

## **COLLOQUIUM: NINETEENTH-CENTURY AMERICAN CULTURAL HISTORY**

HIST 724

Fall 2016

This colloquium examines the history of the long nineteenth century in the United States of America. In collaboration with Dr. Werth's colloquium on European history (HIST 732), we will examine the history of nineteenth-century America in a global context. Beginning with Jürgen Osterhammel's global view of the major themes in this period, we will explore the cultural history of nineteenth-century America through maps, photographs, paintings, print culture, the built environment, food, and consumer goods. We will engage issues of sexuality, market culture, social radicalism, scientific thought, urban development, and citizenship, and ethnicity. A colloquium is a course designed to introduce you to particular topic or approach in the discipline of History. The assignments are designed to develop your skills in reading and writing history as a professional historian. Collaboration with Dr. Werth's colloquium is voluntary for students who are not enrolled in that course, but enthusiastically encouraged!

### **Learning Objectives**

#### **Students will be able to**

- Describe the methods and questions that organize the study of cultural history
- Discuss the history of nineteenth-century America in a global context
- Develop rigorous critical reading skills
- Use disciplined discussion techniques as both the leader and the participant in discussion
- Apply professional critical and analytical writing skills
- Develop a viable and compelling research topic, and write a concise, coherent research prospectus

### **Required Reading**

Jürgen Osterhammel, *The Transformation of the World: A Global History of the Nineteenth Century* (Princeton University Press, 2014)

Clare Lyons, *Sex among the Rabble: An Intimate History of Gender and Power in the Age of Revolution, 1730-1830* (University of North Carolina Press, 2006)

Craig Calhoun, *The Roots of Radicalism: Tradition, the Public Sphere, and Early Nineteenth-Century Social Movements* (University of Chicago Press, 2012)

Susan Schulten, *Mapping the Nation: History and Cartography in Nineteenth-Century America* (University of Chicago Press, 2013)

David Schuyler, *Sanctified Landscape: Writers, Artists, and the Hudson River Valley, 1820-1909* (Cornell University Press, 2012)

Sven Beckert, *Empire of Cotton: A Global History* (Vintage Books, 2015)  
Paul Quigley, *Shifting Grounds: Nationalism and the American South, 1848-1865* (Oxford University Press, 2014)  
David Paul Nord, *Faith in Reading: Religious Publishing and the Birth of Mass Media in America* (Oxford University Press, 2007)  
Molly Rogers, *Delia's Tears: Race, Science, and Photography in Nineteenth-Century America* (Yale University Press 2010)  
Richard Wightman Fox, *Lincoln's Body* (W. W. Norton, 2015)  
Andrew Slap and Frank Towers, eds. *Confederate Cities: The Urban South during the Civil War Era* (University of Chicago Press, 2015)  
Edilie L. Wong, *Racial Reconstruction: Black Inclusion, Chinese Exclusion, and the Fictions of Citizenship* (New York University Press, 2015)  
Cindy Lobel, *Urban Appetites: Food and Culture in Nineteenth-Century New York* (University of Chicago Press, 2015)  
Kristin Hoganson, *Consumer's Imperium: The Global Production of American Domesticity* (University of North Carolina Press, 2007)  
Helen Zoe Veit, *Modern Food, Moral Food: Self-Control, Science, and the Rise of Modern American Eating in the Early Twentieth Century* (University of North Carolina Press, 2013)

### **Class Participation**

Each member of the class will be responsible for leading discussion twice during the semester. (10% x 2)  
All members of the class are expected to be engaged participants in discussion (20%).  
If you are unable to attend class, please let me know, in advance, if possible.

### **Writing**

Reading notes (5%) Due September 8

Please follow the format provided at the end of the syllabus. Students are encouraged to use this format for notes for all the books. Students who complete the assignment well for the first book will not be required to turn in notes for additional books.

7-10 page review essay (25%).

Please choose one of the books on the syllabus to anchor your review essay. I recommend that you choose a book from one of the weeks you will be leading discussion. A draft of the essay will be due by the Wednesday before the class in which we discuss the book. The final essay will be due the Tuesday after the class. (If you choose a book from a week after October 20, your draft will be due October 26 and final paper due November 1) See detailed description of assignment and list of discussion leaders at the end of the syllabus.

