

History 201 – The Historian’s Craft

Conspiracy Theory: Evidence and Argument

Autumn 2014

Professor Sarah Thal

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MW 11-12

Welcome to an exciting semester of exploring fascinating explanations – explanations that may appear obvious to some, but crazy to others. Have you ever run across an explanation for something that seems a little too neat? Implausible? Crazy? This course is about how to investigate dubious claims in general, and conspiracy theories in particular. We’ll practice not only investigating the claims themselves, but also exploring why people might believe or promote them. How do such claims fit into our world? How have scholars studied these ideas? Many conspiracy theories are impossible to disprove. However, the tools of historical research and analysis taught in this class can help us judge the plausibility of such arguments and evidence much more reliably for ourselves.

In designing this course, we have not tried to provide comprehensive or representative coverage of conspiracy theories or conspiracy theory studies. Rather, we have selected a few classic essays for us to read together. The rest of the course is meant to help you explore your own interests both now and in the future. There are countless tools available to help you chart your own learning trajectory, long after you graduate from college. The strategies you learn in this class will benefit you for the rest of your life.

The Historian’s Craft

The purpose of a Historian’s Craft course (such as this) is to offer you an opportunity to experience the excitement and rewards of doing original historical research and conveying the results of that work to others. Historian’s Craft courses encourage students to become historical detectives who can define important historical questions, collect and analyze evidence, present original conclusions, and contribute to ongoing discussions—the skills we have defined as central to the history major.

Upon successful completion of this course, students will be prepared to undertake substantial historical research and writing in a variety of courses, including the HIST 600 seminar. Specific goals for this course include learning to:

1. **Ask Questions:** develop the habit of asking questions, including questions that may generate new directions for historical research.
2. **Find Sources:** learn the logic of footnotes, bibliographies, search engines, libraries, and archives, and consult them to identify and locate source materials.
3. **Evaluate Sources:** determine the perspective, credibility, and utility of source materials.
4. **Develop and Present an Argument:** use sources appropriately to create, modify, and support tentative conclusions and new questions.
5. **Plan Further Research:** draw upon preliminary research to develop a plan for further investigation.
6. **Communicate Findings Effectively:** make formal and informal, written and oral presentations tailored to specific audiences.

Structure of this Class

We learn best by doing. When the goal is to develop certain habits of mind – in this case, such habits as questioning, investigating, writing, and public speaking – repeatedly practicing those skills is the only way to make them part of ourselves. The hope is that, by the end of this class, you will routinely think like a historian, or at least be able to do so whenever you want.

This is, therefore, a very hands-on class. Class-time, whether in “lectures” or “discussion sections,” will most often take the form of workshops. Come to class prepared not just to share your work, but also to explain how you came to the conclusions you did, read and critique your peers’ work, or brainstorm about related questions. Above all, come prepared to listen respectfully to your peers and to offer respectful, helpful comments and questions to contribute to the learning of all concerned.

Required and Recommended Texts

Required:

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 7th edition (Bedford/St. Martin’s, 2012). Other editions also useful.

Recommended:

Michael Barkun, *A Culture of Conspiracy: Apocalyptic Visions in Contemporary America*, 2nd edition (University of California Press, 2013). First edition also useful.

All other readings will be available either free through databases accessible on the library website or in pdf form on the course Learn@UW page.

Absences and Late Assignments

Since this is a hands-on class, attendance is crucial. It will be very difficult to learn from someone else's notes, since almost everything we learn in class will be about *process* – *how* to learn or investigate or write something – rather than some content that can be recorded easily. In order to succeed in this class, then, you will need to do the work and participate actively in class.

We commit to providing timely and helpful feedback on all assignments that you do not review with peers during class. Your timely submission of the assignments will make our work and planning easier. Late submissions will likely result in delayed feedback, which may make satisfactory completion of your next assignment more difficult. In order to help provide incentive for completing assignments in a timely manner (and thereby keeping up with the substantial workload in this class), *assignments received after the due time will lose one point. One additional point will also be deducted for each additional day late.*

Important: Look ahead at your schedule for the semester. If you foresee a major time conflict with multiple exams or large assignments in other classes, contact Professor Thal or Chris Hommerding to explore the possibility of establishing an alternative due date.

