

**HIS 3942/3G29**  
**History Practicum**  
**From Headlines to Histories**  
**Spring 2020**

Course Meets MWF 11:45-12:35 (period 5) in Keene-Flint 121  
Instructors Dr. Louise Newman, [lnewman@ufl.edu](mailto:lnewman@ufl.edu)  
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Withington, Wed, 12:45-1:15 (period 6) location to be determined

### **The History Practicum**

“Practicum” means doing practical work, and the history department’s practicum introduces students to the basic practices of historical investigation. It is designed to help students develop fundamental skills in critical reading, analytical thinking, historical research, and argumentative writing, all of which are needed to succeed in the major and which will serve students well in their future endeavors, no matter what profession or occupation they pursue after graduation.

These skills include learning how to:

- effectively communicate ideas about history, both orally and in writing
- find and interpret various kinds of evidence that bear on a historical problem
- identify the thesis-argument(s) in the work of others
- frame a historical research problem for consideration and compose lucid analyzes of historical documents
- provide complete citations for evidence and attributions, following the Chicago Manual of Style
- employ editing techniques to improve one’s own writing
- provide constructive feedback on others’ work (peer review)
- assess the historical significance, usefulness, and expertise of works of historiography
- create a website or electronic archives to present historical information to the general public

### **Description of the course topic**

Our subject matter enables us to trace the continuities in political, economic and cultural events over the past fifty years. Topics will be drawn from newspaper headlines in December 2019 and January 2020 and will include the nation’s role in global affairs, ongoing political scandals, impeachment, economic changes since 2000 that have led to increasingly large disparities in wealth; concerns about environmental disasters (past, present and future), and racial/gender concerns ranging from mass incarceration to sexual harassment and domestic violence. The course poses a series of basic questions: first, how can past events help us understand present-day events? How do current actors-- politicians, journalists, social activists and others-- use (or misuse) historical information? What role might historians play in contextualizing and understanding current events?

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### **Course objectives**

- Become comfortable with the kinds of logic and inductive reasoning that historians rely upon in fashioning historical narratives (causes, contingencies, coincidences)
- Understand why dates, facts and details matter so much to historians and how they go about interpreting such information to make an argument about the significance of specific events

- Be able to identify and explain some of the different approaches and methodologies that historians use in trying to make sense of historical data
- Learn to work with visual and oral/aural sources-- photographs, films, oral histories, songs, and other forms of historical evidence
- Improve skills in critical reading and analytical thinking (how to identify and assess an author's thesis argument, how to effectively summarize others' work, how to participate in a historiographic conversation)
- Develop the skills needed in argumentative writing (how to compose an original thesis, how to structure a formal academic essay, how to sequence sentences to compose a cohesive paragraph, how to introduce evidence from primary and secondary sources to support the thesis)
- Practice some of the basic steps in researching and writing a paper on an historical topic, including identifying a topic, formulating a historical research question about that topic, identifying and analyzing relevant primary sources to help answer the question, coming up with a hypothesis (an answer to the question) and "proving" the hypothesis by supporting it with relevant information and persuasive argumentation
- Learn how to follow instructions and style sheets in order to present historical work in a professional manner, which includes learning how to introduce quotations into an essay and how to format footnotes and bibliographies

#### Questions concerning historical argument and methodology discussed in this course

- Why do historians study the past and keep writing about events that are "over"?
- What is the difference between history and historiography?
- What are the essential characteristics of a good historical narrative? Do historical accounts need to be objective? neutral? fair? credible? truthful? How do we know if they are these things?
- Does historiography have to be presented in a particular form or genre (i.e. a written text, such as a book or article) in order for it to have validity or authority as a credible account of history?
- Do we have the same expectations of and standards for historical narratives that are presented in visual forms (films, documentaries, photographs, cartoons, drawings, illustrations) or aural/oral forms (lectures, songs, speeches, stories, interviews, oral histories) as we do of written historiography (books, articles, blogs)?
- Why are primary sources so essential to the writing of historical narratives? How do historians interpret such sources? What does a "careful" or "critical" reading of a primary source entail? What does it mean to contextualize a primary source or an event?
- What is the advantage of using many different (kinds of) sources? Why do historians value narratives that address the same issue/problem from multiple perspectives? Why do historians value accounts that offer multiple causes to explain why change occurs?

