Overview and Objectives

African history includes the longest of all human histories, but it remains one of the poorest-known and, at times, woefully misrepresented set of histories as well. Indeed, a distinct and inclusive African history only came into being in the 1950s and 1960s, initially as part of a wider intellectual project, but now as a discipline-crossing pursuit that ties a wide range of important subjects, themes, and eras together, using a variety of methods.

This course is a capstone for the History major that focuses on understanding themes and sources in African history from a critical perspective, prefatory to writing a major paper (20+ pages) with meticulous attention to style as well as content. Although organized by rough chronological themes, the common material in early weeks will aid seminar members in devising and refining their own questions. Because of issues with obtaining sufficient sources for some topics before the modern era (as reckoned in Europe and the US), our focus is from 1700-2000, though individual members may pursue African subjects outside this window if they can show that sources and contextual information exists for their topic. Some topics may include components from beyond Africa narrowly (as in studies of Atlantic world connections) or beyond just Africans (as in most work on settler colonialism), but the attention you give to distinctly African topics must in itself be sufficient to satisfy the needs of this seminar, if you intend to earn Africa-related area credit for the History major or the African Studies minor.

Seminarians successfully completing this course will, at minimum, attain the skills to:

- Display knowledge about historical themes and general trends in African history, via common readings and critical discussion;
- Devise a reasonably original and answerable research question about an African historical topic, and present it via proposal in a way that demonstrates its value and its feasibility;
- Familiarize themselves with secondary sources regarding their topic of interest;
- Conduct primary-source research, and learn how to question such sources in historical context;
- Work together with peers in discussing and refining their academic work; and
- Produce a major research paper (4500-6000 words for 407, 6000+ for 507) presenting evidence and summarizing findings organized as an argument with a core thesis, using the prevailing style in the historical profession here in the United States (407) or in their academic field (for 507).

A Note About This Syllabus

Everything on this syllabus is important; you need to read it carefully and refer to it frequently. You are solely responsible for knowing and understanding its contents. The version on Canvas will normally be the latest one, embodying all updated schedules and changes. Be sure to check announcements, too. Graduate students, please be extra attentive: requirements for your seminar section will differ at times.
Requirements and Grading (HIST 407, CRN 36370)

Participation represents 40% of your grade. This includes discussion in class and Canvas questions as well as group work connected to your paper drafts (see the schedule each week). If you are silent and/or unengaged with the seminar, or disregard these exercises, you will receive a poor or failing grade no matter how inspired your other work may be.

The proposal for the major paper, due on Monday, 22 April 2019 at 5pm (week 4), comprises about 10% of your final grade. This proposal must identify a topic, propose a basic thesis, and identify at least twelve separate sources (four primary), in proper style per Rampolla 9th edition. A late or unacceptable proposal will receive only 50% credit. **If your proposal is not tendered and acceptable within a week after I return them, you will fail the course.** I’m not kidding, seniors and grads!

The biggest piece of your grade (~50%) is the major research paper based on primary sources, 4500-6000 words in length (not counting footnotes or bibliography). This paper must be a polished piece of writing that is correct in grammar and style to Rampolla’s *Pocket Guide* or the *Chicago Manual* on which it is based, using footnotes/endnotes and a bibliography. Failure to tender any of the paper’s late stages on time (draft copy and final version) will result in an F for the seminar. A final paper that earns a grade lower than C- will also result in a failing seminar grade. It is due on 13 June 2019 at 5pm sharp.

Exemptions or extensions in HIST 407 only apply for fully documented emergencies. Our deadlines are set out on day one, so you have all term to schedule things. **Plan ahead.** When you upload or email your work, you alone are responsible for my receipt of it, so always verify that it’s successfully gone in.

Course Texts and Reading Suggestions:

There are two required texts for this course. One is online (though you may buy a hardcopy if you wish), and you must obtain the other yourself:


Our broad scope dictates a range of readings. Each ‘common reading’ week will have a few, plus a primary source for us to consider critically. **All PDF readings will be scanned and on Canvas a week prior to the syllabus date,** on the Files and Modules sections of the course site. Let me know as soon as possible if you have any problems. Printing out these selections and bringing them to seminar is your responsibility, and forms your real ‘book cost.’ The variety of subjects and readings can be disorienting, so I strongly recommend that you schematize your weekly study around a few questions such as:

- What is the main point of this article or chapter? What is the author’s central thesis?
- Does the author situate her or his work within a broader discussion among historians? How?
- What are the author’s assumptions, and what evidence do they use or omit?
- What things are missing? What is weighted or slighted? (Does the author convince you?)
- How does it relate, directly or abstractly, with other readings for the week? With other weeks?

