



## **HIST 410: Historical Methods and Analysis**

TR 2:00-3:30

PH 205

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Office Hours: MWF 10:30-11:30 and 2:00-3:00; TR 10:30-12:30; Or by appointment

**Image: Johannes Vermeer's *The Art of Painting* (c. 1666); Vermeer's model in the painting is Clio, the muse of history.**

A foundational course for history majors, History 410 introduces students to the philosophy of history and to the historical method. Students will learn to identify, analyze, and write about historical sources (both primary and secondary). The course will introduce students to CMS reference conventions, to public history, and to archival research. Students will examine the history of emancipation in the United States, identify a narrow topic and research question, find and critically investigate primary and secondary sources about their topic, write a research paper using what they have learned, and present their work.

### **Course Outcomes:**

1. Students will evaluate historical research methods, including those of public history.
2. Students will use research skills to identify and gather primary and secondary sources.
3. Students will critically analyze historical sources (both primary and secondary) and will critique others' historical scholarship.
4. Students will demonstrate proficiency in using the Chicago Manual of Style (CMS) to cite sources.
5. Students will produce an original work of historical scholarship.
6. Students will present their work.

### **Required Readings:**

- Jules R. Benjamin, *A Student's Guide to History*, 13<sup>th</sup> ed. (Bedford/St. Martin's, 2016) ISBN: 9781319027513.
- Ira Berlin, *The Long Emancipation: The Demise of Slavery in the United States* (Harvard, 2015) ISBN: 9780674286085.
- **STRONGLY Recommended:** *The Chicago Manual of Style*, 16<sup>th</sup> ed. (University of Chicago Press, 2010). [Note: According to Amazon, the 17<sup>th</sup> edition is scheduled to be released this fall. You may purchase the 17<sup>th</sup> edition when it comes out if you wish. It is expensive, but (though I haven't yet seen it) it will probably have more guidance about citing electronic sources. You might consider purchasing a copy with a friend and sharing it. It's up to you.]
- **Recommended:** Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students & Researchers*, 8<sup>th</sup> ed. (Univ. of Chicago Press, 2013) ISBN: 9780226816388.

### Course Requirements:

- Attendance/Participation: 50 points (about 12% of your total grade) – Including your homework, reading posts, and portfolio [Assesses outcomes 1 and 3.]
- Chicago Manual of Style quizzes (2): 25 points (about 6% of your total grade) [Assesses outcome 4.]
- *The Long Emancipation* reports (4 at 5 points each): 20 points (about 5% of your total grade) [Assesses outcomes 1 and 3.]
- Monograph review: 20 points (about 5% of your total grade) [Assesses outcomes 1 and 3.]
- Peer review: 20 points (about 5% of your total grade) [Assesses outcomes 1 and 3.]
- Oral presentation: 50 points (about 12% of your total grade) [Assesses outcome 6.]
- Proposal: 25 points (about 6% of your total grade) [Assesses outcomes 2, 3, and 5.]
- Final paper: 200 points (about 49% of your total grade) [One letter grade deduction for failing to turn in your first seven pages AND your complete draft on time] [Assesses outcomes 2-5.]

### Grading Scale:

- A+ (100-98%) 410 – 402 points
- A (97-93%) 401 – 382 points
- A- (92-90%) 381 – 369 points
- B+ (89-88%) 368 – 361 points
- B (87-83%) 360 – 341 points
- B- (82-80%) 340 – 328 points
- C+ (79-78%) 327 – 320 points
- C (77-73%) 319 – 300 points
- C- (72-70%) 299 – 287 points
- D+ (69-68%) 286 – 279 points
- D (67-63%) 278 – 259 points
- D- (62-60%) 258 – 246 points
- F (59-0%) 245 and below

### Accessibility Statement:

Students with documented or suspected disabilities that prevent full access to course resources and/or facilities should contact Faith Craig, Disability Resources Director. Find the Disability Resource Office in 209 Thompson-Clark Hall or call 724-946-7192 for more information and assistance.

### Learning and Writing Services:

If you are having trouble in class, you are always welcome to contact me for additional help. Learning and Writing Services is another helpful resource. See <https://www.westminster.edu/academics/learning-writing-services.cfm>.