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#### Required readings

The required readings for this course include books, articles published in anthologies and academic journals, and writing that appears on websites (articles, blogs). There are approximately 150 pages of reading required each work (sometimes more).

The following books are required and may be purchased from an area bookstore or an online bookseller.

#### Required texts that must be purchased (listed in the order in which they will be read)

- **Rampolla, Mary.** *A Pocket Guide to Writing in History*. Ninth edition. Boston: Bedford/St. Martins, 2018. \$31.29 on Amazon Prime, slightly cheaper to rent. The earlier editions are out of

date and not as good. Do not buy them no matter how much money you can save by doing so. This is the most important book assigned in the course and it will prove invaluable to you as a history major throughout your career at UF. All page references contained in the syllabus are to this edition.

- **Engel, Jeffrey A. et. al.** *Impeachment: An American History*. New York: Modern Library, 2018. Chapter written by Timothy Naftali on Richard Nixon, pp. 83-153 will be our focus. \$11.39 on Amazon Prime.
- **Desmond, Matthew.** *Evicted: Poverty and Profit in the American City*. New York: Broadway Books, 2016. \$11.07 on Amazon Prime.
- **Clark, Anna.** *The Poisoned City: Flint's Water and the American Urban Tragedy*. New York: Metropolitan Books & Henry Holt, 2018. \$18.21 on Amazon Prime (Used copies available for significantly less and if you order one early in the semester, you will have it in plenty of time.)

#### Articles and excerpts from books to be downloaded from Course Reserves

- **Bailey, Beth and Immerman, Richard H., eds.** "Introduction" to *Understanding the U.S. Wars in Iraq & Afghanistan*. New York: New York University Press, 2015, 1-17.
- **Jacobson, Matthew Frye.** *The Historian's Eye: Photography, History, and the American Present*. University of North Carolina Press, 2019, pp. 118-119 (Dog Tag Garden Memorial, Boston, MA 2011)
- **Reynolds, Michael A.** "The Wars' Entangled Roots: Regional Realities and Washington's Vision," in Beth Bailey and Richard H. Immerman, eds., *Understanding the U.S. Wars in Iraq & Afghanistan*. New York: New York University Press, 2015, 21-53.

**More readings will be added at a future date.**

#### Recommended (do not purchase yet)

- **Kantor, Jodi and Twohey, Megan.** *She Said: Breaking the Sexual Harassment Story that Helped Ignite a Movement*. New York: Penguin Press, 2019. \$21 on Amazon Prime.

#### Material accessed from Websites and on-line Archives

- <https://historynewsnetwork.org/article/173648>
- <https://www.archives.gov/research/investigations/watergate/roadmap>
- <https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/>
- <https://pitt.libguides.com/citationhelp>
- [https://college.lclark.edu/departments/history/student\\_resources/reading.php](https://college.lclark.edu/departments/history/student_resources/reading.php)
- <https://hist.ucalgary.ca/atimm/writing-advice/useful-writing-links>
- National Security Archives <https://nsarchive.gwu.edu/special-exhibit/iran/2018-12-09/iran-contra-affair>

Most importantly, students will be working on research projects that will require that they identify, locate and read additional primary and secondary materials.

