

History 900  
Fall Semester 2016  
Thurs. 1:20-3:15  
5245 Humanities

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### **An Introduction to History for U.S. Historians**

This graduate seminar is designed for incoming U.S. history graduate students in the Department of History. Its primary purpose is to introduce the study of history, in general, and of U.S. history, in particular, to future professional historians who anticipate careers in colleges and universities or in institutions such as historical societies or research libraries or museums. Historically and historiographically, we will consider the United States as an entity newly created out of the many places people have called home in North America, as well as the ways in which these North American places and peoples have been connected to other places and peoples around the globe. Among our concerns will be:

- the ingredients of a satisfying and successful graduate career in history at UW-Madison
- the peculiar relationship each of us have to this thing called “history”
- the evolution of the field of U.S. history since the late nineteenth century
- the field of U.S. history in global perspective
- the day-to-day life of working historians
- the relationship between history and memory
- the history of history as an academic discipline
- the practice of history both inside and outside the academy
- the means by which professional historians produce and distribute historical knowledge
- the art of historical writing
- the craft of historical research
- the practice of history in a digital age
- the challenge of talking about history to non-specialists
- the teaching of U.S. history at the college level
- the major periods, topics, and approaches in the field of U.S. history
- the organizations and meetings that bring historians together
- the pleasures and pitfalls of working collectively with other historians
- the ethics and etiquette of being a historian

Toward these multiple ends, we will spend half of most class periods in animated discussion among ourselves, mulling over readings, considering writing assignments, and learning from group and individual projects. Most weeks we will spend the other half of the class listening to and then conversing with very special guests who come to impart their particular wisdom about working in the field of U.S. history. These guests will be professors and advanced graduate students in the History Department. Please understand that our guests have agreed to visit class as a sort of “unpaid overtime” activity. Their presentations take time, energy, thought, and preparation, and they deserve our most intense and active engagement; these folks also deserve a “thank you” at the end of class or a kind word of appreciation the next time you see them around campus.

### **Course requirements**

**1. In the classroom:** Faithful attendance, careful completion of weekly readings before class meets (both those assigned on this syllabus and those assigned by our guests), interactive and respectful participation in discussion. Engagement with guest speakers is especially important. Class is a place for collective learning, and collective learning requires both active listening and thoughtful speaking, skills we’ll work to develop over the course of the semester. If you must miss a class meeting, please inform me well in advance (unless you face an emergency, of course), and we’ll work out an alternative assignment for you to complete for that day (which will probably take you longer to complete than it would take you to prepare for and attend the scheduled class). Please don’t miss any class meetings.

**2. Collective work/presentations:** You will undertake several collective projects and presentations for this class.

*First*, before the Sept. 15 class meeting, you'll participate in an online discussion with your classmates on Learn@UW, in which you'll reflect on the issues raised by Richard White's *Remembering Ahanagan*.

*Second*, for the class meeting on Sept. 22, Sept. 29, or Oct. 6, you will work with one or two of your classmates to help cofacilitate our discussion of assigned books by Des Jardins (9-22), Fitzpatrick (9-29), or Tyrell (10-6).

*Third*, for the Oct. 13 class meeting, you'll join with half of your classmates in reading either Smith, *The Gender of History*, or Trouillot, *Silencing the Past*. Before class, you'll meet with your subgroup to discuss how the insights of Smith or Trouillot alter and deepen the understanding of our discipline's evolution that you gained from Des Jardins, Fitzpatrick, and Tyrell, and you'll come to class prepared to enlighten your classmates with what you've learned collectively in your subgroup.

*Fourth*, for the Nov. 17 class meeting, you'll come prepared to explain and distribute a 2-page summary of teaching strategies on a major issue to be covered in a U.S. history survey course.

*Fifth*, for the Dec. 1 class meeting, you'll join with a third of your classmates in reading either Ngai, *Impossible Subjects*; Capozzola, *Uncle Sam Wants You*; or Canaday, *The Straight State*. You'll meet with your subgroup to discuss how the book you've read relates to the prize-winning essay that preceded it, and you'll come to class prepared to enlighten your classmates with what you've learned collectively in your subgroup.