Minding these questions as you read will raise questions that will interest the seminar as a whole, too.
Graduate Students in the Conjoined Seminar (HIST 507, CRN 36371)

Graduate students enrolled in History 507 will have modified requirements, most notably a longer paper (6000-7500 words) that deals more heavily with a particular subject’s historiography or that engages in comparative or broader contextual analysis. The finished paper should be of publishable quality, but may employ the prevalent citation format and writing style in your own field. There will also be additional readings and meetings that we will arrange at the relevant time, which we will collaboratively tailor to your own research strengths and interests inside and outside the seminar. Graduate students are however still beholden to all HIST 407 assigned work, though the expectations will be higher.

Other Policy Statements (the fine print)

100% Attendance: Because this is a participatory seminar that depends on your input, attendance is required at all class meetings and events; missing a session for any but the direst reasons will strongly damage your grade. We meet only once per week, so even one absence affects the whole seminar; naturally if you are missing for reasons beyond your control (health, weather, family), document it. Please inform me immediately if you anticipate an absence, documented or not, so that I can at least keep you abreast of developments in the seminar and collect any work that is due on time. Late arrival and early departure have a similarly detrimental effect on the seminar, and potentially upon your grade.

Special Needs and Gizmos: Although I’m otherwise a technophile, gadgets in class can be annoying and distracting, whether through peripheral screen movement, typing noise, or phone beeps. Laptop screens can also create a physical barrier that stifles conversation. Thus, I prefer paper, but we use a lot of PDFs and it can be very useful to have these, along with your own typed notes, just a few tab-switches away. If you use a device, I ask that you be judicious and mindful of the potential perils. I reserve the right to rescind this permission if it becomes necessary. Final grades may be adjusted to account for disruptions.

If you have physical or learning differences that require other kinds of special accommodations, official notice from the Accessible Education Center (see http://aec.uoregon.edu) is required. I will do everything in my power to address all documented needs, but I cannot fairly make exceptions without it.

Academic Honesty: The information in this subsection should be unnecessary for 99.9% of history majors, but unfortunate experience and surprisingly uneven familiarity with issues of academic honesty among students has prompted me to include it in all of my syllabi. I refer you to Student Conduct and Community Standards at the Office of Student Life: https://dos.uoregon.edu/academic-misconduct

You will find there a number of relevant headings to policies on academic honesty and conduct. In our case, inadvertent plagiarism will be the greatest source of peril. If you are unsure of what plagiarism is, you can consult Rampolla’s relevant selections (pp. 103-110), or the UO’s own particular guide to the subject at http://researchguides.uoregon.edu/citing-plagiarism

It is a gross understatement to say that academic dishonesty will adversely affect your grade. At the very least, you will receive an automatic failing mark for the course. However, my personal view of the matter is that plagiarists have no place in an institution of higher learning, and certainly not in a capstone seminar. Therefore I will press for the maximum penalty for offenses of this nature, which means suspension or expulsion from the University. If you have concerns or you’re not sure if something is plagiarism, ask me as soon as possible, before you turn it in. At the 407 level, there is no wiggle room.

Everything Else: In all other matters, I default to the Duck Guide or the relevant Departmental policy. If you’re not sure of something, please ask!
HIST 407/507 SEMINAR IN AFRICAN HISTORY

Schedule of Activities, Assignments, and Readings (Subject to Change)

In order to try out a clearer method of presentation, I have rebuilt our syllabus to put roughly one session on each page. The only deviation from this involves a few major tasks. These are the paper proposal (due 5pm Monday 22 April, week 4; see page 7), the research weeks (weeks 6-8; see page 10); and the final paper (due 5pm Thursday, 13 June, finals week; see page 12). Key written assignments are in blue, while scary scary danger deadlines are in red. I recapitulate all deadlines at the end.

General notes regarding the schedule: all reading citations are in footnote (N. in Rampolla) citation style, not bibliographic. All will be found on Canvas directly, or via link to e-journals, the week before.