Ideas for papers:

- [https://www.nytimes.com/interactive/2019/12/15/technology/decade-in-tech.html?te=1&nl=morning-briefing&emc=edit\\_NN\\_p\\_20191216&section=topNews?campaign\\_id=9&instance\\_id=14568](https://www.nytimes.com/interactive/2019/12/15/technology/decade-in-tech.html?te=1&nl=morning-briefing&emc=edit_NN_p_20191216&section=topNews?campaign_id=9&instance_id=14568)

[https://www.brown.edu/Research/Understanding\\_the\\_Iran\\_Contra\\_Affair/index.php](https://www.brown.edu/Research/Understanding_the_Iran_Contra_Affair/index.php)

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### Websites that might serve as models for students' final projects

- Brown University's website on Iran-Contra  
[http://www.brown.edu/Research/Understanding\\_the\\_Iran\\_Contra\\_Affair/index.php](http://www.brown.edu/Research/Understanding_the_Iran_Contra_Affair/index.php)
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### Graded assignments (1000 total points)

Graded assignments include a wide variety of assignments: from formatting bibliographies to short writing exercises, to website design and the researching of a historical topic, using primary sources. Unless otherwise indicated, all assignments must be typed and presented formally. Points will be deducted for not following the verbal or written instructions concerning the presentation and submission of an assignment.

- Written instructions for major assignments (those worth more than 100 points) will be distributed at least one week before the assignment is due.
- Some assignments must be submitted on-line through the course website on Canvas, located at [lss.at.ufl.edu](https://lss.at.ufl.edu), while other assignments must be printed out and handed in at the start of the class period. Often the instructions state that students are required to submit **both electronic and hard copies**, so students need to follow instructions carefully, **as partial submissions will not be graded.**
- Students should keep both hard and electronic copies of all their work in case there are any problems in the submission, grading, or the recording of assignments.

**The final course grade is based on 1000 points, determined as follows:**

**Attendance (100 pts)—see attendance policy below.**

**Short Assignments (400 pts)— some are begun in class – all are finished at home & uploaded to Canvas**

- Analyze a photograph (week 1)
- Restate thesis arguments from historical monographs of different lengths (articles and books) (weeks 3-6)
- Write accurate and thorough summaries of articles
- Analyze a historiographic conversation among historians
- Write a critical book review suitable for publication in a scholarly journal or posting on an academic blog (HNN)
- Analyze the meaning/value/usefulness of a primary source
- Analyze how an historian assembles a variety of primary sources to support/illustrate a larger point
- Introduce a quotation into a text and cite the source (parenthetical notes, footnotes, endnotes)
- Locating relevant primary and secondary sources for an historical topic and citing them in a bibliography using appropriate, consistent formatting (Chicago Manual of Style is the preferred format.)
- Peer Review—Commenting in a helpful way on a fellow student's writing

**Longer Assignments (500 pts)**

- Prospectus (Research Question, Primary Source Analysis, Preliminary Bibliography)
- Website Design: Online Archive or Public Exhibit (will include a class visit to the Matheson Museum, tentatively scheduled for Saturday, February 22, 2020)
- Final Project (Title Page, Abstract, 5-page paper, Annotated Bibliography)

**Extra Credit opportunities**

- Occasionally, students will be able to earn extra points by attending and writing a brief review of a public lecture.

**Grading Scale**

Letter grades for the course will be assigned according to the following point scale:

<b>Letter Grade</b>	<b>Total Points</b>	<b>GPA Equivalent</b>
<b>A</b>	<b>950-1000</b>	<b>4.0</b>
<b>A-</b>	<b>900-949</b>	<b>3.67</b>
<b>B+</b>	<b>875-899</b>	<b>3.33</b>
<b>B</b>	<b>850-874</b>	<b>3.0</b>
<b>B-</b>	<b>800-849</b>	<b>2.67</b>
<b>C+</b>	<b>775-799</b>	<b>2.33</b>
<b>C</b>	<b>750-774</b>	<b>2.0</b>
<b>C-</b>	<b>700-749</b>	<b>1.67</b>
<b>D+</b>	<b>675-699</b>	<b>1.33</b>
<b>D</b>	<b>650-674</b>	<b>1.0</b>
<b>D-</b>	<b>600-649</b>	<b>0.67</b>
<b>E</b>	<b>&lt;600</b>	<b>0</b>

