

CUNY Graduate Center-Spring 2017
HIST 80900-Seminar in European and Non-American History II
Tuesdays 2-4

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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:

Jan. 31: Introduction. All 8 students will present a brief summary of their research topics and of the main suggestions for improvement they received from Prof. Sneeringer 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. For next week, read *AHR* article to be discussed, and start collecting primary sources to be discussed in the weeks following.

Feb. 7: Discussion of Emmanuel Akyeampong, Caroline Arni, Pamela Kyle Crossley, Mark Hewitson, and William H. Sewell, Jr., “*AHR* Conversation: Explaining Historical Change; or, The Lost History of Causes,” *American Historical Review*, October 2015, pp. 1-55. Scheduling of students’ presentation milestones.

Feb. 14: Discussion of 3 students’ primary sources (each student will bring in either handouts of printouts or powerpoint slides of 2-3 relevant primary sources).

Feb. 21: Discussion of other 2 students’ primary sources.

Feb. 28 and March 7: No class. Collect your relevant secondary sources; work on a precis of key secondary source.

Monday March 13, by 8 am: circulate your precis to class email reply-all list.

March 14: Discussion – for all 5 students – of a key secondary source with which the student is in dialogue. Each student will in advance (by 8 am on March 13) 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 20, by 8 am: 2 students will circulate their 5-page double-spaced write-ups of primary documents; all 3 other students will circulate written responses to those write-ups by 8 am on Tuesday March 21

March 21: Discussion of the first 2 students' 5-page double-spaced draft of original write-up engaging with primary sources.

Monday March 27, by 8 am (ditto with March 20), Tuesday March 28, by 8 am (ditto with March 21)

March 28: Discussion of next 2 students' 5-page double-spaced draft of original write-up engaging with primary sources.

Monday April 3, by 8 am (ditto with before, but now it is 1 remaining student circulating drafts), Tuesday April 4 by 8 am (ditto with before, but all 4 other students circulating written responses to this 1 draft)

April 4: Discussion of final student's 5-page double-spaced draft of original write-up engaging with primary sources. Plan remainder of term.

April 11 and April 18: No class. Spring Break. Everyone work on full paper drafts.

April 25: No class. **Full drafts due** for everyone. Circulate them to entire class on April 25.

May 2, by 8 am: Everyone must circulate to everyone else their written responses to the other 4 students' drafts. You will have had a week to do this. In class, we will give everyone verbal feedback on their full drafts.

May 9: 3 students present conference paper versions.

May 16: Other 2 students present conference paper versions.

May 23: **Final papers due.**