Important: If you have a serious or extended illness or a personal or family emergency, do not hesitate to contact Professor Thal or Chris Hommerding by phone or email. (Please do not come to our offices with a fever or contagious illness.) We will work with you to determine a way to catch up with the workload of the semester.

Grading

Because this is a course based on learning by doing, there are many assignments, both large and small. We are aware that you have many pressures on your time. Ideally, you will complete all assignments. However, you may not have time to complete all of them to your satisfaction. Therefore, we will drop the three lowest grades of the smaller, 5-point assignments. (See chart.) The grading scale, out of 500 points total, will be as follows:

A	92% or above	460 points or above
AB	88-91.9%	440-459 points
B	82-87.9%	410-439 points
BC	75-81.9%	375-409 points
C	70-74.9%	350-374 points
D	55-69.9%	275-349 points
F	0-54.9%	0-274 points

Unless specified otherwise, email assignments to thal@wisc.edu and hommerding@wisc.edu with a subject line beginning "HIST 201" by 9:00 a.m. on the due date. Also bring copies to class.

Date Due	Assignment	Points
Sept. 5 (F)	Bring signed class agreement to class - required	
Sept. 8 (M)	"W"s on Hofstadter	10
Sept. 12 (F)	Reverse outline of Hofstadter, I-III, and 2 questions	5
Sept. 15 (M)	Reverse outline of Hofstadter, entire, and 2 questions	5
Sept. 16 (T)	Worksheet and draft essay about group project source	5
Sept. 19 (F)	Primary Source Analysis Essay #1	20
Sept. 23 (T)	Group presentation	30
Sept. 26 (F)	Reverse outline and timeline of Wood, section 1	5
Sept. 28 (M)	Reverse outline and timeline of Wood, entire	5
Sept. 29 (T)	Outline of your argument for Primary Source Analysis #2	5
Oct. 1 (W)	Historical Society Archives investigation due	5
Oct. 3 (F)	Primary Source Analysis Essay #2	30
Oct. 6 (M)	Draft annotated bibliography	5
Oct. 7 (T)	Draft literature review	5
Oct. 10 (F)	Preparation points and questions for guest speaker	5
Oct. 13 (M)	Reverse outline/timeline of Barkun, Ch1, and questions	5
Oct. 14 (T)	Revised literature review	30
Oct. 15 (W)	Reverse outline/timeline of Barkun, Ch2, and questions	5
Oct. 17 (F)	Reverse outlines of Thompson and Gosa; outline of your argument with evidence	5
Oct. 20 (M)	Reverse outline/timeline of Barkun, Ch. 3, and questions	5
Oct. 21 (T)	Comparison list of two sources	10
Oct. 27 (M)	Three versions of question and outline	10
Oct. 27-31	One-on-one meeting with Prof. Thal or Chris H.- required	5
Nov. 3 (M)	Research question and draft outline of argument	10
Nov. 5 (W)	Preparation points and questions for guest speaker	5
Nov. 7 (F)	Full draft of research proposal / grant application	10
Nov. 10 (M)	Final research proposal / grant application	100
Nov. 17 (M)	Primary Source Analysis Essay #3 – Evidence and Rhetoric	20
TBA	Preparation points and questions for guest speaker	5
Nov. 19 (W)	Group plan	5
Nov. 24 (M)	Fact-checking website comparison	20
Dec. 1-10	Group presentation	40
Dec. 12 (F)	Reflection essay	15
Dec. ??? (exam date)	Portfolio, including final analysis of skills, commentary on presentations	20
Entire semester	Participation in discussion section and lecture	50

E-mail Protocol

When emailing Professor Thal (thal@wisc.edu) or Chris Hommerding (hommerding@wisc.edu), **always begin the subject line with “HIST 201.”** If “HIST 201” does not appear in the subject line, your email is likely to be deleted. If the email contains your assignment, it will not count as submitted. If the email contains a question or request for an appointment, be aware that we probably will not see it. Get in the habit of using the subject line appropriately.