*Sixth*, between Tues. Dec. 6 and Thurs. Dec. 8, you'll read a polished draft by one of your classmates of her/his final project, a prospectus and bibliography for an article that could be written based on primary sources found at WHS (see Nov. 10 Assignment #1). You'll return your classmate's draft with constructive comments and suggestions for revision on Dec. 8.

*Seventh*, on Dec. 15 you'll help plan (over pizza) and on Dec. 16 you'll participate in a public symposium where you'll present the work you've done toward an article based on primary sources found at WHS.

**3. Individual written work:** You'll do several kinds of individual writing assignments for this class. Your written assignments, if they're designated as "formal," should be double-spaced, with standard one-inch margins. They should have *no* grammatical or typographical errors or misspellings, and they should follow standard Humanities style in all matters of format. Please consult frequently: Strunk et al., *The Elements of Style Illustrated*; Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*; and Merriam-Webster's *Collegiate Dictionary*, 11th ed.

*First*, on Oct. 11 (*this is a Tues.*), you'll turn in *two* formal reviews: 1) a 2-page review (500 words) of one of the three books assigned for the 9-22, 9-29, and 10-6 class meetings (by Des Jardins, Fitzpatrick, and Tyrell); and 2) a 3-to-5-page review essay (750-1250 words) of two of the three books assigned for the 9-22, 9-29, and 10-6 class meetings (by Des Jardins, Fitzpatrick, and Tyrell). Please note that there is also a less formal "pre-assignment" to complete before you write your reviews. Due by 10 a.m. in Prof. Johnson's mailbox.

*Second*, on Oct. 25 (*this is a Tues.*), you'll turn in a 3-page (750-word) reader's report on Boyer's *American History*.

*Third*, on Nov. 10, you'll prepare a formal bibliography of all readings assigned in class to-date, and compose a corresponding set of footnotes. See Assignment #2 for Nov. 10 below.

*Fourth*, on Nov. 17, you'll prepare a 2-page summary of teaching strategies for addressing a major issue in the U.S. history survey. Bring copies of your discussion to share with classmates. See "Fourth" above and Nov. 17 below.

*Fifth*, you'll write a formal 2-to-3-page prospectus and prepare 1-to-2-page bibliography for a scholarly article that could be written based on the primary source materials you've identified at the Wisconsin Historical Society Library & Archives relevant to your research interests. This assignment begins with our visit to WHS on Nov. 10 and continues for the rest of the semester. On Tues. Dec. 6, by 10 a.m., you'll produce two copies of a complete, polished draft of your prospectus/bibliography, exchanging one with a classmate and submitting the other to my

mailbox. In class on Thurs. Dec. 8, you'll return your classmate's draft to her/him/them with comments for revision, and pick up your draft with my comments as well. Your final paper is due in class on Thurs. Dec. 15.

*A note about scholarly writing:* In the interests of full disclosure, I must make two confessions. First, in a former life, I worked as an editor in scholarly publishing. Second, and more important, I simply love writing: the sound and feel of words, the rhythm and texture of a sentence. As a result, I'm a stickler for clear, evocative prose that invites readers in rather than shuts them out. So I pay close attention to the form, as well as the content, of scholarly writing. Sometimes graduate students experience this attention as oppressive, and assume mistakenly that I'm *more* interested in form than content. Nothing could be further from the truth. What I want to encourage is writing that illuminates rather than obscures the intellectual content of your work. Still, it can be daunting to receive a paper back with ample editorial as well as substantive suggestions. I hope that you'll consider my suggestions in the spirit in which they are given—as evidence of my deep engagement in your intellectual project and in your ongoing attempt to communicate that project effectively to your readers.

## Readings

The books listed below can be purchased at the University Book Store and are on reserve at College Library in Helen C. White Hall. Additional assigned readings can be accessed on the Learn@UW site for our course. When faculty members visit class, they may assign readings for you to complete in preparation for their presentations. I'll solicit a reading assignment from each faculty member two weeks before s/he visits class. So below, you'll see "TBA" under "Readings" associated with faculty presentations. Just because they don't yet appear on the syllabus doesn't mean that they're optional or unimportant. Indeed, these readings are crucial, and you're expected to have read them carefully enough that you can engage in discussion of them with our guests.

### *Required books:*

James Banner, Jr., *Being a Historian: An Introduction to the Professional World of Historians* (Cambridge: Cambridge Univ. Press, 2012).