**Policies regarding attendance, participation and assignments**

- Unlike most other history courses offered by the University of Florida, this course has a significant “workshop” component, which requires students’ presence in class every day. **Attendance is mandatory and will be taken at every class meeting.** There will be penalties in the form of point deductions for absences, lateness and dismissals as discussed below.
- 100 points are devoted to attendance. As a general rule, absences are not excused—they always count. The policy allows for one free absence so that a brief illness or scheduling conflict does not have to be explained or documented. In other words, students may have one absence and still receive the full 100 points. Students who are absent two times will receive 90 points; three absences 80 points, four absences 70 points. Students who are absent five or more times will receive 0 out of these 100 points. In accordance with university policy, the instructor has the right “after due warning...[to] prohibit further attendance and subsequently assign a failing grade for excessive absences.”  
<<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>>.

- Habitual lateness may be treated as an absence and points deducted according to the policy stated above. If there are foreseen circumstances that you know will prevent you from arriving to class on time and staying the entire period, please inform your instructors immediately.
- Students are expected to have completed all reading and writing assignments by the beginning of class on the date specified on the syllabus. Whenever possible, students should bring hard copies of the required readings (books, articles, book reviews, etc.) to class. Students who come to class unprepared to discuss the readings, or without the assignments that are due that day, may be dismissed from class and counted as absent. Any points associated with the session's activities will be forfeited.
- In general, no late work will be accepted unless accompanied by documentation from the Dean of Students or Health Services of a serious illness. However, in the case of exceptional or unforeseen circumstances, students needing an extension of a deadline may request one from the instructor, preferably in advance of the deadline.
- To ensure that students are learning the necessary skills, which build one upon the other, students must complete and submit assignments in the sequence in which they are assigned and will not be allowed to submit a later assignment until all the former assignments have been completed. This means that students must keep up with readings and assignments in order to do well in the course. If circumstances arise that may cause you to fall behind, please let the instructor know about those circumstances as soon as possible.

### General course policies

- Students are expected to arrive on time, be attentive and respectful during class, and remain until class is dismissed.
- Electronic devices (laptops, tablets, cell phones) are permitted, but students caught using them inappropriately-- e.g., texting, emailing or using social media-- will be asked to leave the classroom and will be counted as absent from the session.
- Students requesting accommodation must register with the Dean of Students Office (<https://www.dso.ufl.edu/>) and obtain proper documentation to be submitted to the instructor during the first week of the semester. **Instructors are not obligated to grant accommodations after the first week of the semester.**
- Students in this class are participating in the new course evaluation system called GatorEvals. The new evaluation system is designed to be more informative to instructors so that teaching effectiveness is enhanced and to be more seamlessly linked to UF's CANVAS learning management system. Students can complete their evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [https://urldefense.proofpoint.com/v2/url?u=https-3A\\_ufl.bluera.com\\_ufl\\_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F\\_ty9jxk4wL-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E\\_HUO3wQ&e=](https://urldefense.proofpoint.com/v2/url?u=https-3A_ufl.bluera.com_ufl_&d=DwIGaQ&c=sJ6xIWYx-zLMB3EPkvcnVg&r=1qtWVKU2uNohMAWR5pYYVu0F_ty9jxk4wL-DcSEfmKub76k8eaDIYyGQkZMpCQZ6&m=KCQMaruvDccGkQ95LBWWejChKpHpd3olzGps63zo0Ao&s=2ry1lk1Sd2MT9xMTXgaRslOLmzE7-Mky8W2E_HUO3wQ&e=). Thank you for serving as a partner in this important effort. Summary results of these assessments will be made available to students at <https://evaluations.ufl.edu>.
- All students must adhere to the University of Florida's standards of academic honesty. UF students are bound by The Honor Pledge, which states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity

by abiding by the Honor Code.” A copy of the student code of conduct may be found at <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