Also, practice using e-mail as a medium for professional correspondence. Use a professional salutation (“Dear Professor,” or “Dear Chris,” not “Hey, Prof” or “Yo!”). Proofread your message to ensure that it clearly states your question or concern. Use professional language, not social media abbreviations. This is a Comm-B course: even the emails can provide practice for good writing habits.

Accommodations

Please let Professor Thal and Chris Hommerding know – preferably during the first two weeks of class – if you have a documented disability and need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. We will try to maintain the confidentiality of the information you share with us. If you have (or think you might have) such special requirements, you are encouraged to contact the McBurney Disability Resource Center, 1305 Linden Drive (263-2741) with questions about campus disability-related policies and services.

Discussion Sections

Preparation and active participation in discussion section are a crucial part of this class. Consult the teaching assistant, Chris Hommerding, for details. Discussion sections are scheduled as follows:

[DIS 313](#) Regular T 9:55-10:45AM 2241 Mosse Humanities Building

[DIS 314](#) Regular T 12:05-12:55PM 4017 Vilas Hall

[DIS 315](#) Regular T 2:25-3:15PM 2211 Mosse Humanities Building

How to read the syllabus:

 - Read and take notes on. (This usually means investigating the context (“W”s) of the reading, making a reverse outline and timeline, noting important evidence supporting each major point, and recording your own questions or comments.)

NOTE: No need for outlines, etc. of Rampolla. *A Pocket Guide to Writing in History* is meant mainly for consultation.

 - Email to thal@wisc.edu and hommerding@wisc.edu with a subject line beginning “HIST 201” by 9:00 a.m.

 - Bring one hard copy to class.

 (3) – Bring three copies to class. (Number specified in parentheses.)

 - If you don’t normally bring to class a laptop, tablet, or other device (larger than a cellphone) for accessing the internet, try to do so today.

 – Bring two questions, written down, for class discussion.

 - Formal oral presentation

Changes to the Syllabus

As the class develops, we may change the plans for particular days in order to address issues that arise. (This – and the uncertainty of guest speakers’ schedules – is why some of the later class sessions are labeled TBA, “to be announced.”) It is highly unlikely that we will change significant assignments or due dates, however. Please plan accordingly.

Asking for Help

Please ask Professor Thal and Chris Hommerding for help! Our entire purpose for teaching this class is to help you become the best researchers, analysts, writers, and speakers – the best historians – that you can be by the end of the semester. We can do that best if you ask when you’re confused, frustrated or discouraged. Research can be a very emotionally trying task! Don’t suffer alone – contact one of us to help you find your way.

Schedule of Classes and Assignments

Sept. 3 (W) – Introduction: Respectful Questioning and the Investigative Toolbox

Sept. 5 (F) – The “W”s of Source Analysis and Contextualization

- 📖 Bring to class your signed printout of the class agreement on respectful investigation.
(Available on Learn@UW on Thursday morning.)
- 📖 Rampolla, pp. 1-15 (Sections 1 to 2b-1).

Classic Text: Richard Hofstadter and “The Paranoid Style”

Sept. 8 (M) – Introduction to Reverse Sentence Outlines: “The Paranoid Style”

📖 Section I (pp. 3-top of 10) of Richard Hofstadter, “The Paranoid Style in American Politics,” in *The Paranoid Style in American Politics and Other Essays* (Cambridge: Harvard University Press, 1996), 3-40. Copy available on Learn@UW.

📖 Rampolla, pp. 22-26 (Section 3a).