Paul Boyer, *American History: A Very Short Introduction* (New York: Oxford Univ. Press, 2012).

Julie Des Jardins, *Women and the Historical Enterprise in America: Gender, Race, and the Politics of Memory, 1880-1945* (Chapel Hill: Univ. of North Carolina Press, 2003).

Ellen Fitzpatrick, *History's Memory: Writing America's Past, 1880-1980* (Cambridge, Mass.: Harvard Univ. Press, 2002).

Lynn Hunt, *Writing History in the Global Era* (New York: W.W. Norton, 2015).

Organization of American Historians, *America on the World Stage: A Global Approach to U.S. History*, eds. Gary Reichard and Ted Dickson (Urbana: Univ. of Illinois Press, 2005).

William Strunk Jr., E.B. White, and Maira Kalman, *The Elements of Style Illustrated* (New York: Penguin, 2007).

Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 7<sup>th</sup> ed., Revised by Wayne Booth, Gregory Colomb, Joseph Williams, and the University of Chicago Press Staff (Chicago: Univ. of Chicago Press, 2007).

Ian Tyrell, *Historians in Public: The Practice of American History, 1890-1970* (Chicago: Univ. of Chicago Press, 2005).

Richard White, *Remembering Ahanagan: A History of Stories* (1998; Seattle: Univ. of Washington Press, 2003).

*Required books for group work (each of you will read two of these books):*

Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America* (Princeton, N.J.: Princeton Univ. Press, 2009).

Christopher Capozzola, *Uncle Sam Wants You: World War I and the Making of the Modern American Citizen* (New York: Oxford Univ. Press, 2008).

Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton, N.J.: Princeton Univ. Press, 2004).

Bonnie Smith, *The Gender of History: Men, Women, and Historical Practice* (Cambridge, Mass.: Harvard Univ. Press, 1998).

Michel-Ralph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon, 1995).

*Recommended reference book:*

*Merriam-Webster's Collegiate Dictionary*, 11<sup>th</sup> ed. (Springfield, Mass.: Merriam-Webster, 2003).

## Calendar and Assignments

<b>Sept. 8</b>	<b>Class discussion, 1:20-2:25</b>	Introductions
	<b>Presentation, 2:30-3:15</b>	Advanced Graduate Students Provide the Key to a Successful Graduate Career at UW-Madison with Brad Baranowski, Maggie Flamingo, Spring Greeney, Sergio González, Karma Palzom, and Kyle Steele
<b>Sept. 15</b>	<b>Class discussion, 1:20-2:25</b>	Your History, Your Memory
	<b>Read</b>	White, <i>Remembering Ahanagan</i> "Round Table: Self and Subject," <i>Journal of American History</i> 89, no. 1 (June 2002): 17-53 William Cronon, "Getting Ready to do History," <i>Carnegie Essays on the Doctorate</i> , 2004
	<b>Assignment</b>	Participate twice in a Learn@UW discussion prompted by your reading of <i>Remembering Ahanagan</i> . Rather than commenting on the book itself, comment on how reading it has made you think about your own relationship to the categories "history" & "memory." Complete your participation by 2 p.m. on Wed. 9-14, and make sure you've read the entire discussion before class on Thurs.
	<b>Presentation, 2:30-3:15</b>	History of the North American West with Susan Johnson
	<b>Read</b>	TBA