The student code of conduct forbids plagiarism, which includes the following:

- Turning in a paper that was written by someone else (i.e., papers written by another student, a research service, or downloaded off the Internet); or written by you for another course.
  - Copying a significant portion of work written by another author without using quotation marks and without acknowledging the source through a commonly accepted style of footnoting.
  - Paraphrasing text written by another author without referencing that author within the text and by using a commonly accepted style of footnoting.
  - Using someone else’s unique idea or concept without acknowledging the original author and source in the text and by using a commonly accepted style of footnoting.
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### Weekly schedule

**Class meets MWF AT 11:45 (period 5) in K-F 121. Attendance is required at all class meetings.**

- **Mondays** are usually devoted to discussing the assigned readings for the week. Students are required to bring hard copies of the week's readings to class, along with their notes and questions about the readings.
- **Wednesdays** will involve discussions and/or in-class workshops and activities, with students working individually or in groups on exercises designed to improve their skills in active reading, cogent speaking, and analytical writing. These activities cannot be made up, so students who are absent from class or who do not bring the required materials will forfeit any points associated with these exercises. We will be consulting Rampolla's text regularly, so students are required to bring this book to class every day.
- **Fridays** are devoted to completing workshops begun on Wednesday, attending special events or making visits to places on campus, participating in individual conferences with the instructors, and engaging in other fun activities. At various times during the semester, students may be required to visit archives and libraries on (or off) campus. **On Saturday, February 22**, from 10-11 am, we will be holding a special session at the Matheson Museum on University Avenue (downtown). These activities are crucial in terms of practicing the required skills needed to do well in the course. Again, these activities cannot be made up, so students who are absent from class or who do not bring the required materials will forfeit any points associated with these exercises.

Due to holidays, class will **NOT** be held on the following dates:

- Jan 17 (F) Instructor out of town
  - Feb 14 (F) Valentine's Day
  - Feb 17 (M) Presidents' Day
  - Mar 1 (F) Instructor's discretion
  - Mar 2-6 (M, W, F) SPRING BREAK
  - Apr 8 (W) Passover
  - Apr 10 (F) Good Friday
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## Summary of Readings and Major Writing Assignments

### Part 1. Mastering Methodologies

#### 1. Introduction (1/6, 1/8, 1/10): What is history, how is it created?

Read (for Wed): **Jacobson, *The Historian's Eye*** (selected pages)  
Subscribe to *The New York Times* (free) and begin following news stories

**Asst 1 Upload your answers about Jacobson by Tues at midnight**  
**Asst 2 Bring hard copy of Photographic Analysis to Friday's class (50 pts)**

#### 2. 1/13, 1/15, --- Presenting History to the Public in the 21<sup>st</sup> century – Website Design (Who is history for? How should history be presented?)

Read (for Mon): **Rampolla, *Pocket Guide...***, ch. 1-2

Technical Consultant: Michael Boothby (former Practicum student)

**Asst 3. Website Design: Upload a link to your newly-created Wix website to Canvas by Sunday, Jan 19, by 11:59 pm (50 pts)**

#### 3. 1/20, 1/22, 1/24. War on Terrorism, 9/11-- Origins/causes/legacies

Read (for Wed): Bailey & Immerman, Reynolds (Traditional historiography)

**Asst 4 Active Reading (Bailey & Immerman)**

#### 4. 1/27, 1/29, 1/31. Impeachment-- Long Trajectories & Continuities

Read (for Wed): Nixon: Naftali chapter in *impeachment*, Olson (Traditional historiography)

**Asst 5 Paraphrasing, Summarizing (Reynolds) (50 pts)**  
**Asst 6 Correct Bibliographic Formats (50 pts)**

#### 5. 2/3, 2/5, 2/7. Racial and Class inequality (Poverty & Homelessness)

Read (for Mon): Desmond, *Evicted* (Historically-informed Ethnographic Work)