Readings marked with an asterisk (*) will be apportioned the week prior, to only those students whose research interests are most relevant; each seminar member should expect to read and talk about one of them. Each week will include a reckoning of assignments due that week on a gray background, except for the special assignments (proposal and final paper).

WEEK 1 (4 APRIL 2019)

Introduction to the Study of African History

Read these over the prior week, in preparation for our session:

(Oxford: Oxford University Press, 2007), 1-47. (These are little pages, so it’s less daunting than it may seem.)


The first half of our session, roughly 90 minutes, will cover the following:

- Introduction of seminar members, backgrounds, and interests.
- Discussion of scope, goals, ambitions, and expectations.
- What is African history and what are its broad issues, from the readings?
  (seminar discussion)

For the second half, following our ten-minute break:

We will shift to the Edminster Classroom (144 LIB) for a library resource orientation from David Woken, History/AFR/LAS reference librarian.

See the next page (for week two) for assignments and readings to be completed before that session.
WEEK 2 (11 APRIL 2019)
AFRICA AND THE ATLANTIC AGE (UP TO C.1870)

Read these during the prior seven days, in preparation for our session:


Things to do (and some that are due!) before class:

- DISCUSSION QUESTIONS: Before midnight on Monday, 8 April 2019, submit two (2) questions of substance, on distinct secondary-source readings (or at least relevant to two different readings overall) to the Canvas discussion thread for that week. They must NOT be simple requests for information or facts; think deeper!
  - Read others’ questions and respond if you like; engagement counts in your favor. You may of course build your questions off of someone else’s, but make them distinct!
- WRITTEN ASSIGNMENT: Devise five possible paper topics, each with a brief (a couple of sentences) description of broader aims or questions the paper might answer. Use the Oxford Research Bibliography for African History online as a resource, along with others on the Library resources page. We’ll discuss these in class.
  - Topic distribution (5 areas): One of the topics must center on an individual; one of the topics must deal with an event; one of the topics must center on a social or cultural theme; one of the topics must center on a political or economic theme; and one of the topics must focus on a matter of historiographical interpretation.
  - Yes, a single topic can cover more than one of these, but you still need five. You will submit your topics to Canvas, and bring a printed copy to class to read from.

First ‘half’ agenda: Through the readings (both on method and as demonstrations of method) we will discuss issues regarding historical sources and analysis using indirect testimonial, reading both utterances and silences; we will also touch on questions about older historical records' gaps and managing them.

Second ‘half’ agenda: We’ll discuss processes of research, types of sources, how we select and refine topics (here’s where you’ll present your five), and how to devise a clear thesis/question as well as an initial roadmap for your research.

See the next page (for week 3) for assignments and readings to be completed before that session.
**WEEK 3 (18 APRIL 2019)**

**AFRICAN EXPERIENCES OF COLONIALISM (c.1870-c.1960)**

*Read these during the prior seven days, in preparation for our session:*


**Things to do (and some that are due!) before class:**

- **DISCUSSION QUESTIONS:** Before midnight on **Monday, 15 April 2019**, submit two (2) questions of substance, on distinct *secondary-source* readings (or at least relevant to two different readings overall) to the Canvas discussion thread for that week. They must NOT be simple requests for information or facts; think deeper!
  - Read others’ questions and respond if you like; engagement counts in your favor. You may of course build your questions off of someone else’s, but they must be meaningfully different.
- **CONSULTATION ON 15, 16, or 17 APRIL:** Refine one of your topics from week 2 that you like (or, if none suit, think of a new one!) and begin collecting sources that look promising over the weekend. You don’t need to have them yet, but start requesting them. Each of you **must** have a meeting with me on Monday, Tuesday, or Wednesday to talk about your tentative topic and work towards refining your roadmap for work. I expect to see reasonable progress over the weekend. We can then work on specific issues together, which will help you more.
- **PRESENTATION PREPARATION:** You are to prepare to present your topic, your research direction, and the information you have as well as you can. This is sort of like an elevator speech, in that you are limited to **three minutes**! Slideshows are fun, but not required.

**First ‘half’ agenda:** We must grapple with colonialism as a concept, and all the associated pitfalls, nuances, and analytical themes. How do we get out of our own heads to think in new ways about the range and depth of African experiences with colonialism (which was itself so variable in philosophy and actual reach)?

