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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. 30: Introduction. All 5 students will present a brief summary of their research topics and of the main suggestions for improvement they received from Prof. Gibson 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. 13: 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. 20: No class. CUNY cancelled. Collect your relevant secondary sources; begin work on a precis of key secondary source.

Feb. 27: Discussion of other 2 students’ primary sources.

Monday March 5, by 8 am: circulate your precis to class email reply-all list.
March 6: 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 5) 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 12, by 8 am: 3 students will circulate their 5-page double-spaced write-ups of primary documents; all students will circulate written responses to those write-ups by 8 am on Tuesday March 13
March 13: Discussion of the first 3 students’ 5-page double-spaced draft of original write-up engaging with primary sources.

March 20: Class canceled.

Monday March 26, by 8 am (ditto with before, but now it is 2 remaining students circulating drafts), Tuesday March 27 by 8 am (ditto with before, with all students circulating written responses to the 2 drafts)
March 27: Discussion of final 2 students’ 5-page double-spaced draft of original write-up engaging with primary sources. Plan remainder of term.

April 3: No class. Spring Break. Everyone work on full paper drafts.

April 10: Teaching prep and professionalization session I.

April 17: Most importantly: Full drafts due for everyone. Circulate them to entire class on April 17. Also: Teaching prep and professionalization session II.

April 24, by 8 am: Everyone must circulate to everyone else their written responses to the other 5 students’ drafts. You will have had a week to do this. In class, we will give everyone verbal feedback on their full drafts.

May 1: 3 students present conference paper versions.

May 8: Final 2 students present conference paper versions.

May 15: No class. Complete final papers.

May 22: Final papers due.