10 page research prospectus and bibliography (30%) Due December 7

This assignment also includes a weekly research journal, a paper topic proposal, a conference, and a brief presentation at the end of the semester. Please see guidelines at the end of the syllabus.

## **Email Communication**

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

## **University Policies**

**Academic Misconduct**— Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**— **Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**— Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching**—The **Academic Success Center (ASC)** provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Library statement:**

Students may consult with a librarian on research needs. For this class, the Subject Librarian is ([https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

THERE IS NO FINAL EXAM

**Extra Fun!! The 19<sup>th</sup>-Century Club™**

Informally and without compulsion, students from HIST 724 and 732 may meet for three special events designed to enhance solidarity and fanaticism (dates still provisional):

- 19<sup>th</sup>-Century Happy Hour™, 9 September, 4-6 PM, location TBA
- 19<sup>th</sup>-Century Movie Night™, *Fitzcarraldo*, 30 September, 6-9 PM, location TBA
- 19<sup>th</sup>-Century Movie Night II™, *Aferim*, 18 November, 6-9 PM, location TBA

### **Week One – September 1**

Jürgen Osterhammel , *The Transformation of the World: A Global History of the Nineteenth Century*, Part I, Approaches, Chapters I-III, **AND** Conclusion

### **Week Two – September 8**

Clare Lyons, *Sex among the Rabble: An Intimate History of Gender and Power in the Age of Revolution, 1730-1830*

Jürgen Osterhammel , *The Transformation of the World*, Chapter XV, Hierarchies: the Vertical Dimension of Social Space

### **Week Three – September 15**

Craig Calhoun, *The Roots of Radicalism: Tradition, the Public Sphere, and Early Nineteenth-Century Social Movements*

Jürgen Osterhammel , *The Transformation of the World*, Chapter XIII Labor: The Physical Basis of Culture, **AND** Chapter X, Revolutions: From Philadelphia via Nanjing to Saint Petersburg

### **Week Four – September 22**

Susan Schulten, *Mapping the Nation: History and Cartography in Nineteenth-Century America*

Jürgen Osterhammel , *The Transformation of the World*, Chapter VII, Frontiers: Subjugation of Space, Challenges to Nomadic Life

### **Week Five – September 29**

David Schuyler, *Sanctified Landscape: Writers, Artists, and the Hudson River Valley, 1820-1909*

Jürgen Osterhammel , *The Transformation of the World*, Chapter XVI, Knowledge: Growth, Concentration, Distribution

### **Week Six – October 6**

Sven Beckert, *Empire of Cotton: A Global History*

Jürgen Osterhammel , *The Transformation of the World*, Chapter XII, Energy and Industry: Who Unbound Prometheus, When and Where?

### **Week Seven – October 13**

Paul Quigley, *Shifting Grounds: Nationalism and the American South, 1848-1865*

Jürgen Osterhammel , *The Transformation of the World*, Chapter XI, The State: Minimal Government, Performances, and the Iron Cage

**Week Eight – October 20**

David Paul Nord, *Faith in Reading: Religious Publishing and the Birth of Mass Media in America*

Jürgen Osterhammel , *The Transformation of the World*, Chapter XVIII, Religion

**Week Nine – October 27**

Molly Rogers, *Delia's Tears: Race, Science, and Photography in Nineteenth-Century America*

Jürgen Osterhammel , *The Transformation of the World*, Chapter IV, Mobilities

**Week Ten – November 3**

Richard Wightman Fox, *Lincoln's Body*

Jürgen Osterhammel , *The Transformation of the World*, Chapter IX, International Orders, Wars, Transnational Movements: Between Two World Wars

**Week Eleven – November 10**

Andrew Slap and Frank Towers, eds. *Confederate Cities: The Urban South during the Civil War Era*

Jürgen Osterhammel , *The Transformation of the World*, Chapter VI, Cities: European Models and Worldwide Creativity

**Week Twelve – November 17**

Edilie L. Wong, *Racial Reconstruction: Black Inclusion, Chinese Exclusion, and the Fictions of Citizenship*

Jürgen Osterhammel , *The Transformation of the World*, Chapter XVII, Civilization and Exclusion

**Week Thirteen – November 20**

Cindy Lobel, *Urban Appetites: Food and Culture in Nineteenth-Century New York*

Jürgen Osterhammel , *The Transformation of the World* Chapter XIV Networks: Extension, Density, Holes

