



## **Course Syllabus: Methods and Historiography**

Prothro-Yeager College of Humanities and Social Sciences

HIST 6103

Fall 2026

### **Contact Information**

Instructor: Dr. Mary Draper

Office: OD 220

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### **Course Description**

This course introduces students to historical research and helps them develop the practical and professional skills to succeed as a historian. We have two goals over the course of the semester: honing research skills and professionalization.

First, you will write some of the major components of a research project, including a historiographical essay (i.e. literature review) and a research prospectus. If you are completing the thesis track, these assignments should be related to your larger project. In most cases these papers will comprise the basis for the introduction of your thesis. At the end of the semester, each student will formally defend their prospectus.

Second, being a historian is as much about researching and writing as it is about understanding what historians do to support that research. This course will also introduce you to practical and professional skills such as writing grant proposals and locating archives.

By the end of the semester, students will better understand how historians write, think, edit, and discuss.

### **OBJECTIVES:**

By thoughtfully engaging with course materials and completing assignments, you will be able to:

Identify and explain the key features of academic writing genres, including research prospectuses, grant proposals, and curriculum vitae

Build a portfolio that showcases your research and professional materials

Develop and defend an original research project on a topic of your choice

Critique your writing, the writing of your peers, and the writings of fellow historians

### **Textbook & Instructional Materials**

Over the course of the semester, you will read four books as well as several articles and chapters (PDFs available on D2L). The books are as follows:

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Beacon Press, 1995)

Deigo Javier Luis, *The First Asians in the Americas: A Transpacific History* (Harvard, 2024)

Tiya Miles, *All That She Carried: The Journey of Ashley's Sack, a Black Family Keepsake* (Random House, 2021)

Kelly Lytle Hernandez, *Bad Mexicans: Race, Empire, and Revolution in the Borderlands* (Norton, 2022)

### **Student Handbook**

Refer to: [Student Handbook](#)

### **Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

### **Moffett Library**

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information.

Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

## Grading

*Table 1: Percentages allocated to each assignment*

| Assignments                | Percentage |
|----------------------------|------------|
| Research Grant Proposal    | 10         |
| Curriculum Vitae/Resume    | 5          |
| Book Reviews (5% each)     | 20         |
| Historiographical Paper    | 20         |
| Research Prospectus        | 20         |
| Weekly Responses (3% each) | 15         |
| Attendance & Participation | 10         |

*Table 2: Total percentages for final grade*

| Grade | Percentage   |
|-------|--------------|
| A     | 90+          |
| B     | 80-89        |
| C     | 70-79        |
| D     | 60-69        |
| F     | Less than 60 |

### Research Grant Proposal (10%)

You will identify one archive and draft a grant proposal to access that archive. (Note: The archive does not need to have a fellowship and/or grants program). That proposal should outline what sources you plan to consult and how they will fit into your research project. If written appropriately, parts of this proposal can be used for your Research Prospectus. Your draft is due Wednesday, September 9 and the final version is due Friday, September 11.

### Curriculum Vitae/Resume (5%)

You will draft either a c.v. or resume. We will workshop these in class on September 21. Your updated one is due on September 23.

### Book Reviews (20%)

You will write reviews of the four books we are reading. More information can be found on D2L. The due dates are September 2 (Trouillot), September 30 (Luis), October 19 (Miles), and November 9 (Hernandez).

### Historiographical Paper (20%)

This 10-12-page paper will situate your research within the existing literature. Think of it as a narrative annotated bibliography that surveys debates within the field, critiques omissions, and shows why your own research project is necessary for a better understanding of that historical subject. A draft of this paper is due Wednesday, October 7. The final draft is due November 20.

### **Research Prospectus (20%)**

This 10-12-page paper will outline your research topic, identify the historical question you want to answer, and explain why you want to answer it and how you will go about doing so. Your proposal should also include an overview of the primary and secondary sources related to your research. Your draft is due November 2. The final draft is due during finals week.

### **Weekly Responses (15%)**

On five occasions, you will come to class with a 2-page double-spaced response to the readings. These responses will answer the question(s) listed on the syllabus. These are meant to assist you in developing your own approach to research. They must be well organized and thoughtfully argued. The due dates of these papers are August 26, September 16, September 23, October 12, October 26.

### **Attendance and Participation (10%)**

To succeed in this class, you need to prepare for and participate in class discussions and workshops. Come ready to talk about the readings, having thought about the author's methodologies and approaches. If you have perfect attendance but never speak, your discussion grade cannot be higher than a C. Likewise, if you do not attend class, your discussion grade will suffer. Attendance will be taken at the beginning of class. You will be given one unexcused absence. Your grade will drop one letter grade with subsequent absences.