✉📖 Email to thal@wisc.edu and hommerding@wisc.edu with a subject line beginning “HIST 201” by 9:00 a.m., and bring to class a copy of, the results of your “W”s research on Richard Hofstadter and “The Paranoid Style in American Politics,” including notes on where you found each answer. How might your answers to those questions be related to why he wrote this essay, and why he wrote it the way he did? Turn in one page with at least five pieces of information, each with the source where you found it, with a few sentences about their impact on the essay at the end.

✉📖 Email to thal@wisc.edu and hommerding@wisc.edu with a subject line beginning “HIST 201” by 9:00 a.m., and bring to class a copy of, one page containing five clarifications of words, events, or a combination of the two that you would like to know more about. Use your own words. (Don’t copy a source verbatim.) Acknowledge your source(s).

Sept. 9 (T) - Discussion Section: Introductions. Assignments for Group Project.

Sept. 10 (W) – How to Find Sources and Track Your Research

- 📖 Bring a laptop, if possible.
- 📖 Rampolla, pp.84-94 (Sections 5c and d).

Sept. 12 (F) Reading for Argument: Anti-Masonry and Anti-Catholicism in the Nineteenth-Century United States

📖 Sections II-III of Hofstadter, “Paranoid Style.”

✉️📄(3) Email and bring three copies of your reverse sentence outline of Hofstadter, Sections I-III.

❓ Also bring two questions, written down, for discussion.

Sept. 15 (M) – Reading for Argument: The “Paranoid Style” in the Twentieth Century

📖 Hofstadter, “Paranoid Style,” entire.

✉️📄(3) Your reverse sentence outline of the entire Hofstadter article.

❓ Bring two questions for class discussion of the article.

Sept. 16 (T) - Discussion Section:

✉️📄(2) *Bring completed worksheet and draft essay about your group project source: How is your source’s argument and rhetoric shaped by its context (Ws)? Does its language show a paranoid style?*

Research Strategies

Sept. 17 (W) – Citing Sources

📖 Rampolla, pp. 98-111 (Sections 6 and 7a).

📄 Bring one hard copy of Hofstadter’s essay *and* his bibliography. Both available on Learn@UW. *NOTE: If you prefer, bring a tablet or laptop with these documents on it. You’ll spend much of the class analyzing them in a group.

Sept. 19 (F) – Finding Sources at the Wisconsin Historical Society (Nancy Mulhern)

📖 Rampolla, pp. 111-113 (7b). Consult Section 7c as appropriate.

✉️ Primary Source Analysis essay #1 due by 9:00 a.m.

Sept. 22 (M) – Best Practices for an Oral Presentation

By the beginning of class, your group should know what you plan to say in your presentation tomorrow. This class period will be dedicated to improving the organization, style, and delivery of the presentation.

Sept. 23 (T) - Discussion Section: Group Presentations

☛ *What are the main theories about this topic? Who promoted them, in what tone? How did the context (Ws) shape the theories?*

Sept. 24 (W) – Conspiracy Theory or Historical Analysis?

Just turn up.

Start work on your own primary source. (See Sept. 30 assignment in discussion section.)

Classic Text: Gordon S. Wood, “Causality and Deceit”

Sept. 26 (F) - Summarizing Arguments (to set up your own)

📖 Find and read the first section (to page 406) of Gordon S. Wood, “Conspiracy and the Paranoid Style: Causality and Deceit in the Eighteenth Century,” *William and Mary Quarterly* 39 (July 1982): 401-441.

📖 Rampolla, p. 27 (Section 3b-1).

✉📄 Bring a copy of the Wood article (on your laptop is fine), your reverse sentence outline and timeline of the first section (to page 406) of the Wood article, *and* your contextualization (“W”s) of Wood and the article.

❓ Bring two questions for class discussion.

Sept. 29 (M) – Causality, Morality, and Our Complicated World

✉📄(3) Your reverse sentence outline and timeline of Wood’s entire article. Bring a copy of Wood’s article, as well (on your laptop is fine).

❓ Bring two questions for class discussion.