**THANKSGIVING**

**Week Fourteen – December 1**

Kristin Hoganson, *Consumer's Imperium: The Global Production of American Domesticity*

Jürgen Osterhammel , *The Transformation of the World*, Chapter V, Living Standards: Risk and Security in Material Life

**Week Fifteen – December 8**

Helen Zoe Veit, *Modern Food, Moral Food: Self-Control, Science, and the Rise of Modern American Eating in the Early Twentieth Century*

Jürgen Osterhammel , *The Transformation of the World*, Chapter VIII, Imperial Systems and Nation-States: The Persistence of Empires

## Reading Notes

Always read with your comprehensive exams in mind. You want to develop an accessible and comprehensive bibliographic resource for yourself that will not only be helpful for your exams, but also for any subsequent teaching or research you do. For each book, reading notes should not be more than two sides of a page and you should imagine this is the last time you will be able to look at the book. I recommend reading the whole book first, strategically, and then compiling your page of notes so that they are organized rather than impressionistic. For the purposes of this class, these notes should be typed. This has the added advantage of letting you keyword search your notes. ALWAYS INCLUDE THE COMPLETE CITATION AT THE TOP OF THE PAGE.

**Argument** – Read the introduction and conclusion together. This will help you assess not only whether the author has successfully presented her/his argument, but also what some of the larger implications of the argument might be. The index is a very helpful tool for identifying the author's key terms.

**Historiography** – How does the author position her/his book in the field? Is the book a departure from conventional scholarship? Is it a revisionist argument? Is it in dialogue with another book or set of books? In addition to the introduction and the footnotes, the acknowledgments are a good place to look for clues.

**Methodology** – Is this book a new look at familiar evidence or does it introduce new evidence? Is it a work of interdisciplinary scholarship, if so what disciplines? What lens of historical analysis does the author put at the center of the inquiry: race, class, gender, politics, diplomacy, military affairs, culture, intellectual thought, community life, economics, etc.? How does this shape the study? What theoretical approaches shape the intellectual project: social history, cultural history, Marxism, postmodernism, post-structuralism, psychology, new historicism, etc.? Is there a particular theoretician whose ideas are particularly salient?

**Sources** – How contemporary (to the publication of the book) are the secondary sources? What kind of primary evidence does the author use? How is this evidence analyzed?

**Examples** – It is always a good idea to choose three key examples from the text that raise particularly important points in the argument or generate questions about or critiques of the author's argument. Include key details as well as brief discussion of the importance of each example (to jog your memory later).

**Gripes/Enthusiasms** – make note of things that you particularly like/dislike about the book. These will help you remember key elements of the argument.

## Guidelines for Discussion

Class discussion should be built out of the more casual and spontaneous discussion of the books that you have together before class. Every discipline has a core set of ideas and principles that anchor the intellectual inquiry in the discipline. The patterns of these ideas and principles become the structure for new scholarship. Following this idea, we will try to craft a disciplined discussion of the book each week that follows more formal rules of engagement. We will begin the discussion with a series of ritualized explorations of the text as a group. These explorations will mirror the structure of the reading notes and also the project of identifying and crafting a topic in your own area of research interests. As a group, we will engage with the following categories to establish a firm understanding of the scholarly project of each book. Once we have established these parameters, we will open up the discussion to include situating the book in the larger national and global narratives that organize the colloquium. This two part structure is designed to develop your skills in efficient reading and concise summary of an author's argument, methodology and research, and to create a strong foundation for creative thought about historical issues and topics in nineteenth-century history.

We will try to follow (approximately) this schedule:

### 30-40 minutes: Establish a Shared Group Understanding of the Author's Scholarly Project

We will begin with a close reading of the book title, chapter titles, acknowledgements, and index, introduction and conclusion. Think about this part of the discussion as a form of dissection, or a mapping of the scholarly terrain.

Identify the Argument – What is the scholarly contribution of the book? Summarize the author's argument succinctly. Evaluate how well the author lays out the argument in the introduction. Discuss the conclusions presented, are they compelling?