### Academic Integrity:

An explanation of the Academic Integrity Policy is listed in your Westminster Catalog. You must submit your own work and properly acknowledge anyone else's work you use. If I determine that a student has violated this policy, they will – at a minimum – fail the assignment. (You should know that I, like most college instructors, am pretty good at detecting cheating or plagiarism. I do make use of "Turn It In.") In addition, the following might result:

“After reviewing the instructor's explanation of the violation and penalty, as well as the student's record of previous offenses, the VPAA (Vice President for Academic Affairs) will take the following additional action:

“a. FOR A FIRST OFFENSE, the VPAA may supplement the instructor's penalty with further action, up to and including suspension and permanent dismissal. . .

“b. FOR A SECOND OFFENSE, the VPAA will impose a one-semester suspension. . .

“c. FOR A THIRD OFFENSE, the VPAA will impose a penalty of permanent dismissal from the College.”

### Classroom Etiquette and Professional Behavior:

Since the peer evaluation process is central to this class, the guidelines below revolve around respecting others' thoughts and ideas. Violations will result in grade penalties.

- Do not speak when someone else is speaking.
- There will be no name-calling or interrupting.
- Please respect everyone's right to participate in class.
- Do not pack up your things before class is over.
- Try to arrive on time. If you know you will be habitually late, please let me know.
- Please turn off your cell phones and keep them out of your reach. Do *not* engage in text-messaging during class.

- Walking in and out of the room during class is disruptive. Avoid it.
- Please avoid making appointments (etc.) that will require you to leave class early.
- Use common sense. If you disrupt class repeatedly, your grade will be impacted.
- Feedback on another student’s work should be honest and constructive, reflecting a respectful desire to help a peer improve. Do not disparage another student or engage in ad hominem attacks.
- **Plagiarism**, using another’s words or ideas without acknowledging them, is unacceptable. It could result in a failing grade for an assignment or for the class. See the section on academic integrity above.

**Attendance and Class Participation:** Since this is one of the most important courses you will take as a history major, regular attendance and active participation, as well as completing assignments and meeting deadlines, are important expectations. You should try not to miss ANY class sessions or appointments. If you know you will be absent for faith-based holidays, etc., please let me know ASAP. Unless an arrangement has been made with Disability Services, doctor’s appointments, etc. will not be excused. If you know you will be absent for a college-sponsored event, you will need to inform me of that well in advance. Writing history is mostly a solitary endeavor, but the peer process is also a vital part of the discipline. Your relevant, appropriate, meaningful, and constructive participation is therefore required. Participation can have various forms, and while I encourage everyone to participate actively in class, there are also other ways to contribute to a scholarly community. Some examples include engaging with classmates or the instructor outside of class, consulting with other students or faculty about your research paper, or posting comments on D2L. Attendance, class participation (including posts on course reading – see below), and professional behavior will be assessed together as part of your final grade (12%).

**\*\*Reading Posts:** BEFORE CLASS on the days that are starred in the course schedule, respond to the questions posted on the “Discussions” tab on D2L. I will keep track of your posts, and they will be assessed as part of your attendance/participation grade. Students who miss posts or who do not demonstrate that they have completed the reading will lose points.

**Creating a Community:** Students are encouraged to utilize the advice and wisdom of their professors and fellow students at any (or all) stages of the process. There will be a place to post questions and ask for advice on D2L. (I have titled it “General History Methods Posts” under “Discussions.”) Please check these posts frequently (ideally once a day), asking questions and advice of your classmates and responding in kind. The participation grades of the students who make use of this tool will improve. My hope is that you will examine and critique each other’s work over the course of the semester. While the research for your project should be your own, you are also encouraged to consult other faculty with expertise on your topic. This includes faculty in other departments as well as librarians. Please set up scheduled appointments with them if you choose to utilize this valuable resource. Come and see me with specific questions or problems at any time.

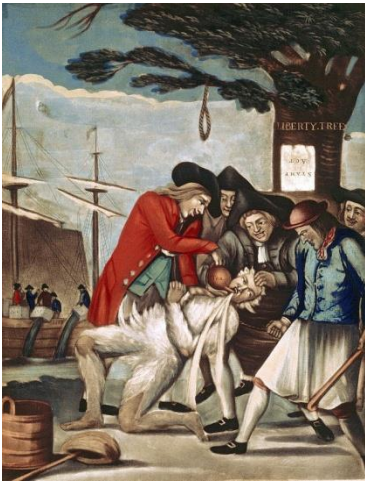
**The Long Emancipation Reports:** You will prepare four one-page (double-spaced) reports on the introduction and the three chapters from *The Long Emancipation*. To practice CMS, use notes to cite page numbers in your reports. These reports MUST be typed. Be ready to turn in a paper copy of each report AT THE BEGINNING OF CLASS on the due date listed in the course schedule. Each of these reports is worth five points. (You do not need to submit electronic copies of these reports.)

