



# History 270: Historical Methods and Interpretations

**Dr. Sandy Bardsley**  
**Moravian College**  
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**Office: Comenius 303**  
**Phone: ext. 1398**  
**Email: [sandybardsley@moravian.edu](mailto:sandybardsley@moravian.edu)**

**Office Hours: Mon & Wed 2:30-3:30; Tues & Thurs 10:00-11:00;  
plus other times by appointment**

Welcome to History 270: Historical Methods and Interpretations!<sup>1</sup> This course aims to introduce you to how historians think and what historians do. It will probably be quite different from most of the other history courses you take in that it does not focus on a particular place or period. Instead, we'll be examining more closely the *process* of history and the ways that you – as an historian – make decisions about what data to use, about how to use it, about what you see as the main forces of change in history, and about the purposes of studying the past. In other words, we'll be studying the philosophy and history of history as a discipline (the historiography), but we'll also be applying it. Throughout the semester, you'll be researching and writing an historiographical essay on a topic of your choice. In this essay, you'll compare and contrast the approaches of the major historians in your area, assess their main arguments, examine the ways in which they use evidence, and identify the strengths and weaknesses of their work. In addition, you'll write readings journals and complete a number of smaller assignments, both in class and as homework. Compared with other history courses (especially introductory courses), you'll probably read less in terms of volume, but the reading that you do will be much more challenging. You will also probably write and speak much more than in most other courses.

Our schedule is divided into two main types of classes: historiographical and methodological. On days when we address historiography, class will be based around a discussion format. We will use this time to examine closely the arguments that various historians have made about the philosophy of history and to talk through the ramifications of each. Our discussions will be interspersed with 10-minute student presentations on particular historians who have shaped the course of history. On days when we address methods, our approach will typically be more hands-on. For example, we will use databases intended for historians, focus on the mechanics of how to write historiographical essays, and examine such topics as the uses of the World Wide Web for historians.

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<sup>1</sup> This course is very much a joint effort by members of the History Department at Moravian College. Colleagues have suggested readings, topics, and historians to study. I am particularly grateful to Drs. Paxton and Lempa who have shared syllabi from previous semesters.

## Course Objectives

By the end of this course, you should have improved your ability to:

1. appreciate the ways in which interpretations of history change across time and place.
2. articulate your own view of why history matters and what historians ought to be doing.
3. identify and explain the main “schools” of historiographical thought.
4. locate and use the chief tools of historical research (books, journal articles, and electronic resources).
5. design and deliver effective oral presentations.
6. use the writing conventions appropriate to the discipline of history.

You will need to draw on each of these skills in 300-level history courses. Please note that you must receive a grade of C or higher in this class order to take 300-level courses in the history department.

## Readings

The following books and readings are required for this course. Books are available for purchase from the college bookstore:

1. Mark T. Gilderhus, *History and Historians: A Historiographical Introduction* (7<sup>th</sup> edition, 2010). [Hereafter “Gilderhus”]
2. Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (6<sup>th</sup> edition, 2010). [Hereafter “Rampolla”]
3. A coursepack of photocopied readings. [Hereafter “CP”]. We will talk in class about how to get hold of this.

I am also assuming that you have retained your copy of *The Bedford Handbook* from your Writing 100 class at Moravian College. If you no longer possess *The Bedford Handbook*, you may find it useful to buy or borrow a copy. It is also available at Reeves Library.

## Attendance Policy

I expect everyone to attend each class. Attendance is not required, but it is very highly recommended. Much of what we discuss will build on previous classes, and those who are absent will find it hard to understand the patterns and themes we are discussing.

## Academic Honesty Policy

I expect that you will complete all readings journals, papers, and exams in this course individually and independently, and I will refer any cases of suspected cheating or plagiarism to the Academic Affairs Office. I strongly encourage you to ensure that you are familiar with Moravian’s Academic Honesty Policy, found in the Student Handbook. As this policy explains, it is possible to commit plagiarism without intending to be dishonest, but serious consequences result regardless of intent.

