This course is a continuation of History 84000 (Seminar in 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. 29: Introduction. All 7 students will present a brief summary of their research topics and of the main suggestions for improvement they received from Prof. Naddeo 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 identifying the select primary sources to be discussed in class in the weeks following.


Feb. 12: No class. CUNY closed. Start reimmersing yourself in pertinent secondary sources and identifying the key secondary source with which you are most in dialogue.

Feb. 19: Discussion of 4 students’ primary sources (each student will bring in either handouts of printouts or powerpoint slides of 2-3 relevant primary sources). Sources not in English will have been translated by each student in advance.

Feb. 26: Discussion of other 3 students’ primary sources.

*Monday* March 4, by 8 am: circulate your precis to class email reply-all list.

March 5: Discussion – for all 7 students – of a key secondary source with which the student is in dialogue. Each student will in advance (by 8 am on March 4) 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 11, by 8 am: 3 students will circulate their 5-page double-spaced write-ups of primary documents; all 4 other students will circulate written responses to those write-ups by 8 am on Tuesday March 12

March 12: Discussion of the first 3 students’ 5-page double-spaced draft of original write-up engaging with primary sources.

Monday March 18, by 8 am (ditto with March 11, but with 2 further students circulating their 5-page double-spaced write-ups of primary documents), Tuesday March 19, by 8 am (ditto with March 12; the other 5 will circulate written responses)

March 19: Discussion of next 2 students’ 5-page double-spaced draft of original write-up engaging with primary sources.

In addition, on Monday March 18 and Tuesday March 19:

Extended office hours for individual meetings.

Monday March 25, by 8 am (ditto with before, but now it is the 2 remaining students circulating a draft), Tuesday March 26 by 8 am (ditto with before, with all 5 other students circulating written responses to these drafts)

March 26: Discussion of final 2 student’s 5-page double-spaced draft of original write-up engaging with primary sources. Plan remainder of term.

April 2: Syllabus day. Bring in 8 copies of mock-up of your syllabus for the coming fall.

April 9: No class. Full drafts due for everyone. Circulate them to entire class on April 9.

April 16, by 8 am: Everyone must circulate to everyone else their written responses to the other 6 students’ drafts. You will have had a week to do this. In class, we will give everyone verbal feedback on their full drafts.

April 23: No class. Spring break.

April 30: 4 students present 15-minute conference paper versions.

May 7: Remaining 3 students present 15-minute conference paper versions.

May 14: Final papers due.