In your report on the introduction, describe what Berlin means by “the long emancipation.” Then explain how his argument\* about emancipation is different from the arguments of others who have written on the topic. This is due at the beginning of class on **September 26**.

In each of your other three reports, identify a major argument found in each chapter. Then, summarize the content by explaining how Berlin supported that argument. Comment on the sources that Berlin used in the chapter. At the end of your report, identify at least one potential research topic from the chapter. The due dates for these reports are **September 28, October 3, and October 5**.

\*By “argument,” I mean historical argument. In other words, what is Berlin’s thesis or main conclusion? “Argument” in this context does not mean disagreement or fight.

**CMS Quizzes:** You will take two quizzes on the Chicago Manual of Style format during the semester. The first (**Tuesday, November 7**) will be worth 10 points and the second (**Thursday, November 9**) will be worth 15. An explanation of the format of the quizzes will be forthcoming.



**While ignoring Chicago Manual of Style standards will not get you tarred and feathered like John Malcolm in Boston in 1774, it will impact your grade!**

**Reviews:** Each of the following reviews should be 2-3 double-spaced pages long (10-12 Times New Roman font, one-inch margins). Upload both reviews to D2L. You will need to bring one paper copy of the peer review to class on the day it is due, but you do not need a paper copy of the other review as long as you upload it on time. Specific guidelines and due dates are listed below. Each review will be graded according to how well the review addresses the guidelines, for the sophistication of the analysis, and for grammar and clarity of writing. Remember, while critically evaluating the work of others is an important part of scholarship, good critical thinkers also ask questions about their OWN assumptions, ideas, and work. Use the review skills you are sharpening here to improve your own research, analysis, and writing.

**Monograph Review:** You will write a review of a monograph (a book on a well-defined subject) that relates to your chosen topic. It should summarize the author's thesis and main conclusions, evaluate the evidence and argumentation, compare and contrast the argument to that found in *The Long Emancipation*, and assess the book's strengths and weaknesses. This review will be worth 20 points and is due on **Tuesday, October 31**. Upload an electronic copy to D2L. There is no need to print a copy if you upload it.

**Peer Review:** You will write a review of one of your classmate's first draft. The critique should summarize the thesis and main conclusions, evaluate the evidence and argumentation, and assess the strengths and weaknesses of the paper. It should also offer suggestions for improvement. This review is worth 20 points and is due on **Thursday, November 30**. In addition to uploading your review, bring a paper copy to class so that you may give it to the author.

**Oral Presentations:** Your presentations should be no longer than 10 minutes (no less than 5); there will be time for questions following each one. It is recommended (but not required) that you read the relevant material in Turabian chapter 13 before beginning your preparation. Use Power Point or Prezi to accompany the oral explanation of your project and argument. Your presentation should include:

1. An opening slide/screen with your title and name (at the minimum);
2. An engaging introduction with a "hook";
3. At least three pictures throughout your presentation (make sure to properly gather and cite the images, and proofread your slides);
4. An explanation of your topic and research question;
5. Your thesis;
6. A summary of the arguments of at least two (scholarly) secondary sources with an explanation of how your thesis compares and/or contrasts;
7. A description of your main points based on your primary source evidence. Be sure to clearly explain the nature of your primary sources. Clearly connect them to your analysis and thesis;
8. An engaging conclusion;
9. A slide that includes reference information for at least six of your most important sources (divide the primary and secondary sources and use the proper formatting);
10. Repeat your opening slide/screen so that it appears at the end when you are addressing audience questions.

Make your presentations creative and engaging. I might make these presentations open, so please dress professionally. You will be graded on how well you present your thesis, evidence, and conclusions. Your grade will also assess your creativity and how well you have captured your audience's attention. Finally, you will be scored on how well you field questions. I expect everyone to participate as active audience members for your fellow students as well. Students who ask thoughtful questions of other presenters will be rewarded. Students who do not do so will be penalized. The presentations will take place on **Thursday, December 7 and Thursday,**

**December 14 during the final period from 11:30-2:00.** Upload an electronic copy of your Power Point or outline to D2L. The form I will use to evaluate your presentations is also posted on D2L.