### **Class Structure**

This class consists of workshops and discussions. You will be writing something nearly every week, from book responses to research prospectuses. Moreover, you will be revising a lot of your assignments. For example, you will turn in drafts of your major papers. You will also be giving and receiving feedback on your writing throughout the semester. This is because writing and editing are thoughtful, time-consuming processes. Rarely is a paper finished with a first draft. Lastly, you will be reading four books and several chapters or articles over the course the semester. You will be expected to engage the author's argument and methodology during our discussions of these readings. Being a historian entails thinking, writing, and discussing.

### **Late Work**

Please let me know if you are unable to submit an assignment on time. I am willing to work with you.

### **Important Dates**

- Last day for term schedule changes: August 27
- Deadline to file for graduation: September 21
- Last Day to drop with a grade of "W:" November 23
- Refer to: [Drops, Withdrawals & Void](#)

## **Desire-to-Learn (D2L)**

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

## **Recording Classes**

***\*Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans With Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

## **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

## **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

## **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide

appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **Emergency Aid Resources for Basic Needs**

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, [student.affairs@mstuexas.edu](mailto:student.affairs@mstuexas.edu).

### **College Policies**

#### *Campus Carry Rules/Policies*

Refer to: [Campus Carry Rules and Policies](#)

#### *Smoking/Tobacco Policy*

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.

#### *Alcohol and Drug Policy*

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

#### *Campus Carry*

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

#### *Active Shooter*

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “*Run. Hide. Fight.*” which may be electronically accessed via the University police department’s webpage: [“Run. Hide. Fight.”](#)

### Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

**\*Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

### Course Schedule:

| Day                                                        | Readings & Assignments Due                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Class Activities                                                   |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <b>Week 1</b><br>Mon., Aug. 24<br><b>Being a Historian</b> | Syllabus & Schedule<br><br>W. Caleb McDaniel, “How to Read for History,” August 1, 2008: <a href="http://wcaleb.org/blog/how-to-read">http://wcaleb.org/blog/how-to-read</a><br><br>Karin Wulf, “The Art and Craft of Review,” <i>The Scholarly Kitchen: What’s Hot and Cooking in Scholarly Publishing</i> , Jan. 9, 2017: <a href="https://scholarlykitchen.sspnet.org/2017/01/09/the-art-and-craft-of-review/">https://scholarlykitchen.sspnet.org/2017/01/09/the-art-and-craft-of-review/</a> | Review Syllabus & Course Expectations<br><br>Writing a book review |

| Day                                                | Readings & Assignments Due                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Class Activities                                                                                                                                           |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Wed., Aug. 26                                      | <p>Chapter 11, "Passing," from Catherine Kerrison's <i>Jefferson's Daughters: Three Sisters, White and Black, in a Young America</i> (New York: Random House, 2019), 275-308. (PDF on D2L)</p> <p>Ch. 8, "Passages," in Elizabeth Fenn, <i>Pox Americana: The Great Smallpox Epidemic of 1775-82</i> (Hill &amp; Wang, 2001), pp. 224-258.</p> <p>Response Paper #1 due: Reflect on Kerrison and Fenn's approach to the archive.</p> <p><b>For next week:</b><br/>Finish reading Michel-Rolph Trouillot, <i>Silencing the Past</i> (due Wednesday)</p> | <p>Discussion of Kerrison &amp; Fenn</p> <p>How do you follow people and microbes?</p> <p>Brainstorm Research Projects</p> <p>Introduction to archives</p> |
| <b>Week 2 Working in Archives</b><br>Mon., Aug. 31 | Identify one physical archive and one digital related to your research interests. Spend some time researching its website and identifying potential sources. Be on the lookout for finding aids and other resources that will assist your research. Come to class prepared to discuss the archives you have identified.                                                                                                                                                                                                                                | <p>Introduction to archives: What is an archive?<br/>How do scholars research in them?<br/>How do you go to them?</p> <p>Applying for research grants</p>  |
| Wed., Sep. 2                                       | <p>Michel-Rolph Trouillot, <i>Silencing the Past</i> (all)</p> <p>Book Review #1 due</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Discussion of <i>Silencing the Past</i>                                                                                                                    |
| <b>Week 3 Research</b><br>Mon., Sep. 7             | No assignments due.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | No class.                                                                                                                                                  |
| Wed., Sep. 9                                       | <p>Research Grant Draft</p> <p>Final version of Research Grant due Friday</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Workshopping your research grant                                                                                                                           |