Let me clarify two particular occasions in which it is legitimate (and even desirable) to use the help of others. First, while I expect that you will write all readings journals, papers, and homework assignments on your own, I *do* encourage you to discuss with each other the ideas and arguments contained in our

course, both within class and outside of it. For example, you might run into a friend in the library and start talking about a chapter in the coursepack. Perhaps, for instance, you find you disagree with the author of a particular chapter and want to check that you've understood his/her argument properly. Your friend, after listening to you, might make an observation or suggestion. As you write your readings journal entry, it is legitimate to explain and respond to that comment, *as long as you do not claim the idea as your own*. You might, for example, write something like, "In talking about this reading with [your friend's name], he/she suggested that [author x] might really have been saying that [your friend's suggestion]. This makes good sense to me because . . ." In other words, signal clearly which things are someone else's opinion and which things are your own. Second, I encourage you to seek help with writing. It is perfectly legitimate to ask others to read over your written work and look for errors of spelling, grammar, and expression. You might also ask others to look over your paper and help you with organization and structure. I am happy to read drafts of papers, especially if you give me advance warning. I also encourage you to use the Writing Center. It is good practice to insert a footnote in your paper in which you thank anyone who has read and commented on a draft or who has given you ideas. The footnote at the bottom of p. 1 of this syllabus provides an example.

## Inclusive Language Policy

Moravian College policy strongly encourages the use of inclusive, non-discriminatory language in all academic writing and communication. For instance, rather than writing about "mankind," write about "people" or "humankind." Rather than use the term "he" when referring to a person in the abstract (as opposed to a specific individual), replace it with "they" or "he/she." This mindfulness about language reflects Moravian's commitment to a tolerant and inclusive campus community. I would be happy to answer any questions you might have about inclusive language or to work with you to find ways to make your language more inclusive.

## Policy on the Format of Written Work

Please submit hard copies (i.e., printed, paper copies) of all written work. I do not accept electronic copies in place of hard copies. If you wish to submit written work early or late and I am not in my office, please pin it to my noticeboard or slide it under the door then send me an email to let me know it is there. I will respond to let you know that I have received it.

## Evaluation

Readings Journal Entries	26% (2% each)
Abstracts for Historiographical Essay	10%
Historiographical Essay	20%
Homework Assignments	24% (4% each)
Presentation on an Historian	10%
Participation	10%

**\*\*please note that you must receive a grade of C or higher in this course in order to enroll in 300-level history courses\*\***

### Readings Journal Entries (26%)

Please see the separate handout on what these entail. Each entry will be graded out of 2 (entries that do not meet the 1.5 page minimum will be penalized, along with entries that are vague or do not reflect careful reading). Late entries will be penalized ½ point per day, beginning at the start of class. In other words, if you arrive late or if you turn your journal in after class, it can receive a maximum of 1½ out of 2; if you turn it in the following day it can receive no more than 1 point out of 2, etc. The first class for which journal entries are due is on Monday January 23.

### Abstracts for Historiographical Essay (10%)

We'll talk in class about what is required for these. You'll need to write at least 12 abstracts (½ page single-spaced each). Start early and plan ahead to get books and articles on interlibrary loan! Abstracts are due immediately after spring break (Monday March 12).

### Historiographical Essay (20%)

Your final paper for this class should be 8-10 pages double-spaced. It must cover three main areas: 1). a brief discussion of the main primary sources used by historians in learning about your topic; 2). the historiography of the topic; 3). what you see as the most interesting aspects of the topic already covered and what you would like to see historians work on in the future. You'll get plenty of guidance on this as we proceed through the semester, and some of the homework assignments will also relate in part to your historiographical essay. It is due on Wednesday April 18 and must be very well written and carefully proofread. Late assignments will be penalized 10% per day, beginning at the *start* of class the day that it is due (e.g., if you arrive 3 minutes late, you will lose 10%; if you turn it in the next day, you will lose 20%).

### Homework Assignments (24%)

These short assignments must be completed and turned in at the beginning of class on particular days as marked on the syllabus. There will be six homework assignments throughout the semester, each comprising 4% of the final grade. Late assignments will be penalized 10% per day, beginning at the start of class the day that they are due.

### Presentation on an Historian (10%)

In one of the historiography classes, you will make a 10-minute presentation explaining the philosophies and contributions of an individual historian. Further details about this presentation will be given on a separate handout.

### Participation (10%)

Participation will be assessed according to your contributions to class discussions and your completion of a variety of in-class exercises throughout the semester. Participating in discussions and asking thoughtful questions of me and of your fellow students demonstrate your engagement in and understanding of the subject matter. They also demonstrate your ability to seek out information you do not understand or know (a vital skill for historians). An implicit part of participation is regular and timely attendance: people who skip class regularly or who come in late will be unable to score well in participation.