**Note:** You are encouraged to present the research you have completed in this class elsewhere. There are several opportunities to present sponsored by Phi Alpha Theta (the History Honors Society), and you should seriously consider applying to present your work at URAC or NCUR. If you wish to do that, I will help you fine-tune your abstract and your presentation. You will probably need to alter your presentation to better conform to the expectations of the relevant conference. Again, **SERIOUSLY** consider this. Your work in this class is historical research that can be improved the more you present. Since it will already be completed, it won't be too much extra work, and students who present have something to put on resumes that many other students will not have.

**Portfolios:** You will create a portfolio of your work as a history major that you can later add to when you complete capstone. **Be sure to save your work in all your history courses.** At the **MINIMUM**, you should include the following in your portfolio: 1.) a table of contents; 2.) a copy of your Methods proposal; 3.) a copy of your first draft; 4.) a copy of your final paper; 5.) a copy of both your reviews (your monograph review and your peer review); 6.) a copy of your presentation (slides or outline); 7.) a 1-3-page reflection paper about your Methods research. Your reflection paper should describe what you learned about historical research and about historical writing in this course. It should also assess your strengths and weaknesses as a historian. Since this is something you will probably use in the future, please make sure that your reflection paper is properly edited. I strongly recommend that you include the history papers, exams, etc. that you have completed in other history classes as well. After this semester ends, you can continue to update your portfolio. To submit your portfolio, combine all files into one pdf document. I can help you do this if you need it. Submit that file to D2L by **Tuesday, December 5**. You will not receive a grade on it, but its quality will impact your attendance/participation grade. A student who does not complete a portfolio will receive an incomplete until it is finished.

### **Paper Guidelines and Due Dates:**

You will use what you've learned about historical methods this semester to write a 15-20-page paper of historical scholarship (not counting your title page, notes, and bibliography) that analyzes primary and secondary sources. The paper should be double-spaced. Use margins of one inch and ten-to-twelve-point type in Times New Roman font. You should include a title page with the title, date, name of the college, and your name. (There is a title page template posted on D2L.) You may use footnotes or endnotes to cite your sources, but you must follow CMS guidelines. Single-spaced block quotations should be indented. Notes and bibliographic entries should also be single-spaced with blank lines between them. Separate your primary and secondary sources in your bibliography. Use arabic numerals to number every page but your title page. Place those page numbers in the upper right corner. See CMS and Turabian for help with your notes, bibliography, and any other format questions. (You may also use <https://owl.english.purdue.edu/owl/resource/717/01/>.) There are also several handouts with instructions and examples posted on D2L.

**Topic:** Each student will choose a narrow topic that in some way addresses the long emancipation as described by Ira Berlin.

**Research Question and Thesis:** Each student will form a research question about their narrowed topic. After identifying and assessing the sources, each student will develop a clear thesis that answers the question and reflects an argument.

**Sources:** Each student will identify, gather, read, and analyze both primary and secondary sources that help them address their questions. Each paper should cite **AT LEAST TEN** primary sources. **AT LEAST TEN** secondary sources should be cited. These sources should include the following: 1.) *The Long Emancipation*; 2.) At least one monograph that you found using *The Long Emancipation*; 3.) Primary sources from at least two of the collections available through the library and listed below; 4.) At least one monograph or journal article that you acquired using interlibrary loan (ILL); 5.) At least one journal article. [A checklist with these requirements is available on D2L, and I will pass out paper copies of that checklist on the day that we visit the library.] Consider ten primary and ten secondary sources the minimum. You should use as many sources as necessary to support your argument, and your grade will reflect those efforts. Citations should **CLOSELY** follow CMS guidelines.

#### Primary Source Collections:

American Religion: Denominational Newspapers

Slavery and Anti-Slavery Archive

\*18<sup>th</sup> Century Collections

\*Nineteenth Century U.S. Newspapers

\*Sabin Americana Collection

\*The Times Digital Archive, 1785-2011

\*The starred databases can all be searched using Gale Primary Sources.

**Bibliography:** Separate primary and secondary sources in your bibliography and properly format your entries. See the sample bibliography on D2L for help.

**Submission Instructions and Deadlines:** Submit electronic copies of your proposal, first seven pages, first draft, and final draft by uploading the files to D2L. You will need to deliver a copy of your draft to your peer reviewer, but you may work that out amongst yourselves.