**Asst 7. Explanatory Footnotes**

#### 6. 2/10, 2/12, ---. Environmental Disasters

Read (for Mon): Clark, *The Poisoned City* (Historically-informed Journalistic Work)

**Asst 8a. Due in midterm week**

#### 7. ---, 2/19, --- .

**Special Session: (Matheson Museum session on Saturday 2/22)**

**8. 2/24, 2/26, -- Midterm Exercises**

**Asst 8b. News story**

**9. Spring Break—no classes March 2-6**

**Part 2. Composing a Historical Narrative**

**10. 3/9 , 3/11, 3/13**

**Asst 9 Prospectus Due**

Conferences with instructors on Fri, 3/13

**11. 3/16, 3/18, 3/20**

Conference with instructors on Fri, 3/20

**12. 3/23, 3/25, 3/27**

Conference with instructors on Fri, 3/27

**13. 3/30, 4/1, 4/3**

**14. 4/6 , ---, --- [Passover & Easter]**

**15. 4/13, 4/15, 4/17**

**16. 4/20, 4/22 Conclusion**

**Asst. 10 Final Assignment Due Friday, April 24 by 11:59pm**

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## Detailed schedule of topics, readings and assignments

### Unit 1. Introduction

#### Week 1. January 6, 8, 10

- What skills do students need to succeed as history majors?
- What impact does history have on every-day individuals?
- Interpreting photographic evidence

**Skills:** Understanding historical jargon and narrative conventions  
Analyzing visual material

1. M 1/6 Introduction—What is History, What is it good for? How are historical accounts created?

Headlines *versus* Histories (Documents, Textual Evidence, Chronologies, Narratives)  
What's the difference between a primary source that documents an event, a journalistic chronicling of an event and a historical analysis of an event? What have been the major headlines since the start of the New Year (2020)? Which of these headlines do you think will become the basis for histories yet to be written?

**Purchase Rampolla, *A Pocket Guide to Writing in History*.** Ninth edition, 2018. (Bring this book to every class starting in week 2.)

2. W 1/8 From Headlines to Histories – Using Visual Evidence

**Have read for class: Jacobson**, pp. 153-157, 24-25, 101, 111, 116-117, 118-119.  
Print out the following 5 photographs and be prepared to discuss them in class.

- Be Thankful We're Not Getting All the Government We're Paying For, Gainesville, Florida 2009 (p. 111)
- Give the Brother More Time, Washington, DC. 2010 (24-25)
- Abandoned Shopping Center in Lexington, Kentucky, 2010 (101)
- Chinga la Migra, Phoenix Arizona 2010 (116-117)
- Dog Tag Garden Memorial, Boston, Massachusetts, 2011 (118-119)

Subscribe to the *New York Times* (free for students)  
Start keeping track of a news story that you think has legs (i.e. will be in the news for several months and has lasting historical significance (due in week 8)

3. F 1/10 Analyzing Photographs

**Assignment due at start of class: News Article with Analysis of a Photograph**  
(ungraded but required for continuation in the course)

Be prepared to show your classmates a photograph that you feel has significant historical value. Choose a photograph that is fundamental to a news story that you believe will one day serve as a primary source for a historical narrative. Consult Rampolla, pp. 14, 33-39 for guidance about interpreting visual sources.

**To Hand in at the start of Friday's class: Two hard copies** of the photograph, along with 2 copies of your description of the photograph, including whatever you could find out about who took the photograph and explaining what it shows-- what historical value might the photograph have in the future? (max word count 300 words). Upload an electronic copy of the photograph & your description to course website in Canvas.

