This course is a continuation of History 84000 (Seminar in European and Non-American History I.) Students will develop and complete the research project begun in the fall and turn their prospectuses into 35-page papers of publishable quality.

Course Learning Objectives: At the end of this course, students should be able to demonstrate the ability 1) to identify, analyze, and succinctly summarize the significance of appropriate primary and secondary sources; 2) to develop an effective and original historical argument; 3) to write a well-organized and compelling scholarly article; and 4) to critique in a helpful way, both in writing and verbally, the work of fellow students.

No books are required for this course.

Course Schedule:

Feb. 2: Introduction. All 8 students will present a brief summary of their research topics and of the main suggestions for improvement they received from Prof. Alborn and from their individual advisers on the prospectuses written last term – as well as of their own sense of what next steps they need to take to develop their projects.

Feb. 9: No class. CUNY follows Friday schedule. Read AHR article to be discussed next week, and collect primary sources to be discussed in the weeks following.


Feb. 23: Discussion of 4 students’ primary sources (each student will bring in either handouts of printouts or powerpoint slides of 2-3 relevant primary sources).

March 1: Discussion of other 4 students’ primary sources

Monday March 7, by 8 am: circulate your precis to class email reply-all list. 
March 8: Discussion – for all 8 students – of a key secondary source with which the student is in dialogue. Each student will in advance (by 8 am on March 7) circulate to entire class a ½-page single-spaced (or 1-page double-spaced) precis of that article, and all students will have read the others’ precis.
Monday March 14, by 8 am: 3 students will circulate their 5-page double-spaced write-ups of primary documents; all 5 other students will circulate written responses to those write-ups by 8 am on Tuesday March 15
March 15: Discussion of the first 3 students’ 5-page double-spaced draft of original write-up engaging with primary sources

Monday March 21, by 8 am (ditto with March 14), Tuesday March 22, by 8 am (ditto with March 15)
March 22: Discussion of next 3 students’ 5-page double-spaced draft of original write-up engaging with primary sources

Monday March 28, by 8 am (ditto with before, but now it is 2 remaining students circulating drafts), Tuesday March 29, by 8 am (ditto with before, but all 6 other students circulating written responses to those 2 drafts)
March 29: Discussion of final 2 students’ 5-page double-spaced draft of original write-up engaging with primary sources

April 5: No class. Everyone work on full paper drafts.

April 12: Full drafts due for everyone. Circulate them to entire class on April 12.

April 19, by 8 am: Everyone must circulate to everyone else their written responses to the other 7 students’ drafts. You will have had a week to do this. In class, we will give everyone verbal feedback on their full drafts.

April 26: Spring break.

May 3: 4 students present conference paper versions.

May 10: Other 4 students present conference paper versions.

May 17: Final papers due.