Historiographical Position – What are the author's intellectual debts? Discuss the relationship of this argument to other arguments made in earlier scholarship. Discussion leaders will share their historiographical research to deepen the discussion of the broader historiographical trends and questions. The goal will be to weave this information into the discussion rather than providing a formal presentation.

Methodological Approach – How is the argument constructed? Discuss the theoretical influences and the methodological choices. What questions animate the study? What kind of history is this – how did the author frame the study? What is at the center? What kinds of research methods were used? With which subfield(s) does the author engage? How does the author go about the mechanics of supporting the claims made in the book?

Research – How does the author substantiate the argument? What kinds of sources are used? Is the research innovative? How does the author use the sources to make the argument? What are the methods of analysis - patterns, close reading, comparative discussion, statistical analysis, to name a few.

Assessment – How do we assess the effectiveness and the persuasiveness of this argument? What do we like? What do we question? Where are the leaps of faith? What can we plunder? What do we discard? Be passionate about books! What did you love/hate about this book? Why? How can you emulate the things you love? How will you strive to avoid the aspects you hate?

20-30 minutes: Think About the Book in the Context of Osterhammel's Thematic Discussion.

Discuss the book in the broader understanding of the nineteenth century provided by Osterhammel's global history. How do we situate this specific discussion in the "grand narrative" of the history of the nineteenth century? Where does it fit? What do we learn? How is this book in dialogue with other kinds of scholarship – on other topics – on other geographical regions? How does this book make a contribution to the global thematic understanding articulated by Osterhammel?

Break (10 minutes)

30-40 minutes: Think about the book in relation to the other books we have read this semester and in a broader historiographical context.

How can we use these books to understand the broader questions addressed by the field of cultural history?

30-40 minutes: Use the research and methodological approaches of the book as a catalyst for discussion of new scholarly projects.

Discussion is designed to let you explore the model offered by another person's research project. Consider the challenges presented by a large research project, and model the steps you would follow as you develop your own research project. You should use the modes of discussion outlined above to model the structure of your research prospectus. Why does your project need to be done (research questions)? What insights do you bring to this topic (hunches)? What sources have you identified that make it possible for you to build the kind of argument you would like to make (research)? How does the work of other scholars support the project you would like to undertake (historiography)? How does the work of other scholars help reveal how your project will engage the existing scholarly conversation (argument)? Why are you well-suited to pursue this topic (methodological and theoretical approach)? Why did you choose this methodological approach? What do you see that others have overlooked? What conclusions do you hope to present?

## Review Essay

Please choose one of the books on the syllabus to anchor your review essay. I recommend that you choose a book from one of the weeks you will be leading discussion. A draft of the essay will be due by the Wednesday before the class in which we discuss the book. The final essay will be due the Tuesday after the class. (If you choose a book from a week after October 20, your draft will be due October 26 and final paper due November 1) Papers should be 7-10 pages.

Please follow the format outlined below.

- Read at least 3 book reviews of the book.
- Identify 2 books written between 1970 and 1990 that influenced the author. These should be foundational texts in the field. How does the author engage these texts? Does the author expand the research or methodological approach of the text? Does the author revise the argument or conclusions of the text? Can the author be identified as a member of a school of thought?
- Identify 3 books and 2 articles written between 1990 and 2005 that influenced the author of the book. How was the author's research project and methodological approach shaped by these books? How do these books reveal the "gap" in the scholarship or the historiographical questions that helped shape this project? Is the author part of an identifiable historiographical moment?
- Identify 2 books and 2 articles that were published within 3 years of the author's book (before or after) that are engaged in the same scholarly debate. These are the other members of the author's "scholarly wave." Who else is engaged in examining these issues? Do they come from the same graduate program? Can they be identified as an emerging school of thought? Where does this book fall in the career of the author?

Your essay should address the significance of the book in the broader sweep of the scholarly influences and colleagues you have identified. Where does the book fit in the sweep of the scholarship on this topic? How have other contemporary scholars engaged with main issues addressed in the book? Have other authors taken a different approach? How does the book contribute to the field?

The review essays in *Reviews in American History* offer a good model for this type of essay.

## Guidelines for Research Prospectus

Students will write a research prospectus for a 30 page paper based on original research. For the students continuing in HIST 725, this will be the basis of the paper they write in that seminar. A colloquium provides an important foundation for the work to be done in a seminar. It is an opportunity to examine the methods and scope of a set of related research projects on a particular topic, or in a particular subfield of history. It also provides an important historiographical footprint for a research paper. The focused reading that organizes a colloquium helps students identify the open questions in the field that need to be engaged and pursued.