| Day                                                 | Readings & Assignments Due                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Class Activities                                                                                      |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| <b>Week 4 Empires</b><br>Mon., Sep. 14              | <p>Michal Brian, "The Mongol Empire in World History: The State of the Field," <i>History Compass</i> 11:11 (Nov. 2013), 1021-1028.</p> <p>Resources for CVs and resumes:<br/> <a href="https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/writing_the_cv.html">https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/writing_the_cv.html</a><br/> <a href="https://theprofessorisin.com/2016/08/19/dr-karens-rules-of-the-academic-cv/">https://theprofessorisin.com/2016/08/19/dr-karens-rules-of-the-academic-cv/</a><br/> <a href="https://www.historians.org/jobs-and-professional-development/career-resources/five-skills">https://www.historians.org/jobs-and-professional-development/career-resources/five-skills</a></p> | <p>How do we define empire? What does it mean to study them?</p> <p>Discussion of CVs and Resumes</p> |
| Wed., Sep. 16                                       | <p>"Introduction: Reversed Colonialism" in Pekka Hamalainen's <i>Comanche Empire</i>, 1-17.</p> <p>"Slave Empire: English Expansion in the Tropics" in Justin Roberts, <i>Fragile Empire: Slavery in the Early English Tropics, 1645-1720</i>, 28-67.</p> <p>Response Paper #2 due: Reflect on Brian, Hamalainen, and Roberts's conceptions of empire.</p>                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Discussion of Hamalainen and Roberts</p>                                                           |
| <b>Week 5 States &amp; Nations</b><br>Mon., Sep. 21 | <p>Michael Hattem, The Historiography of the American Revolution: A Timeline: <a href="#">The Historiography of the American Revolution: A Timeline</a></p> <p>Spend some time exploring Hattem's timeline. He charts how interpretations of the American Revolution have changed over time.</p> <p>CV or Resume Draft</p> <p>CV and Resume due Friday</p>                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Workshop cv/resume</p> <p>Writing a Historiography</p>                                             |

| Day                                          | Readings & Assignments Due                                                                                                                                                                                                                                                                                                     | Class Activities                                                    |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Wed., Sep. 23                                | <p>Anthony D. Smith, "The Ethnic Sources of Nationalism," <i>Survival</i> 35, no. 1 (1993): 48–62.</p> <p>Ernest Gellner, "Nationalism," <i>Theory and Society</i> 10, no. 6 (1981): 753–776.</p> <p>Response Paper #3 due: Which of these articles makes a stronger argument?</p>                                             | Discussion of Smith and Gellner led by Dr. Ashbrook                 |
| <b>Week 6 Agency</b><br>Mon., Sep. 28        | <p>Walter Johnson, "On Agency," <i>Journal of Social History</i> 37:1 (2003), 113-124</p> <p>Come with two questions to discuss in class. These questions should point to specific ideas or passages within the reading.</p>                                                                                                   | Discussion of Johnson led by Dr. Cox                                |
| Wed., Sep. 30                                | <p>Diego Javier Luis, <i>First Asians in the Americas: A Transpacific History</i> (Harvard, 2024)</p> <p>Book Review #2 due</p>                                                                                                                                                                                                | Discussion of <i>First Asians in the Americas</i>                   |
| <b>Week 7 Microhistories</b><br>Mon., Oct. 5 | <p>"Workers Revolt: The Great Cat Massacre of Rue Saint-Séverin" in Robert Darnton, <i>The Great Cat Massacre: And Other Episodes in French Cultural History</i> (Basic, 1984), 75-106.</p> <p>Come with two questions to discuss in class. These questions should point to specific ideas or passages within the reading.</p> | Discussion of Darnton led by Dr. Ziegler                            |
| Wed., Oct. 7                                 | Historiography draft due                                                                                                                                                                                                                                                                                                       | <p>Workshopping your Historiography</p> <p>Writing a Prospectus</p> |

| Day                                                     | Readings & Assignments Due                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Class Activities                                                                |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <b>Week 8<br/>Material<br/>Culture</b><br>Mon., Oct. 12 | <p>"Prologue" and "Introduction: The Atlantic World in a Portrait" in Zara Anashanslin, <i>Portrait of a Woman in Silk: Hidden Histories of the British Atlantic World</i> (Yale, 2016), 1-21</p> <p>Catherine Cangany, "Fashioning Moccasins: Detroit, the Manufacturing Frontier, and the Empire of Consumption, 1701-1835," <i>William and Mary Quarterly</i> 69:2 (2012): 265-304.</p> <p>Response Paper #4 due: Reflect on the study of physical items. What do these studies tell us about their histories?</p> | Discussion of Anashanslin and Cangany                                           |
| Wed., Oct. 14                                           | Meeting with Dr. Bailey, Director of the Wichita Falls Museum of Art                                                                                                                                                                                                                                                                                                                                                                                                                                                  | WFMA visit                                                                      |
| <b>Week 9<br/>Biography</b><br>Mon., Oct. 19            | <p>Tiya Miles, <i>All That She Carried: The Journey of Ashley's Sack, a Black Family Keepsake</i> (Random House, 2021).</p> <p>Book Review #3 due.</p>                                                                                                                                                                                                                                                                                                                                                                | Discussion of <i>All That She Carried</i>                                       |
| Wed., Oct. 21                                           | <p>Jill Lepore, "Historians Who Love Too Much: Reflections on Microhistory and Biography," <i>The Journal of American History</i> 88:1 (2001), 129-144.</p> <p>Come with two questions to discuss in class. These questions should point to specific ideas or passages within the reading.</p>                                                                                                                                                                                                                        | <p>Discussion of Lepore</p> <p>Frayer Word Model for Dr. Pearson's readings</p> |