**Proposal:** Your proposal will include two parts – a brief 1-2-page description of your project and an annotated bibliography. *First*, describe your narrowed topic and explain why it is important to the historical scholarship on the long emancipation in the United States (mentioning a few relevant secondary sources is a good idea). It should also include your research question and an initial, “suspected” thesis that answers the question. (Note that since you will probably not be finished with your research at this point, you should bear in mind that your thesis could change. Do NOT let an initial hypothesis drive your research. In other words, don’t sift through the evidence looking for things that support an argument. Read the evidence with your question in mind. Draft your final thesis once you have examined your evidence. It is perfectly acceptable for your thesis in your final paper to be different than your anticipated thesis in your proposal.) Your description should also identify the primary and secondary sources that you believe will be most important to your research. Explain why and describe your method (how you intend to answer your main question, what primary sources you will use and how, etc.). *Second*, your proposal should include a properly formatted annotated bibliography that divides your primary and secondary sources. Use Turabian and/or *The Chicago Manual of Style* to guide you in properly formatting your entries. [Do it correctly now! Then, you won’t have to worry about formatting your bibliography later.] After each entry, include a sentence or two that summarizes the source and/or explains its usefulness to your project. For your primary sources, explain how they will help you answer your main question. For your secondary sources, identify the main argument and explain how it compares or contrasts to your suspected thesis. Your proposal is worth 25 points. It will be graded on the content and format of your annotated bibliography, on how well the narrowed topic and question demonstrate an understanding of the long emancipation, on the relevance and clarity of the thesis, on the quality of the evidence, and on grammar, etc. Due **Tuesday, October 17**.

**First Seven Pages:** Due **Tuesday, November 14**. If you do not turn in your first 7 pages on time, I will apply a letter-grade deduction to your final paper.

**First Draft:** Due **Tuesday, November 21**. If you do not turn in a complete first draft on time, I will apply a letter-grade deduction to your final paper. Neglecting to turn in a first draft not only means that you will not get adequate feedback, but it also disadvantages the student assigned to review your draft. Before turning in your draft, verify that you have complied with all the instructions and guidelines above. You will need to get a copy of your paper to your peer reviewer as well. Work this out amongst yourselves. You may email your paper to your reviewer, provide them a paper copy, or both.

**Final Paper:** Your final paper is worth 200 points and is due by 6:00 pm (sharp) on **Thursday, December 14**. Please look over the guidelines carefully before turning in your final paper. (Remember to take out the annotations from your proposal when including the bibliography. Your bibliography should only include the properly formatted entries divided into primary and secondary sources.) I WILL expect you to take any feedback on previous drafts into account. Students who do not do so will lose points on their final papers. Be sure to look for the vertical lines in the left margins when going through my feedback. These indicate where I have made suggested changes. Right-clicking on the changes will allow you to accept them, but you should read through the sentences again to make sure the edits make sense. Reading the “Revisions Guide” handout posted on D2L would also be wise.

**Assessment:** My evaluation of your paper will reflect the insightfulness of your research question, the clarity of your thesis, your skill in analyzing your primary and secondary sources, the quality of the bibliography, and the quality and clarity of your organization and prose. Your grade will also take into account your performance in planning and revising your project over the course of the semester. See D2L for a rubric.

#### **Other Items of Note:**

- In addition to regularly keeping up with the readings and assignments in the course schedule, please check your email every day for possible updates and/or announcements.
- Bring the readings listed on each day in the course schedule with you to class. You should consult them when we discuss them together.
- Due dates and assignments might be changed if weather interferes or other (unforeseen) events require alterations in the schedule. Be aware that this syllabus is subject to change.
- I would like to plan a trip to an archive at some point in the semester, but this has proven difficult in the past due to students’ busy schedules. If a group of you would like to do some archival work, I will help make it happen. Just let me know!

## Course Schedule

\*\*All starred dates indicate that a D2L post is required. Post before class meets on these dates.

### Tuesday, Aug. 29 – Course Introduction

#### \*\*Thursday, Aug. 31 – What Is History?

**Read:** John Lewis Gaddis, from *The Landscape of History* [posted on D2L]

#### \*\*Tuesday, Sept. 5 – What Is History?

**Read:** Benjamin Chapter 1 [Skim Chapter 2.]

#### \*\*Thursday, Sept. 7 – What Is History?

**Read:** Benjamin Chapter 3

#### \*\*Tuesday, Sept. 12 – What Is History?

**Read:** Benjamin Chapter 4

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#### \*\*Thursday, Sept. 14 – Public History