**Second ‘half’ agenda:** I want to touch base with you on your skimming of Rampolla, and basic citation and style standards. The proposal demands adherence, but less strongly than the paper will. **You will also present your topics and invite feedback.**

See the next two pages for assignments and readings to be completed before our week 4 session.
WEEK 4, PART 1 (22 APRIL 2019)

FULL PAPER PROPOSAL DUE BY 5:00PM PST

Following the preparatory work of narrowing topics, finding sources, and posing a tentative question, you must tender a proposal by 5:00pm on Friday of that week that covers your subject, articulates a research question that will produce an original thesis and argument, and demonstrates the topic’s viability for this seminar. We must start this early to avoid a scramble for hard-to-acquire resources and to affirm that viability. Your thesis and focus within a subject area may shift as you conduct research, but we need a good start to prevent frustration, stress, and ultimately failing (or just unfinished) work at end-of-term. The proposal for the major paper that you tender on 22 April must include the following elements:

- A statement of the problem and subject of interest, and the historical question you expect your research to answer, as specifically as possible (plus a preliminary thesis if you have one);
- Some information on the historical context and the importance of the subject; you may draw on secondary literature (history books, etc.) and other historical interpretations of your subject;
- A preliminary bibliography (annotation optional, depending on the strength of your introduction) of at least twelve potential sources, including at least four primary sources (letters, novels, memoirs, speeches, government reports, and the like). Divide the bibliography into two sections, one for “primary sources” and one for “secondary sources.” Annotation is not required, and you may include material you have not yet received or fully read, but which looks promising. You are to avoid internet-originated sources—digitized books and articles are OK, but check with me for anything else. The bibliography must be stylistically correct as per Rampolla (or Chicago). David Woken (our reference librarian) and I will be available to aid your search.
- Finally, your proposal must be at least 2 pages in length (600+ words of text), excluding the bibliography itself. This serves to push you to talk about why your topic is interesting or compelling. Much of that text may contribute to the final paper, so the effort is not in any way wasted. This text, as in all of your writing for seminar, must be double-spaced and stylistically sound, but it can be a little less formal. There is no maximum length; if you’ve got a lot to say about what you’ve read or thought through so far, give it some airplay! More is almost always helpful when it comes to my ability to move your project forward when talking with you.

It is important that you make clear what you understand about the subject you are proposing, based on your preliminary research investigations, and what your proposed subject might mean. At the very least, you must make the case that materials adequate to investigate your research question will be available in the brief time we have. Beyond the requirements, you may include other content you’ve considered relative to the paper. Careful, informed thought will improve your grade, but it also allows me to make more useful and thoughtful comments to put you ahead of the proverbial game. Proposals that are late or unacceptable are marked down 50%; if not fixed by the session after return—2 May 2019 at 2pm—the price is an F for the entire course. If an emergency intervenes, it must be fully documented.

The required method of tender for the proposal is our Canvas site. If Canvas acts up, you may email it to me directly, just so I have a time stamp from the server. Still upload it to Canvas, however, as I plan to use its annotation tools to make my comments, and I can’t upload them myself. If I do not have the proposal in my hands by 5:00pm, it’s late, so I do not encourage hardcopy tender at any point.

See the next page for readings and tasks that must be completed before our week 4 session.
WEEK 4, PART 2 (25 APRIL 2019)
NATIONALISM, IDENTITY, AND HISTORY (MOSTLY POST-WWII)

Read these during the prior seven days, in preparation for our session:


Things to do (and some that are due!) before class:

- DISCUSSION QUESTIONS: Before midnight on Monday, 22 April 2019 (yes, I know, it’s tough with the proposal), submit two (2) questions of substance, on distinct secondary-source readings (or at least relevant to two different readings or at least relevant to three different readings overall) to the Canvas discussion thread for that week. They must NOT be simple requests for information or facts; think deeper!
  - Read others’ questions and respond if you like; engagement counts in your favor. You may of course build your questions off of someone else’s, but they must be meaningfully different.
- CONTINUE RESEARCH. Keep revising from your proposal! Ideally I’ll get the proposals back to you with comments—especially those needing work—before our session on the 25th, but you must keep building on what you’ve presented. Don’t let up—do a little each day if possible. By now, you should definitely have a lot of Summit or ILL requests submitted, or be deep in the reeds of our electronic and book resources. As always, if you are hitting any kind of roadblock or just need to brainstorm, I am at most an email away and I do generally answer quickly. You will need to identify your major secondary source on your general topic for week 5’s assigned work, anyhow!