The purpose of this research prospectus is to help you frame a robust research project based on original research. Students will begin the process of developing their topic at the beginning of the semester; the prospectus will be the culmination of the first phase of project development. This will include the identification of a substantial bibliography of primary and secondary sources, the central research questions of the study, the structure of the paper proposed, and some speculations on the conclusions that might be reached.

Students are expected to use Zotero <https://www.zotero.org/>, or another digital bibliography program of their choice for this project.

The assignments that culminate in the research prospectus are as follows:

### Research Journal (due weekly)

Each week I want you to take the issues and ideas from reading and class and use them as a lens on your own research process. In your journal, you should include AT LEAST one entry per week; this should increase as the semester progresses. Please identify the following things, as appropriate to your research activity for the week.

Time Spent

Task(s)

Keyword Search Terms

Databases used

Books/Articles found

Primary Sources found

Dead Ends

Epiphanies

Self-Assessment of the state of your project

## Research Topic (due September 15)

A brief discussion of the proposed research topic and a bibliography

The bibliography must include SIGNIFICANT primary sources. In other words, you need to demonstrate your ability to conduct adequate research to support a 30 page paper that can realistically be conducted at UNLV over the course of this academic year. The bibliography must also include the main works of scholarship on closely related topics. Your discussion should frame the contribution to the scholarship that you plan to make.

### Primary Sources:

You will need at least three complementary types of primary sources: diaries, letters, newspapers, photographs, probate research, popular fiction, popular periodicals, advice literature, census data, speeches, audio recordings, patents, business records, ephemera, etc.

Within each of these types of sources you will need at least 10-20 individual sources – you should collect at least 40-50 individual pieces of evidence. For example, if 15 of your sources are speeches by the same person, unless you are writing a biography (which I will not approve) you will need to increase the number of complementary sources to help put those speeches in context.

There are many great topics that cannot be researched in one semester at UNLV. You need to choose a topic that is possible to do here, with the resources available to us:

Databases  
Special Collections  
Microfilm  
Nevada Historical Society

### Secondary Sources:

You will need at least 10 books/articles that address your specific topic directly.

You will need at least 10 books/articles that situate your topic in your subfield – Antebellum politics, Gilded Age race relations, etc.

You will need at least 10 books/article that situate your topic in the broader topical subfield – nineteenth-century political history, nineteenth-century history of technology, the history of slavery, etc.

## Paper Topic Conferences (September 19-29)

To be scheduled individually. You may change your topic until October 7. For students who will be taking the research seminar in the Spring 2017 semester, this will be your paper topic. Choose wisely and collect more primary sources than you think will need. If you cannot demonstrate that your topic is viable, you will be asked to choose a new topic.

## Research Prospectus (due December 7)

This paper is an exploration of the ideas, arguments and sources for a 30 page seminar paper. It should include the following items:

1. A bibliography of at least 40 books/articles that represent the historiographical context for your topic. This bibliography should include not only books and articles that directly discuss your topic (which may be relatively few in number) but also the two or three fields that provide the broader context for your argument.
2. A substantial number (more than 20, less than 50) of primary sources that will constitute the cache of evidence that will allow you to pursue your argument in the seminar paper. Here I strongly recommend that you over-collect these sources so that as your argument changes through research you have the resources to back it up
3. A discussion in essay form (10 pages) of your topic. The essay should be organized by the following sections:

What makes this project interesting?

- Introduce topic, issues, and span of time
- Introduce historical actors
- Outline the main research questions of the study. What kind of argument do you hope to be able to make?

What is the contribution to the current scholarship?

- Present the way other historians have set the stage for your project
- Frame the way the project fits into the relevant historiographical conversations

What makes it possible to pursue this project this way?

- Identify the archives/databases, etc. you will use
- Present the sources you will use
- Present way the sources allow you to approach these questions

How will the project be organized?

- Outline the prospective sections of your paper. How each section will move the argument forward?

What conclusions do you hope to be able to make?

- It is fine for this to be speculative.

Presentation of Research Topic (December 8)

A short (5 minute) presentation of your research topic and agenda