Sept. 30 (T) - Discussion Section: Scholars’ Arguments and Your Research

Pick a new source that you might want to use for your research paper. Contextualize it (“W”s). Outline, make a timeline of, and analyze its argument. Do you think that Hofstadter’s and Wood’s arguments help you understand your source? If so, in what way(s)? If not, why not?

✉📄(3) *Write a short sentence outline setting forth your argument, including examples (with citations) to support it. Bring your source, outline (with supporting evidence), and timeline to discussion section.*

Writing, Revising, and Secondary Literature

Oct. 1 (W) – Annotated Bibliographies and Literature Reviews

- ✉ 📄 Historical Society investigation exercise due.
- 📖 Rampolla, pp. 27-29 (Section 3b) and pp. 36-39 (Section 3d).

Oct. 3 (F) – Memorial Library presentation (Lisa Saywell)

- ✉ 📄 Source Analysis Essay #2. (Prose version of your revised outline from Sept. 30)
- 💻 Bring a laptop, if possible.

Oct. 6 (M) – So What? From Research Topic to Research Question(s)

- ✉ 📄 Draft annotated bibliography for study of your topic, including at least five items in each of the following categories: websites; secondary scholarship; primary sources.
- 📖 Rampolla, pp. 77-84 (Sections 5a & b) and pp. 53-59 (Sections 4c & d).

Discussion Section:

- ✉ 📄(3) *Draft literature review due. (See October 14 for description.)*

Oct. 8 (W) – The Literature Review – Revising Strategies

- 📄 Bring your current draft of your literature review (partially revised since discussion section.)
- 📖 Rampolla, pp. 55-76 (Sections 4d-g).

Oct. 10 (F) – A Research Project (Guest speaker, Alexis Dudden)

- ✉ 📄 Five bullet points of contextualizing information about Alexis Dudden (based on your research).
- ❓ Bring two written-down questions for Professor Dudden, based on your research. Come prepared to listen closely and ask questions.

[continued on next page]

Stigmatized Knowledge and Counterknowledge

Oct. 13 (M) – Michael Barkun’s *Culture of Conspiracy*

- 📖 Barkun’s two prefaces and chapter 1.
- ✉️📄 Your reverse sentence outline and timeline of Chapter 1. Also bring your copy of Barkun’s book (or the sections you read).
- ❓ Bring two questions for class discussion.

Oct. 14 (T) Discussion Section:

- ✉️📄 *Revised Literature Review due – of at least four secondary sources related to your topic. What aspects of your topic do they cover, and how? What do they agree on? Disagree on? What’s missing? What do you think should be asked, and why?*

Oct. 15 (W) – “Stigmatized Knowledge”

- 📖 Barkun, Chapter 2.
- ✉️📄(3) Reverse outline and timeline of Barkun, Chapter 2.

Oct. 17 (F) – “Stigmatized Knowledge,” “Counterknowledge,” and Popular Culture

- Review and bring your outlines of Barkun, Chapters 1 and 2
- 📖 Damian Thompson, *Counterknowledge* (London: Atlantic Books, 2008), pp. 1-23. Copy available on Learn@UW. Bring a copy to class.
 - 📖 Travis L. Gosa, “Counterknowledge, racial paranoia, and the cultic milieu: decoding hip hop conspiracy theory,” *Poetics* 39:3 (June 2011): 187-204. Use MadCat to find a full-text copy online. Bring a copy to class.
 - ✉️📄 Reverse outlines of Thompson and Gosa.
 - ✉️📄 How do Barkun, Thompson, and Gosa define “stigmatized knowledge” or “counterknowledge” similarly or differently? Based on your research, how might you add to or modify their approaches? Write a sentence outline of your argument, with supporting evidence.

Building Original Arguments

THIS WEEK: Schedule your meeting next week with Professor Thal or Chris Hommerding.

Oct. 20 (M) – Generating a Hypothesis: Juxtaposing Sources

- ✉️📄 Your reverse sentence outline and timeline of Barkun, Chapter 3. Bring the Barkun book (or a copy of Chapter 3) to class.
- 📖 Rampolla, pp. 33-36 (Section 3c).