<b>Sept. 22</b>	<b>Class discussion, 1:20-2:25</b>	The History of U.S. History, Part 1
	<b>Read</b>	Des Jardins, <i>Women and the Historical Enterprise in America</i>
	<b>Presentation, 2:30-3:15</b>	Asian American and Cold War History with Cindy Cheng
	<b>Read</b>	TBA
<b>Sept. 29</b>	<b>Class discussion, 1:20-2:25</b>	The History of U.S. History, Part 2
	<b>Read</b>	Fitzpatrick, <i>History's Memory</i>
	<b>Presentation, 2:30-3:15</b>	African American and International History with Brenda Gayle Plummer
	<b>Read</b>	TBA
<b>Oct. 6</b>	<b>Class discussion, 1:20-2:25</b>	The History of U.S. History, Part 3
	<b>Read</b>	Tyrrell, <i>Historians in Public</i> Bruce Mazlish, "The Art of Reviewing," <i>AHR Perspectives</i> (February 2001)
	<b>Presentation, 2:30-3:15</b>	Intellectual and Cultural History with Jennifer Ratner-Rosenhagen
	<b>Read</b>	TBA
<b>Oct. 11 Tuesday</b>	<b>Assignment</b>	<p>This is a three-part assignment:</p> <ol style="list-style-type: none"> <li>1) Survey the book reviews in a recent issue of the <i>Journal of American History</i>, as well as some longer review essays covering more than one book in recent issues of <i>Reviews in American History</i> or <i>American Quarterly</i>. Choose the best single-book review you found in <i>Journal of American History</i> and the best multiple-book review essay you found in <i>Reviews in American History</i> or <i>American Quarterly</i>, and write an informal two-paragraph explanation for why you found these two reviews effective (one paragraph for each).</li> <li>2) Write a formal 500-word (2-page) review of one of the three most recent books we've read together as a class (Des Jardins, Fitzpatrick, or Tyrell).</li> <li>3) Write a formal review essay, 3-5 pages in length (750-1250 words), of two of the three most recent books we've read together as a class (Des Jardins, Fitzpatrick, and Tyrell).</li> </ol> <p>Due Tues. Oct. 11 by 10 a.m. in Prof. Johnson's mailbox, 5018, 5<sup>th</sup> floor Humanities.</p>

<b>Oct. 13</b>	<b>Class discussion, 1:20-2:25</b>	The History of History
	<b>Read</b>	With half of your classmates, please read either Trouillot, <i>Silencing the Past</i> , or Smith, <i>The Gender of History</i> .
	<b>Assignment</b>	Meet with one another in your small group at least once before class, and come prepared to “teach” your book to the other half of the class.
	<b>Presentation, 2:30-3:15</b>	History of Medicine & Public Health with Judith Houck and Susan Lederer
	<b>Read</b>	TBA
<b>Oct. 20</b>	<b>Presentation, 1:20-2:10</b>	Jewish History with Tony Michels
	<b>Read</b>	TBA
		[ <i>Note:</i> Class will meet only for the first hour on Oct. 20. Please spend your extra time working on the assignment due Oct. 25, based on the reading assigned below.]
	<b>Read</b>	Boyer, <i>American History</i>
<b>Oct. 25 Tuesday</b>	<b>Assignment</b>	Imagine that Paul Boyer’s <i>American History: A Very Short Introduction</i> is still in manuscript form and has been submitted to Oxford University Press for review. Imagine that the press is committed to publishing the book, but has asked you to write a reader’s report that will help the author revise the manuscript and help the press understand how the book is likely to be used—that is, who is likely to buy it and for what purpose. Write a 3-page (750-word) reader’s report on the manuscript, explaining what you see as its strengths and weaknesses and who you envision its readers to be. Remember, you cannot recommend that the author increase the length of the manuscript; it is, after all, a Very Short Introduction. This assignment is due Tues. Oct. 25 by 10 a.m. in Professor Johnson’s mailbox, 5018, 5 <sup>th</sup> floor Humanities.
<b>Oct. 26, 27, 28 4-5:30 p.m. Pyle Center</b>	<b>38<sup>th</sup> Annual Merle Curti Lecture Series, featuring David Blight, Yale University</b>	
<b>Oct. 27</b>	<b>Class discussion, 1:20-2:25</b>	Globalizing U.S. History
	<b>Read</b>	Hunt, <i>Writing History in the Global Era</i> Organization of American Historians, <i>America on the World Stage</i>