It is within my purview as an instructor to apply qualitative judgment in determining grades. I will do my utmost to be fair and consistent in applying this judgment.

Students can expect to work, on average, 6-7 hours per week outside of class preparing for this course. Some weeks will require less; others (especially before an assignment is due or a presentation is scheduled) will require more. Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.

If I could offer any advice to potential history majors it would be to take History 270 (Historical Methods and Interpretations) seriously as it is the foundation for all of your future classes in the discipline. In the class, you learn about what it means to be a historian and how to write history papers. Your Rampolla book will and should become your writing bible. I still use mine every time I write a paper. Even if you do not intend to pursue history as your major or minor, this class is practical for most majors in the humanities because of how interdisciplinary courses are. Finally, because the class is so important, make sure you work closely with the professor- she is there to teach and help you!

*Ruby Johnson, Graduate of Moravian College's history department 2011 & now a graduate student at Villanova University.*

# Class and Readings Schedule

Please note: this schedule is subject to change. In the event that a change is made, I will inform you in class and – if the change is a major one – hand out a revised copy of the schedule.

<b>Mon Jan 16</b>	<b>Introduction: What is History? What do Historians do?</b>
<b>Wed Jan 18</b> Assignments:	<b>Methods: Strategies for Success in History Classes</b> <ul style="list-style-type: none"> <li>• Rampolla, 1-5.</li> <li>• Gilderhus, 1-11.</li> <li>• John Tosh, <i>The Pursuit of History</i>, 1-25; CP 1-13.</li> <li>• This syllabus, pp. 1-5 (it's important that you know what you are getting into!).</li> </ul>
<b>Mon Jan 23</b> Assignments:	<b>Historiography: Pre-Nineteenth Century Historians</b> <ul style="list-style-type: none"> <li>• Gilderhus, 12-41.</li> <li>• Journal Entry 1 due.</li> </ul>
<b>Wed Jan 25</b> Assignments:	<b>Methods: Finding a Topic; Effective Oral Presentations</b> <ul style="list-style-type: none"> <li>• Rampolla, 66-70.</li> <li>• Jules R. Benjamin, A Student's Guide to History, "How to Research a History Topic," 77-83; CP 14-17.</li> <li>• Hampden-Sydney College Speaking Center Online: <a href="http://www.hsc.edu/Academics/Speaking-Center/For-Students.html">http://www.hsc.edu/Academics/Speaking-Center/For-Students.html</a>. Links on <u>speaking anxiety</u>, <u>ethical speaking</u>, and <u>preparation and delivery</u> (under this last link, follow links on <u>narrowing your topic</u>, <u>researching your topic</u>, <u>organizing your presentation</u>, and <u>rehearsing and delivering your presentation</u>). Available also in CP 37-49.</li> <li>• Homework Exercise 1 due at the beginning of class: Please write a 2-page (typed, double-spaced) paper on the best lecture or oral presentation that you can remember. This speaker might be a professor at Moravian College or elsewhere, or it might be someone whom you have seen deliver speeches on television. Try not to summarize the content of the lecture. Instead, focus most of your attention on what made your chosen lecture/speech effective (giving examples as appropriate).</li> </ul>
<b>Mon Jan 30</b> Assignments:	<b>Historiography: Classical Historicism and Leopold Von Ranke</b> <ul style="list-style-type: none"> <li>• Gilderhus, 41-46.</li> <li>• Georg G. Iggers, "Classical Historicism as a Model for Historical Scholarship," in <i>Historiography in the Twentieth Century</i>, 23-30; CP 18-22.</li> <li>• Presentation Possibilities: Henry Adams, Thomas Carlyle; William Stubbs; Herbert Butterfield; Lewis Namier; Friedrich Meinecke.</li> <li>• Journal Entry 2 due.</li> </ul>
<b>Wed Feb 1</b> Assignments:	<b>Methods: Locating and Evaluating Secondary Sources</b> <b>(1) – Databases (meet in the library)</b> <ul style="list-style-type: none"> <li>• Rampolla, 6-9, 15-17.</li> </ul>
<b>Mon Feb 6</b> Assignments:	<b>Historiography: Marxist Historians</b> <ul style="list-style-type: none"> <li>• Gilderhus, 53-58.</li> <li>• John Tosh, <i>The Pursuit of History</i>, 216-43; CP 23-36.</li> <li>• Presentation Possibilities: Herbert Aptheker, R.H. Hilton, Basil Davidson, Geoff Eley, Raphael Samuel; Philip S. Foner.</li> <li>• Journal Entry 3 due.</li> <li>• Please look ahead to Homework Exercise 3 (due Wed Feb 22) and set up an appointment to interview a faculty member.</li> </ul>



