continued

The Basics of English Grammar (or, What You Should Have Learned in Fifth Grade)

#### **SYLLABUS/WRITING GUIDE QUIZ in class**

#### THEORY

Seminar Discussion: Silas Deane and Historical Evidence (be prepared to discuss this case in depth and bring a question for the group spurred by this reading)

#### **READING**

Arnold, *History*, 58-79

Truss, excerpts from *Eats, Shoots and Leaves*

Cronon et al, "Learning Historical Research"

Davidson and Lyle, "The Strange Death of Silas Deane"

Turabian, 12-23, 36-47

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### **Week Three - Jan. 24: Social History**

#### **MEET IN MMC 115**

#### TOOLS

Nuts and Bolts of Writing and Citing

#### THEORY

Seminar Discussion: What is Social History? (be prepared to discuss the reading in depth)

#### **READING**

Arnold, 1-14

Fairburn, "Introduction" to *Social History: Problems, Strategies and Methods*

Wood, "In Defense of Academic History Writing"

Turabian, 62-81

#### **ARTICLE REVIEW DUE by 5:00 p.m. Fri. Jan. 27**

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**Week Four - Jan. 31: Marxism & Marxist History**

**MEET IN LIB 240 for remainder of course**

**TOOLS**

Effective Historical Writing

**THEORY**

Seminar Discussion: What is Marxist History? (be prepared to discuss the reading in depth)

**READING**

Marx & Engels, *The Communist Manifesto*

Arnold, 80-93

Turabian, 48-61, 129-130

**MINI-BIBLIOGRAPHY DUE by 5:00 p.m. Fri. Feb. 3**

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**Week Five - Feb. 7: The Ever-Changing Past**

**TOOLS**

Annotations and Abstracts

**THEORY**

Seminar discussion: Constructions of the Past (be prepared to discuss the reading in depth)

**READING**

Arnold, 15-57, 94-109

**BOOK REVIEW DUE by 5:00 p.m. Fri. Feb. 10**

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**Week Six - Feb. 14: History, Studies, and Interdisciplinary Approaches**

**THEORY**

Environment, Gender, and Culture

Borderlands and the Body

Seminar Discussion: Re-energized Histories: Cowboys, Indians, Cowgirls, Critters, and Myth  
(be prepared to discuss the reading in depth)

**TOOLS**

Seminar Discussion: The Hazards of Interdisciplinary Research (be prepared to discuss the reading in depth)

**READING**

Montoya, "From Homogeneity to Complexity"

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**Week Seven - Feb. 21: Subaltern History & Postmodernism**

Seminar Discussion: Of and By the People?

**THEORY**

Postmodernism

Seminar Discussion: Truth and the End of History? (be prepared to discuss the reading in depth)

**READING**

Irvine, "Approaches to Po-Mo"

Chakrabarty, "Minority Histories, Subaltern Pasts"

Arnold, 110-123

see Turabian, Ch. 16 & 17

**ANNOTATED BIBLIOGRAPHY DUE by 5:00 p.m. Fri. Feb. 24**

**Week Eight - Feb. 28: History Wars**

Seminar Discussion: Of and By the People?

THEORY

Seminar Discussion: Does History Matter?, and the End of History! (be prepared to discuss the reading in depth)

**READING**

Savage, "The New Western History: Youngest Whore on the Block"  
Cheney, "The End of History"

**RESEARCH PROPOSAL DUE by 5:00 p.m. Fri. Mar. 2**

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**Week Nine - Individual Consultations**

- see schedule for individual consultations

**READING**

Turabian, 98-119

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**SPRING BREAK - Mar. 12-16**

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**Week Ten - Individual Consultations**

- see schedule for individual consultations

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**Week Eleven - Individual Consultations**

- see schedule for individual consultations

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**Week Twelve - Apr. 3: Peer Review Techniques**

watch: *Ducktators*

TOOLS

Peer Review

THEORY

The Historical Uses of Historical Film

**READING**

a selection of your choice from Carnes, ed., *Past Imperfect* (on reserve at the WSUV Library Circulation Desk)

**FINAL DRAFT DUE by 5:00 p.m. Fri. Apr. 6**

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**Week Thirteen - Apr. 10: History & Film #1 1/2**

watch: *Human Remains*

*Epoca*

TOOLS

Peer Review

THEORY

Seminar discussion: The Uses and Abuses of Documentary Film (be prepared to discuss the reading in depth)

**READING**

assigned papers (2)

Rosenbaum, "Everything You Need To Know About Hitler's 'Missing' Testicle"

**PEER REVIEWS DUE 9:10 a.m. in class, Wed. Apr. 10**

**Week Fourteen - Apr. 17: History & Film #2 1/2**

watch: *TBA*

**THEORY**

Shaping History with Film

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**Week Fifteen - Apr. 24: Presentation of Work**

**READING**

Turabian, 120-126

**REVISED FINAL DRAFT DUE by 5:00 p.m. Fri. Apr. 27**

**AVAILABILITY:**

- As your instructor, I am here to help you think critically, expand your knowledge, improve your writing skills, and delve into the world of History. This requires considerable effort on both of our parts. I am available for consultation on readings, assignments, research issues, writing questions, or any other aspect of this course or your progress as a History major. I urge you to take advantage of this opportunity and use the office hours available to you.

**ADDITIONAL UNIVERSITY BOILERPLATE:**

**Academic Integrity:** Academic integrity is the cornerstone of the university and will be strongly enforced in this course. Any student found in violation of the academic integrity policy will be given an “F” for the course and will be referred to the Office of Student Conduct. For additional information about WSU’s Academic Integrity policy/procedures please contact (360) 546-9573.

**Disability Accommodation:** Accommodations may be available if you need them in order to fully participate in this class because of a disability. Accommodations may take some time to implement so it is critical that you contact Disability Services as soon as possible. All accommodations must be approved through Disability Services, located in the Student Resource Center on the Lower Level of Student Services Center (360) 546-9138.

**Emergency Notification System:** WSU has made an **emergency notification system** available for faculty, students and staff. Please register at myWSU with emergency contact information (cell, email, text, etc). You may have been prompted to complete emergency contact information when registering for classes on RONet. In the event of a **Building Evacuation**, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of **class cancellation campus-wide**, please check local media, the WSU Vancouver web page and/or <http://www.flashalert.net/>. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. Safety plan website - <http://safetyplan.vancouver.wsu.edu/>

**Important Dates and Deadlines:** Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at [www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX](http://www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX). Questions regarding the academic calendar can be directed to the Office of Student Affairs in VSSC 100 or call 360-546-9559.