	<b>Assignment</b>	Come prepared to discuss Hunt <i>and</i> to comment informally on how at least two of the chapters in <i>America on the World Stage</i> help you rethink basic periods, topics, and approaches to U.S. history and how those rethought periods, topics, and approaches might be taught to undergraduates.
	<b>Presentation, 2:30-3:15</b>	Cultural History of Capitalism with Nan Enstad
	<b>Read</b>	TBA
<b>Early November</b>	<b>Special Activity</b>	<i>Please attend a lecture in one of the following undergraduate courses: April Haynes's Women and Gender in the U.S. to 1870, MW 4-5:15, 120 Ingraham; Bill Cronon's Making of the American Landscape, MW 2:20-3:45, 2650 Humanities; Cindy Cheng's Asian American History: Movement &amp; Dislocation, TR 8-9:15. We'll discuss in seminar which dates are available for your visit in each class. Take notes on the lecture and then jot down your thoughts about what made the lecture effective.</i>
<b>Nov. 3</b>	<b>Class discussion, 1:20-2:25</b>	Etiquette, Ethics, and Standards with William Cronon and Susan Johnson
	<b>Read</b>	Banner, <i>Being a Historian</i> William Cronon, "Storytelling," <i>American Historical Review</i> 118, no. 1 (February 2013): 1-19 American Historical Association, <i>Statement on Standards of Professional Conduct</i> , 2011
	<b>Presentation, 2:30-3:15</b>	Environmental History with William Cronon
	<b>Read</b>	TBA
<b>Nov. 10</b>	<b>Special session, 1:05-2:25 @ WHS</b>	Researching History with Lisa Saywell, Director of Public Services & Reference Wisconsin Historical Society Library & Archives
	<b>Read</b>	Turabian, <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i> , Part I and II, pp. 1-280 "Learning to Do Historical Research," <a href="http://www.williamcronon.net/researching/">http://www.williamcronon.net/researching/</a>
	<b>Assignments</b>	1) Using what you've learned from Turabian, Part I, "Research and Writing" and from our session with Lisa Saywell at WHS, begin to identify significant collection(s) of primary sources relevant to your research interests available at WHS. <i>Note assignment due Dec. 6.</i> 2) Prepare a formal humanities-style bibliography of readings assigned in class so far. Then, choose ten of the readings and write formal sample footnotes for them, making sure your choices include both books and articles as well both physical and electronic sources (your footnotes won't correspond to a written text as they would in real scholarly practice, so organize them randomly and number them 1-10).

	<b>Presentation, 2:30-3:15 @ WHS</b>	Progressive Era History & History of Education with William Reese
	<b>Read</b>	TBA
<b>Nov. 17</b>	<b>Class discussion, 1:20-2:25</b>	Teaching History
	<b>Read</b>	Wilbert James McKeachie and Marilla Svinicki, <i>McKeachie's Teaching Tips</i> , chaps. 3-7, pp. 22-86 Ken Bain, <i>What the Best College Teachers Do</i> (2004), pp. 98-134
	<b>Assignment</b>	Using your observation of an undergraduate lecture (see above), today's assigned reading, and relevant works listed on the document called "Historiographical Resources" (on Learn@UW), identify a major issue that you think ought to be examined in a U.S. history survey course. Prepare a 2-page summary of teaching strategies for addressing that issue. Bring enough copies of your summary to share with classmates.
	<b>Presentation, 2:30-3:15</b>	Military History with John Hall
	<b>Read</b>	TBA
<b>Nov. 24</b>	<i>Thanksgiving, no seminar meeting</i>	
<b>Dec. 1</b>	<b>Class discussion 1:20-2:25</b>	How Historians Develop Scholarship
	<b>Read</b>	OAH's Lewis Pelzer Memorial Award-Winning Articles in the <i>JAH</i> : Mae M. Ngai, "The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924," <i>Journal of American History</i> 86, no. 1 (June 1999): 67-92. Christopher Capozzola, "The Only Badge Needed is Your Patriotic Fervor: Vigilance, Coercion, and the Law in World War I America," <i>Journal of American History</i> 88, no. 4 (March 2002): 1354-82. Margot Canaday, "Building a Straight State: Sexuality and Social Citizenship under the 1944 G.I. Bill," <i>Journal of American History</i> 90, no. 3 (December 2003): 935-57. And, with two of your classmates, please read one of the three books that followed on these prize-winning articles: Ngai, <i>Impossible Subjects</i> Capozzola, <i>Uncle Sam Wants You</i> Canaday, <i>The Straight State</i>