<b>Wed Feb 8</b> Assignments:	<b>Methods: Locating and Evaluating Secondary Sources (2) – Printed sources (meet in the library)</b> <ul style="list-style-type: none"> <li>No reading and nothing due in – the only time all semester! It would be wise, though, to complete as much as possible of the databases exercise so that you can ask questions in class about anything you cannot find.</li> </ul>
<b>Mon Feb 13</b> Assignments:	<b>Historiography: Annaliste Historians</b> <ul style="list-style-type: none"> <li>Gilderhus, 94-95.</li> <li>Michael Roberts, “The <i>Annales</i> School and Historical Writing,” in Peter Lambert and Phillipp Schofield (eds.), <i>Making History</i>, 78-92; CP 50-57.</li> <li>Presentation Possibilities: Marc Bloch; Lucien Febvre; Fernand Braudel; Jacques Le Goff, Georges Duby, Philippe Ariès.</li> <li>Journal Entry 4 due.</li> </ul>
<b>Wed Feb 15</b> Assignments:	<b>Methods: Writing Historiographical Essays</b> <ul style="list-style-type: none"> <li>Rampolla, 32-34.</li> <li>Historiographical essays by former students (distributed in previous class).</li> <li>Please note that two assignments due in the next few weeks (Abstracts assignment &amp; Homework Exercise 4) will require you to use books and articles procured via interlibrary loan. I strongly suggest that you order them <i>now</i>!!</li> <li>Homework Exercise 2 (Library Databases &amp; Printed Sources) is due at the beginning of class.</li> </ul>
<b>Mon Feb 20</b> Assignments:	<b>Historiography: Historians and the Social Sciences</b> <ul style="list-style-type: none"> <li>Gilderhus, 97-100.</li> <li>Peter Lambert and Phillipp Schofield, “Interdisciplinarity,” in <i>Making History</i>, 121-4; CP 69-71.</li> <li>Presentation possibilities: Erik Erikson; Lloyd de Mause; Immanuel Wallerstein; Perry Anderson; Jan Vansina; Philip Curtin; Konrad Jarausch.</li> <li>Journal Entry 5 due</li> </ul>
<b>Wed Feb 22</b> Assignments:	<b>Methods: Note-taking and Thesis Construction</b> <ul style="list-style-type: none"> <li>Richard Marius &amp; Melvin E. Page, <i>A Short Guide to Writing About History</i>, 115-24; CP 72-77.</li> <li>Rampolla, 20-26, 43-49, 82-83.</li> <li>Homework Exercise 3 due: Interview one of the members of Moravian College’s history department to find out how they regard themselves as historians. Use this information to write a 2-page paper in which you explain how they regard themselves as historians. As with any paper, this should be shaped around a clear <b>thesis</b> with supporting arguments that tie back to it. Please remember that faculty are very busy and probably will not have time to do interviews on the spot! You need to set up an appointment several days in advance and to be considerate about faculty members’ time. Prior to interviewing faculty, find out what they have written and what presentations they have given. This information will help you ask appropriate questions. Some examples of questions you might ask include: What methods do you use in your work? What kinds of sources do you deal with, and where are they located? What are the particular challenges of these sources? Do you identify with any particular “school” of history (e.g., Marxist historians, Annales school, etc)? Do you feel that historians can and should be objective? Which historians have influenced you the most? As a courtesy, please provide the faculty member you interviewed with a hard copy of your paper.</li> </ul>