**Read:** National Council on Public History, “What Is Public History,” <http://ncph.org/cms/what-is-public-history/> AND Evan Kutzler, “Lessons in Interpreting Controversial History at a Southern Heritage Site,” <http://ncph.org/history-at-work/controversial-history-at-a-southern-heritage-site/>

#### \*\*Tuesday, Sept. 19 – Public History [Bring your laptop to class.]

**Read:** Judith Rosenbaum, “Beyond the Ivory Tower: Doing Public History in a Digital Age,” *American Jewish History* 89, no. 2 (April 2014) [posted on D2L]

#### Thursday, Sept. 21 – Public History

**Assignment:** Submit your group’s Founder’s Day plan

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**Abolitionists frequently used these images to stir Americans’ consciences against the cruelty and injustice of slavery.**

#### Tuesday, Sept. 26 – Case Study: The Long Emancipation

**Read:** Berlin Introduction (1-11)

**Due: Report on Introduction**

#### Thursday, Sept. 28 – Case Study: The Long Emancipation

**Read:** Berlin Chapter 1 (pp. 12-46)

**Due: Report on Chapter 1**

Tuesday, Oct. 3 – **Case Study: The Long Emancipation**

**Read:** Berlin Chapter 2 (pp. 47-105)

**Due: Report on Chapter 2**

Thursday, Oct. 5 – **Case Study: The Long Emancipation**

**Read:** Berlin Chapter 3 and the Coda (pp. 106-175)

**Due: Report on Chapter 3**

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**\*\*Tuesday, Oct. 10** – **The Evidence: Finding and Analyzing Historical Sources ... At the Library [Meet in McGill Library]**

**Read:** Benjamin Chapter 7 AND Skim Benjamin Appendix A

Thursday, Oct. 12 – *Denial*

No reading assignment – work on your proposal and annotated bibliography

Tuesday, Oct. 17 – *Denial Discussion*

**Due: Proposal and Annotated Bibliography**

**\*\*Thursday, Oct. 19** – **The Evidence: Finding and Analyzing Historical Sources** [Bring your laptop and at least one of your primary sources to class.]

**Read:** Benjamin Chapter 5

Tuesday, Oct. 24 – **Fall Break**

**\*\*Thursday, Oct. 26** – **The Evidence: Finding and Analyzing Historical Sources**

**Read:** Benjamin Chapter 6

Tuesday, Oct. 31 – **The Evidence: Finding and Analyzing Historical Sources** [Bring your laptop to class. We will work on outlines.]

**Due: Monograph Review**

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**\*\*Thursday, Nov. 2** – **Writing the Past: Chicago Manual of Style** [Bring your CMS copy to class.]

**Read:** Benjamin Chapter 10

**\*\*Tuesday, Nov. 7** – **Writing the Past** [Bring your laptop to class.]

**Read:** Benjamin Chapter 8

**CMS Quiz #1**

Thursday, Nov. 9 – **Writing the Past** [Bring your laptop to class.]

**Skim:** Benjamin Chapter 9

Recommended (not required): Turabian Chapters 4 and 5

**CMS Quiz #2**

Tuesday, Nov. 14 – **Writing the Past** [Bring your laptop to class.]

Recommended (not required): Turabian Chapter 6

**First 7 pages due! (These must be completed by the start of class.) REMINDER: If you do not turn in these pages, I will apply a letter-grade penalty to your final paper.**

Thursday, Nov. 16 – **Writing the Past** [Bring your laptop to class.]

Recommended (not required): Turabian Chapter 7

Tuesday, Nov. 21 – **First Drafts Due [by 3:30 pm]!!**

Before turning in your draft, read the paper guidelines above one last time. We will not have class today, but you must post an electronic copy of your paper on D2L NO LATER than 3:30 pm. You will also need to send your peer reviewer a copy of your paper. Work out how to do this amongst yourselves. **REMINDER: If you do not turn in a completed draft, I will apply a letter-grade penalty to your final paper.**

Thursday, Nov. 23 – **No Class, Thanksgiving**

Tuesday, Nov. 28 – **Scheduled Individual Conferences**

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Thursday, Nov. 30 – **Revising Your Drafts**

Recommended (not required): Turabian Chapters 9 and 13

**Due: Peer Reviews**

Tuesday, Dec. 5 – **Completing Your Abstracts** [Bring your laptop to class.]

**Due: Portfolios**

Thursday, Dec. 7 – **Oral Presentations**

Thursday, Dec. 14 (11:30-2:00) – **Oral Presentations**

**Final Paper: Due by 6:00 pm (sharp) on Thursday, December 14.**