	<b>Assignment</b>	Read the articles by Ngai, Capozzola, and Canaday carefully and fill out an “Anatomy of a History Article” (which you’ll find on Learn@UW) for each. Bring these sheets with you to class. For the second part of this assignment, meet with those who have read the same book as you and come prepared as a group to explain to your classmates the relationship between that book and the article that preceded it.
	<b>Presentation 2:30-3:15</b>	Gender & Political Economy in the Early Republic with April Haynes
<b>Dec. 6 Tuesday</b>	<b>Assignment</b>	By 10 a.m., turn in to Prof. Johnson’s mailbox, 5018, 5 <sup>th</sup> floor Humanities, one copy of a 2-to-3-page prospectus for an article you could envision writing based on the primary source materials you’ve found at WHS relevant to your research interests, and exchange another copy with a classmate. Append to each copy a 1-to-2-page bibliography of secondary works that would inform your proposed article. Please read your classmate’s work immediately and write one page of comments on it. You’ll exchange those comments in class on Thurs. Dec. 8, and receive feedback from Prof. Johnson, too.
<b>Dec. 8</b>	<b>Class discussion 1:20-2:25</b>	How Historians Organize, Communicate, and Digitize
	<b>Read</b>	William Cronon, “From the President” columns for <i>AHR Perspectives</i> , 2012, which address the theme “The Public Practice of History in and for a Digital Age” (nine columns; see <a href="http://www.williamcronon.net/aha-writings.html">http://www.williamcronon.net/aha-writings.html</a> ) Daniel J. Cohen, et al., “Interchange: The Promise of Digital History,” <i>Journal of American History</i> 95, no. 2 (September 2008): 452-491 “25 Moments That Changed America,” <i>Time</i> , June 4, 2015 <a href="http://time.com/3889533/25-moments-changed-america/">http://time.com/3889533/25-moments-changed-america/</a>
	<b>Explore</b>	Organization of American Historians, <a href="http://www.oah.org">http://www.oah.org</a> American Historical Association, <a href="http://www.historians.org">http://www.historians.org</a> Website of a professional organization in your subfield  H-Net, <a href="https://networks.h-net.org/">https://networks.h-net.org/</a>  History News Network, <a href="http://hnn.us">http://hnn.us</a>  Digital History Reader, <a href="http://www.dhr.history.vt.edu">http://www.dhr.history.vt.edu</a> History Matters, <a href="http://historymatters.gmu.edu">http://historymatters.gmu.edu</a> Railroads and the Making of Modern America, <a href="http://railroads.unl.edu">http://railroads.unl.edu</a> Spatial History Project, <a href="http://www.stanford.edu/group/spatialhistory/cgi-bin/site/index.php">http://www.stanford.edu/group/spatialhistory/cgi-bin/site/index.php</a> American Memory (Library of Congress), <a href="http://memory.loc.gov/ammem">http://memory.loc.gov/ammem</a> Valley of the Shadow (early digital project), <a href="http://valley.lib.virginia.edu">http://valley.lib.virginia.edu</a> Seattle Civil Rights and Labor History Project, <a href="http://depts.washington.edu/civilr">http://depts.washington.edu/civilr</a>

- Assignment** This assignment has multiple parts:
- 1) Ponder the readings, which address digital history or public history or both, or else provide an example of history written for a broad public.
  - 2) Explore the websites of the American Historical Association, the Organization of American Historians, and one other professional organization in your field. Include in your explorations perusal of programs from recent or upcoming history conferences. Talk to at least one advanced graduate student in the History Department about her/his experience attending academic history conferences. Come to class with an informal list of benefits you might derive from belonging to these three organizations and attending their annual conferences.
  - 3) Visit H-Net, the platform devoted to electronic communications in the Humanities and Social Sciences. Explore it, paying special attention to the Commons Networks, looking for one or more that are relevant to your historical interests. Subscribe if you feel so moved, and come to class with an informal list of benefits you might derive from a subscription.
  - 4) Visit the platform for History Network News. Come to class with an informal list of ways you could envision using this platform in the future.
  - 5) Explore the digital history sites listed above, as well as others that interest you, and come prepared to discuss current and future uses of digital history.
  - 6) Come to class with news and views on digital history practices about which your Luddite professor is clueless.
  - 7) Come to class ready to talk about any or all of the above!

**Presentation,  
2:30-3:15** Early American History  
with Gloria Whiting

**Read** TBA

**Dec. 15** **Class discussion,  
1:20-3:15** Pizza & Symposium Preparation

**Assignment** Turn in final version of article prospectus and bibliography.

**Dec. 16** **Research Symposium  
Schedule TBA**