<b>Mon Feb 27</b> Assignments:	<b>Historiography: Social and Economic Historians</b> <ul style="list-style-type: none"> <li>• Raphael Samuel et al., "What is Social History?" <i>History Today</i> 35 (1985); CP 78-93. (Choose any three of the selections in this series rather than reading all).</li> <li>• Presentation Possibilities: Charles Tilly; Joseph Miller; Harold Innis; Christopher Dyer; Hans-Ulrich Wehler; Jürgen Kocka; Annelise Orleck.</li> <li>• Journal Entry 6 due.</li> </ul>
<b>Wed Feb 29</b> Assignments:	<b>Historiography: Microhistory and Case Studies</b> <ul style="list-style-type: none"> <li>• Georg G. Iggers, "From Macro- to Microhistory: The History of Everyday Life," in <i>Historiography in the Twentieth Century</i>, 101-117; CP 94-102.</li> <li>• Presentation Possibilities: Carlo Ginzburg; Emmanuel Le Roy Ladurie; Natalie Zemon Davis; Rudi Koshar; Steven Ozment; Thomas Sugrue.</li> <li>• Journal Entry 7 due.</li> <li>• Homework Exercise 4 due: Please take one of the articles you are using for your historiographical essay and make an extra copy of it. Make sure it is at least 15 pages long and that it draws on primary source data. Then, using different color pens or highlighters, color all the text in which the author states his/her thesis or links back to his/her thesis in one color, all the text in which he/she references historiography in another color, all the text in which he/she draws directly on primary source evidence in a third color, and all the places where he/she gives general background without specific reference to primary/secondary sources in a fourth color. If you use highlighters, you can color the whole text; if using pens, you can draw boxes of different colors around the text. Then write a 2-page paper in which you describe the proportion of the article taken up with each element (i.e., in terms of physical space within the article, approximately what percentage is thesis, what percentage historiography, what percentage primary source evidence, and what percentage background?). Are these proportions what you expected to find? Do you think the author balanced these elements effectively? Please turn in the marked-up article along with your paper.</li> </ul>
<b>Mon March 5 – Fri March 9</b>	<b>Spring Break</b>
<b>Mon March 12</b> Assignments:	<b>Methods: Using the World Wide Web</b> <ul style="list-style-type: none"> <li>• We'll meet today in a computer lab (I'll tell you which one the week before break!)</li> <li>• Rampolla, 18-19.</li> <li>• Abstracts for historiographical essay due at the beginning of class.</li> </ul>
<b>Wed March 14</b> Assignments:	<b>Historiography: Historians of Race and Ethnicity</b> <ul style="list-style-type: none"> <li>• Milla Rosenberg, "Race, Ethnicity, and History," in Stefan Berger, Heiko Feldner, and Kevin Passmore (eds.), <i>Writing History</i>, 313-27; CP 103-111.</li> <li>• Presentation Possibilities: Edward Kamu Braithwaite; Thomas Holt; James Axtell; Martin Bernal; Tera Hunter; Darlene Clark Hine; Evelyn Brooks Higginbotham; Cheikh Anta Diop.</li> <li>• Journal Entry 8 due.</li> </ul>
<b>Mon March 19</b> Assignments:	<b>Historiography: Historians of Gender</b> <ul style="list-style-type: none"> <li>• Michael Roberts, "Women's History and Gender History," in Peter Lambert and Phillipp Schofield (eds.), <i>Making History</i>, 192-203; CP 112-117.</li> <li>• Judith M. Bennett, "Feminist History and Women's History," in her <i>History Matters</i>, 6-29; CP 118-129.</li> <li>• Presentation Possibilities: Nancy Cott; Mary P. Ryan; Laurel Thatcher Ulrich; Joan Scott; Judith Bennett; George Chauncey; John D'Emilio.</li> <li>• Journal Entry 9 due.</li> </ul>