First ‘half’ agenda: How do we reconcile layers of identity, ideologies, and experiences with the complexities of African societies in the era of decolonization? What about other kinds of movements that reach a global scale?

Second ‘half’ agenda: Evaluating sources for value, content, and bias (such as Nkrumah). Evaluating secondary and primary sources with speed. (In-class exercise) How and when do we cite sources? Why? (In-class exercise)

See the next page (for week 5) for assignments and readings to be completed before that session.
WEEK 5 (2 MAY 2019)
AFRICA AND THE POSTCOLONIAL WORLD: NEW HISTORIES AND OLD

Read these during the prior seven days, in preparation for our session:

Rampolla 9th: Return to Rampolla, Pocket Guide, 111-155 (relevant from here on out, for models of quotes/cites; otherwise, consult the Chicago Manual of Style).
(Primary source) Oral or video testimony to be determined by week 4.

Things to do (and some that are due!) before class:

- IF YOU WERE REQUIRED TO REVISE YOUR PROPOSAL, THIS WILL BE THE DO-OR-DIE MOMENT.
- DISCUSSION QUESTIONS: Before midnight on Monday, 29 April 2019, submit two (2) questions of substance, on distinct secondary-source readings (or at least relevant to two different readings or at least relevant to three different readings overall) to the Canvas discussion thread for that week. They must NOT be simple requests for information or facts; think deeper!
  - Read others’ questions and respond if you like; engagement counts in your favor. You may of course build your questions off of someone else’s, but they must be meaningfully different.
- SHORT BOOK REVIEW (under 600 words, strictly!) Taking the major secondary source—a book is best, but an article will do if nothing else is relevant—you are to distill what the author is saying, how they’re saying it, what their evidence is, and how it’s meaningful. This is a written assignment to be tendered to Canvas, but we will also talk about the exercise. Its purpose is to get you to look critically at writing on your topic the way we’re trying to do it in seminar, but also to be brief and direct in describing it. You must submit this to Canvas by class time, but bring a copy with you to class.

First ‘half’ agenda: What place does the colonial/postcolonial frame in a globalizing era? What new modes of discussion can we pursue with independent Africa? How do we deal with sources, politics, and agency in this most recent era? What’s after the postcolonial, and what new kinds of history are possible?

Second ‘half’ agenda: How can we revise our projects in the face of new information or logistics? This is a topic that will revolve around your particular obstacles, etc. How does that footnoting feature in my word processor work, anyway? Any and all other logistical matters and updates on progress may fit here. We’ll also start making appointments for weeks 6-8 (see next page).

See the next page for the week 6 assignment and requirements for weeks 6-8.
WEEK 6 (9 MAY 2019)

NO SEMINAR MEETING

No new readings are assigned for the seminar. Keep Rampolla to hand as a reference.

**Things that are due:**

- **REVISED OUTLINE AND TENTATIVE THESIS:** I expect you to have enough material to work up an outline of your likely paper, even if it is not supremely detailed, and a much narrowed set of possible theses or just one. You are to tender a one-sentence thesis statement (the answer to your research question!) together with a tentative outline in this classic “nested” format:

  1. Happy things
     a. Warm donuts with good coffee on a winter morning
     b. Pigs in mud
        i. Wet mud
        ii. Dry mud
  2. Unhappy things
     a. Sending risqué text message to a parent by mistake
        i. Worse: a sibling
        ii. Worst: a grandparent
     b. Startled rock hyraxes
        i. They’re already really, really ill-tempered
  3. (et cetera)

You can annotate your points more fully with text if you wish, but the primary goal is clarity. No, I don’t know what thesis this outline could possibly address. **Submit this to Canvas,** as we have no meeting. It will also serve as our springboard for our individual conferences.