| Day                                         | Readings & Assignments Due                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Class Activities                                                            |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Week 10 Place</b><br>Mon., Oct. 26       | <p>Frederick Jackson Turner, "The Significance of the Frontier in American History." Read as an address at the 1893 Meeting of the American Historical Association during the World Columbian Exposition:<br/> <a href="https://nationalhumanitiescenter.org/pds/gilded/empire/text1/turner.pdf">https://nationalhumanitiescenter.org/pds/gilded/empire/text1/turner.pdf</a>.</p> <p>Pekka Hämmäläinen and Samuel Truett, "On Borderlands," <i>Journal of American History</i> 98, no. 2 (Sept. 2011): 338-361.<br/> <a href="https://www.jstor.org/stable/41509959">https://www.jstor.org/stable/41509959</a>.</p> <p>Response Paper #5 due: Reflect on what these articles tell us about studying place.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Discussion of articles led by Dr. Pearson</p>                            |
| Wed., Oct. 28                               | No class. Work on Prospectus.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | No Class.                                                                   |
| <b>Week 11 Prospectuses</b><br>Mon., Nov. 2 | <p>Popova, Maria. "John Updike's 6 Rules for Constructive Criticism." <i>The Atlantic</i>, May 2, 2012:<br/> <a href="http://www.theatlantic.com/entertainment/archive/2012/05/john-updikes-6-rules-for-constructive-criticism/256643/">http://www.theatlantic.com/entertainment/archive/2012/05/john-updikes-6-rules-for-constructive-criticism/256643/</a></p> <p>Marcus Rediker, "Sixteen Writing Tips from Marcus Rediker," <i>Pittsburgh Review of Books</i>,<br/> <a href="https://pghrev.com/sixteen-writing-tips-from-marcus-rediker/">https://pghrev.com/sixteen-writing-tips-from-marcus-rediker/</a></p> <p>Temple, Emily. "'Write a Sentence as Clean as a Bone' And Other Advice from James Baldwin." <i>Literary Hub</i>, August 2, 2018:<br/> <a href="https://lithub.com/write-a-sentence-as-clean-as-a-bone-and-other-advice-from-james-baldwin/">https://lithub.com/write-a-sentence-as-clean-as-a-bone-and-other-advice-from-james-baldwin/</a></p> <p>Angelini, Alessandro. "Art of the Conference Paper," November 3, 2010:<br/> <a href="https://www.insidehighered.com/advice/2010/11/03/art-conference-paper">https://www.insidehighered.com/advice/2010/11/03/art-conference-paper</a></p> <p>Prospectus Draft Due</p> | <p>Workshopping your prospectus</p> <p><a href="#">The Writers Diet</a></p> |

| <b>Day</b>                                | <b>Readings &amp; Assignments Due</b>                                                                                                 | <b>Class Activities</b>           |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Wed., Nov. 4                              | No class. Work on prospectus and catch up on reading.                                                                                 | No class.                         |
| <b>Week 12 Revolution</b><br>Mon., Nov. 9 | Kelly Lytle Hernandez, <i>Bad Mexicans: Race, Empire, and Revolution in the Borderlands</i> (Norton, 2022).<br><br>Book Review #4 due | Discussion of <i>Bad Mexicans</i> |
| Wed., Nov. 11                             | No class. Schedule individual meetings with Dr. Draper.                                                                               | No class.                         |
| <b>Week 13</b><br>Mon., Nov. 16           | No class. Work on historiography and prospectus.                                                                                      | No class.                         |
| Wed., Nov. 18                             | No class. Work on historiography and prospectus.<br><br>Final draft of historiography due Friday, November 20.                        | No class.                         |
| <b>Week 14</b><br>Mon., Nov. 23           | No class. Work on prospectus.                                                                                                         | No class.                         |
| Wed., Nov. 25                             | No class. Happy Thanksgiving!                                                                                                         | No class.                         |
| <b>Week 15</b><br>Mon., Nov. 30           | Defense of prospectuses.                                                                                                              | Defenses                          |
| Wed., Dec. 2                              | Defense of prospectuses.                                                                                                              | Defenses                          |