<b>Wed March 21</b> Assignments:	<b>Methods: Mechanics of Writing and Citations</b> <ul style="list-style-type: none"> <li>Rampolla, 49-65, 86-132 (skim pp. 101-132 so that you are familiar with its overall contents and know where to find citation models).</li> <li>American Historical Association, "Statement on Standards of Professional Conduct" (revised, 2005). Available online at <a href="http://www.historians.org/pubs/free/professionalstandards.cfm">http://www.historians.org/pubs/free/professionalstandards.cfm</a> or in CP 130-147. Please pay particularly close attention to sections 1, 2, &amp; 4. You may skim the other sections.</li> </ul>
<b>Mon March 26 &amp; Wed March 28</b>	<b>Individual Meetings with me to Discuss Historiographical Essays</b> <ul style="list-style-type: none"> <li>Please bring two copies of your essay outline, as well as an agenda in which you note any questions. Meeting times will be scheduled in previous classes. Our class will not meet as a group on these days.</li> </ul>
<b>Mon April 2</b> Assignments:	<b>Historiography: Political Historians</b> <ul style="list-style-type: none"> <li>Jon Lawrence, "Political History," in Stefan Berger, Heiko Feldner, and Kevin Passmore (eds.), <i>Writing History</i>, 183-202; CP 148-158.</li> <li>Presentation Possibilities: Richard Hofstadter; Michael Holt; Joseph Ellis; Arthur Schlesinger; Susan Pedersen; Susan D. Amussen; Volker Berghahn; Michael Geyer.</li> <li>Journal Entry 10 due.</li> </ul>
<b>Wed April 4</b> Assignments:	<b>Historiography: Intellectual Historians</b> <ul style="list-style-type: none"> <li>Norman Wilson, <i>History in Crisis?</i>, 73-7; CP 159-163.</li> <li>Stefan Collini et al., "What is Intellectual History?" <i>History Today</i> 35 (1985); CP 164-176. (Choose any three of the selections in this series rather than reading all).</li> <li>Presentation Possibilities: Theodore Hamerow; Perry Miller; Fritz Stern; Anthony Grafton; Carl Emil Schorske, John Dunn; Christopher Lasch.</li> <li>Journal Entry 11 due.</li> <li>Please note that your complete historiographical essay draft is due via email to me and to your writing group members by 5pm on Monday April 9.</li> </ul>
<b>Mon April 9</b>	<b>No class – Easter break</b>
<b>Wed April 11</b> Assignments:	<b>Methods: Writing Workshop</b> <ul style="list-style-type: none"> <li>Sandy Bardsley, "Useful Feedback &amp; Constructive Criticism," CP 177-78.</li> <li>Homework 5 is due at the beginning of class. This consists of your constructive comments to your group members on the full drafts of their historiographical essays (see reading for more details).</li> </ul>
<b>Mon April 16</b> Assignments:	<b>Historiography: Global Historians</b> <ul style="list-style-type: none"> <li>Gilderhus, 104-106.</li> <li>Bruce Mazlish, "Comparing World History to Global History," <i>Journal of Interdisciplinary History</i> 28 (1998), 385-395; CP 179-189.</li> <li>J.M. Blaut, "The Tunnel of Time," in his <i>Colonizer's Model of the World</i>, 3-8; CP 190-195.</li> <li>Presentation possibilities: William H. McNeill; J.R. McNeill; Patrick Manning; Christopher Alan Bayly; Daniel Rodgers; Odd Arne Westad; Judy Wu.</li> <li>Journal Entry 12 due.</li> </ul>
<b>Wed April 18</b> Assignments:	<b>Methods: Professional Ethics and Opportunities</b> <ul style="list-style-type: none"> <li>Peter Stearns, "Why Study History?" Available online at <a href="http://www.historians.org/pubs/Free/WhyStudyHistory.htm">http://www.historians.org/pubs/Free/WhyStudyHistory.htm</a> or in CP 196-199.</li> <li>American Historical Association, "Careers for History Majors." Available online at <a href="http://www.historians.org/pubs/Free/careers/Index.htm">http://www.historians.org/pubs/Free/careers/Index.htm</a> or in CP 200-201.</li> <li>Final Historiographical essays due at the beginning of class!!</li> </ul>

<b>Mon April 23</b> Assignments:	<b>Historiography: New Cultural Historians</b> <ul style="list-style-type: none"> <li>• Peter Burke, "Overture: The New History, its Past and its Future," in Peter Burke (ed.), <i>New Perspectives on Historical Writing</i>, 1-23; CP 202-213.</li> <li>• Presentation Possibilities: Lynn Hunt; Robert Darnton; Alf Lüdtke; Caroline Walker Bynum; Joanne Meyerowitz; William Leach; T. Jackson Lears; Roland Marchand.</li> <li>• Journal Entry 13 due.</li> </ul>
<b>Late April</b>	<b>Seminar Miniconferences</b> You must attend part of this conference or the conference below in order to complete the last assignment for the semester, you need to attend one of the "miniconference" sessions of either Hist 374 (History of Emotions; meets Wednesdays 1:10-3:45pm) or Hist 375 (First People of North America; meets Tuesdays 6:30-9pm). Miniconferences are usually held in the last two weeks of the semester. Details of times and paper topics will be distributed nearer the time.
<b>Wed April 25</b> Assignments:	<b>Methods: How Historians Communicate</b> <ul style="list-style-type: none"> <li>• Homework Exercise 6 due at the beginning of class: please summarize, in one substantial paragraph each, any three of the papers you heard at the miniconference you attended. You may include material that comes up in the question and answer period. Then please write a further (substantial and extra thoughtful!) paragraph in which you reflect on the advantages and disadvantages of conference presentations as a means of presenting research.</li> </ul>