WEEKS 6-8 (9 MAY-24 MAY 2019)

NO SEMINAR MEETING

**Thing(s) you have to do:**

- **CONSULTATION ON PROGRESS:** At least once during the period starting on 9 May and ending on 24 May, each seminar member must meet with me individually. Expect 45 minutes to an hour. We’ll start with your outline, where you’ve gone since then (assuming it’s not on the 9th), your thoughts about your subject, any snags you’ve hit, and so forth. You may arrange more than one meeting, but you must have at least one. Yes, I will pester those who don’t have appointments arranged.

See the next page for the weeks 9 and 10 activities, namely draft paper production and peer critique.
WEEK 9 (30 MAY 2019)
ABBREVIATED SEMINAR MEETING: ROUGH DRAFTS DUE

No new readings are assigned for the seminar. Keep Rampolla to hand as a reference.

This tends to be quite a short meeting, but it will also be a chance for me to ask whether anything needs to be addressed logistically or mechanically, or if something is unclear about citation, etc.

Things that are due:

- **FULL ROUGH DRAFTS OF SEMINAR PAPERS ARE DUE.** Emphasis here is more on the ‘rough’ than the ‘full.’ In addition to submitting your paper for my commentary, **bring three hardcopies of your research paper drafts, whatever state they may be in.** You will be organized into complementary peer reading groups of three or four writers (depending on seminar size) as peer groups for critique and commentary once individual meetings are done. Ideally you will be well along in your writing; matters of style will not be graded at this point. If you have not progressed significantly beyond your outline, your final paper will at the very least be denied the full value of the peer critiques the following week, beyond any direct markdown I may assess. Regardless, be sure to continue your research and writing across weeks 9 and 10. **You must submit your draft to Canvas too.**

- We expect that these drafts may be missing sections and perhaps be quite tentative, so feel free to annotate missing pieces to indicate your intended direction—and your sources for that direction—to your readers. The more information you can provide, and the more finished it is, the more useful your feedback will be—even if entire sections remain unwritten in their final form. Make sure we all get a sense of where you are and where you’re going. So long as there’s evident progress and planning going forward, we’ll have enough to work with, but if it’s too much potential and not enough has been carried out you may get a strong warning from your peer group (and, more likely, from me). Annotation of empty sections is, as a result, not only OK but encouraged, so we can comment on your vision as well as your raw text.

- **The tender of your rough draft on time is another “Do-or-die” moment; failure to do so risks an automatic F.**

The format of the peer reviews and the Week 10 session itself are on the next page.
WEEK 10 (6 JUNE 2019)

PEER CRITIQUES

Format for the critiques, as due: Your comments for each paper in your 3- or 4-person group must be typed and 2-3 pages (500-800 words) in length. Bring extra copies, one for the paper’s writer and one for me. Submit to Canvas too.

At the outset of your commentary/critique you must briefly, in a sentence or two, identify the subject of the paper and state its thesis as you, the reader, see it. This seems elementary but it is hard for writers sometimes to distance themselves and read their work as an outside viewer might. If a thesis is hard for a paper’s commentators to divine, that is a valid and helpful point for discussion.

After that, segue into talking about the paper itself, its strengths and weaknesses, any issues you might have about its approach, things you think might strengthen the paper or that you feel are superfluous, and the like. Keep these questions (and perhaps others) in mind as you write your evaluation:

- Is the core thesis clear, and does the author adequately support it?
- Is the organizational framework reasonable and logical? Can you follow the narrative or argument?
- Are key questions left unanswered or unaddressed? Does the approach presume or omit anything problematic? Conversely, is there some part of the enquiry that is compelling itself?
- Is any portion of the paper particularly strong or weak?
- Do you think primary sources used judiciously, and in a way that contributes materially to the strength of the paper?
- Is the paper fair to other potential ways to read sources on its subject, if any?
- Does the paper adequately deal with the seminar context, for example, is it focused on African subjects and does it avoid objectifying the continent?

In all of these cases you must assure that your comments are constructive, meaning that you should offer a solution to the issue at hand (which may be implicit in your comment, for example in corrections). It helps to praise the author at strong points of the paper, and perhaps consider why those parts were so impressive and how to expand that strength. More specific comments, such as names or terms that are not defined, are at your discretion as to whether you wish to include them in the written comments or communicate them orally.