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**Week 2. January 13, 15, --**

Topic: **Research methods, protocols, conventions of historical writing**

Skills: Becoming familiar with how historians currently present historical information in specific narrative forms (historiography, memoir, historical romance, documentary film, museum exhibits, websites, podcasts and so forth); contemplating how the form/genres for the presentation of historical information may change in the future

Readings: Rampolla, *A Pocket Guide...* ch 1

4. M 1/13

Make sure you have read Rampolla's chapter titled, "Why study History." Open Book Quiz may be given at the start of class. Be able to define the terms, comparison, contextualization, causation, continuity and change, interpretation, periodization, argumentation, synthesis.

5. W1/15 **Introduction to Website Design: A tutorial by Michael Boothby**

6. F 1/17 **No Class Meeting**

**Monday, Jan 20. Boothby—Website Design, cont.**

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**Unit 1. The U.S. War on Terror**

**Week 3 --, Jan 22, 24**

Topic: **9/11 and the U. S. War on Terror**

Readings: **For Wed: Bailey and Immerman**, eds. "Introduction," to *Understanding the U.S. Wars in Iraq & Afghanistan*, 1-17; **two book reviews** of *Understanding the U.S. Wars...* which students will have to locate using Smathers/Onesearch and/or other search engines.

Skills: Active reading of a secondary source  
 Preparing for class discussions  
 Summarizing an Historiographic Essay/Article  
 Paraphrasing key ideas  
 Understanding how historians explain origins and causes ("roots") of major events

7. M 1/20 Martin Luther King, Jr. Holiday—no class meeting

8. W 1/22 Assessing the Emerging Scholarship on 9/11

Using the OneSearch search engine on Smathers' library home page, locate Kyle Longely's book review titled "The New Forgotten Wars," which was published in *Diplomatic History* in 2016, and then find one more review of Immerman and Bailey's

anthology on your own, using library/internet search engines, such as OneSearch, J-Stor, Google Scholar, etc. Bring a hard copy of these two reviews to class and be prepared to discuss what academic reviewers are obligated to do in a book review; and what these two reviews have in common.

9. F 1/24 Explaining the “Causes” of the Wars against Iraq and Afghanistan

Actively read **Reynolds**-- in the way that you did for Bailey/Immerman in week 2-- paying particular attention to how the thesis-argument(s) of Reynolds’ essay build(s) slowly from the first paragraph. Look up the instructions for Assignment 2 on Canvas, and do stage one for Wed, which entails identifying 5-7 sentences from Reynolds’ essay that contain his main arguments and then paraphrasing each of the sentences. You will need to print out two copies of these two “paragraphs” and bring them to Wednesday’s class.

**Asst 2. Summarizing an historiographic article-- Reynolds (50 pts)** is due at the start of Friday’s class. The Rampolla and Lewis & Clark readings assigned for this week are meant to help with this assignment. Instructions on Canvas.

**Week 4. January 27, 29, 31**

Skills: Understanding how archives/sourcebooks are assembled  
 Analyzing written primary sources  
 Analyzing how primary sources are used to support interpretative claims  
 Differentiating between reportage and editorials (opinion pieces)  
 Differentiating between journalistic and historiographical accounts  
 Differentiating among different types of secondary sources  
 Comparing two secondary sources on the same topic, looking for interpretative differences and similarities  
 Using the past as a lens to focus on the present  
 Learning to format bibliographies following the Chicago Manual of Style

**Rael’s** advice regarding how to read a primary source:

<https://courses.bowdoin.edu/writing-guides/reading/how-to-read-a-primary-source/>

10. M 1/27 Impeaching a President...  
 What insights might studying Watergate yield about the present moment (2019-20)?

Read **Olson** and **Naftali’s** chapter in *Impeachment*.  
 Study the chronology provided in Olson.

11. W 1/29

12. F 1/31 **Asst 2. Summary of Reynolds returned and discussed.**  
**Asst 3. Formatting a Bibliography (50 pts)** is due at the start of Friday’s class.  
 Instructions on Canvas.