Generally you should avoid making comments on the prose in a draft unless it is exceptionally difficult to read (thus obscuring its argument) or needs reorganization in some constructive way. We expect everyone’s draft citations to be imperfect or tentative, so they should not be the subject of commentary. If you wish, you may also return a marked draft of the paper to the author, but that is entirely up to you as the reader. I do not require it.

Format for the actual class session and the peer discussions: This meeting tends to run no more than two hours, a bit less with 3-person groups. The peer groups will gather into small circles, and each writer will take turns presenting their work (and updating with week 10 progress), highlight what they hope to get feedback on from the draft, and then each peer will talk about both the written points in their critique and anything else that’s useful. It should be a discussion. After about 20-25 minutes, I will call for a shuffle, and a new person will take center seat. What we’re enacting here is a classic academic workshopping model, like so many historians use in the profession, so make it rewarding and fun!
**Finals Week (13 June 2019)**

**Final Paper Due, 5:00PM on the 13th**

For 407, your final paper must be 4500-6000 words, **not counting** footnotes, bibliography, cover sheet, and so forth; it must make use of no less than twelve relevant and significant sources (including four primary sources), but successful papers will often employ more. Of course, some special cases may deviate, but only if we’ve agreed on the matter beforehand. Your sources must be organized in a bibliography, in proper bibliographic / B (not note / N) style, divided into primary and secondary sources as far as possible. All undergraduate papers must use Rampolla 9th (or the more comprehensive *Chicago Manual of Style* 17th) for citations, just like the proposal—not APA, MLA, or any other style guide. **Using the wrong style, or using no discernable style at all, will earn you a guaranteed style grade of F.** Following the guide’s prescriptions assiduously is not just a matter of cosmetics; documenting your research helps your readers, and it can save you from an inadvertent failure to cite sources (plagiarism) and the massive academic peril that attends it.

For HIST 507, the lower end of the text must reach 6000 words, and actual final deadlines may vary in keeping with GE workload requirements. Graduate students will arrange the final expectations with me separately as regards citation model, style guide, sourcing, and so forth. On matters such as care in citing sources and the expectation of readability, my standards will be much higher, because I want your paper to be the seed of a thesis chapter, an article, or a grant proposal if possible.

For both groups, the paper is to be a truly formal piece of academic writing, employing clear and concise college-level English. You must use footnotes or endnotes, whichever you prefer (but be consistent). Style represents fully 1/3 of the overall paper grade, so don’t skimp on it. General writing help, should anyone need it, is available from the Writing Labs at the Teaching and Learning Center if it goes beyond the simple wielding of our subject matter; see [http://tlc.uoregon.edu/](http://tlc.uoregon.edu/) for more information.

When you think you’re ready to tender, make sure to look at the questions from your peers’ critiques and ask yourself if you’ve discharged those points of issue, and confirm that your thesis and argument are both well-arranged and cogent. **The final paper draft must reach me no later than exactly 5:00pm PST on Wednesday, 13 June 2019.** I will accept them early, but I will not accept them late without a supremely well-documented emergency. If it’s one minute late, it’s a zero. Plan ahead, and try to be in the final stages by Wednesday night so you’ll have time to proofread.

---

**For Your Convenience:**

**Recapitulation of Major Assignment Dates (Those which must be submitted to Canvas are indicated):**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 8 Apr</td>
<td>Canvas postings (2 questions) on readings by midnight</td>
</tr>
<tr>
<td>Tuesday, 11 Apr</td>
<td>5 paper topics due (Canvas and in class)</td>
</tr>
<tr>
<td>Monday, 22 Apr</td>
<td>Paper proposals due (Canvas)</td>
</tr>
<tr>
<td>Thursday, 2 May</td>
<td>‘Do or Die’ date for proposal revisions (if needed)</td>
</tr>
<tr>
<td>(same)</td>
<td>Sub-600-word review of your major secondary source (Canvas)</td>
</tr>
<tr>
<td>Thursday, 9 May</td>
<td>Revised thesis statement and outline due (Canvas)</td>
</tr>
<tr>
<td>Thursday, 13 Jun</td>
<td>Rough drafts due (Bring copies for small groups); Canvas</td>
</tr>
<tr>
<td></td>
<td>Peer critiques due (Bring 2 extra copies)</td>
</tr>
<tr>
<td></td>
<td>Final research paper due via Canvas (NO EXTENSIONS).</td>
</tr>
</tbody>
</table>