Oct. 21 (T) Discussion Section:

✉ Bring your comparison of two sources that you will use in your research – in list form. Compare and contrast the sources in every way you can think of, then use the resulting list to generate at least five questions that you might want to explore. (At this point, don't consider whether you would have the sources to do so.) Also bring the two sources themselves.

Oct. 22 (W) – Generating a Hypothesis: Periodization and Chronology

Bring your comparison of two sources from discussion section as well as the two sources themselves.

📖 Rampolla, pp. 53-59 (Sections 4c-d).

Oct. 24 (F) – Memorial Library Scavenger Hunt

Meeting place TBA. Bring a cell phone, if you have one.

Week of Oct. 27-31: Every student must meet one-on-one with either Professor Thal or Chris.

Bring the three versions of a research question and draft outline that you are considering. (Keep working on your question and outline during the week. When you meet, bring your current ideas.)

Oct. 27 (M) – Working with outlines

✉ Bring research question and draft outline of argument – three different versions

Oct. 28 (T) - Discussion Section:

📄(3) Bring draft questions and outlines (revised, if you want).

Oct. 29 (W) – Improving outlines

📄(3) Bring revised draft questions and outlines

Oct. 31 (F) – No class

Those who have not already met with Professor Thal or Chris may meet during class time.

Nov. 3 (M) – Research Plan, Methodology, and Budget

✉📄(3) Revised research question and draft outline of argument

Nov. 4 (T) – Discussion Section

Nov. 5 (W) – How to pitch a story to a media outlet (Guest Speaker, Erika Janik)

☒📄 Five bullet points of contextualizing information about Erika Janik (based on your research).

❓ Bring two written-down questions for Erika, based on your research. Come prepared to listen closely and ask questions.

Nov. 7 (F) – Peer reviews

☒📄(3) Full draft of research proposal / grant application due. This includes all sections: introduction, significance, description of research project (including hypothesis and outline), discussion of sources, literature review, research plan/methodology, annotated bibliography, and budget.

Honing Your Investigative Expertise

Nov. 10 (M) – TBA (Possible guest speaker)

☒ Final research proposal / grant application due

Nov. 11 (T) – Discussion section: Assignments for final group project

Nov. 12 (W) – Group projects: best practices

Nov. 14 (F) – TBA

Nov. 17 (M) – Conspiracy Theories, Rhetoric, and the Use of Evidence

☒📄(3) Pick one primary source that espouses your group's assigned topic. Follow the source's citations or evidence at least five layers down. Analyze the source's use of evidence, *including its use of statistics or other numeric data*, as well as its rhetoric. Write an essay communicating your conclusions (with supporting evidence) in 3-4 pages, double-spaced, size 12 font. Include contextualizing information as appropriate.

Nov. 18 (T) – Discussion section

Nov. 19 (W) – Public Speaking: Best Practices

☒ Group plan due

Nov. 21 (F) – TBA (Possible guest speaker)

- ✉ Five bullet points of contextualizing information about the guest speaker (based on your research).
- ❓ Bring two written-down questions for the guest speaker based on your research. Come prepared to listen closely and ask questions.

Nov. 24 (M) – Fact-Checking and Historical Analysis

Assign each member of your group two of the websites below, ensuring that each website has at least one reviewer. Each person in the group also chooses one additional website not on this list (preferably one not covered by others in the group).

FactCheck.org
 PolitiFact
 Snopes
 NewsBusters.org
 MediaMatters
 RationalWiki.org

- ✉ (3) Bring three copies of your personal analysis comparing and contrasting your three websites. How would you characterize and contextualize each website? Which is the best for your topic and research questions? Which is the worst? Why? What could each website be best used for? Your analysis may be in list form, in essay form, in the form of an annotated bibliography, or something else. Pick the format that best conveys your point.

Nov. 26 (W) – Group preparation and practice

THANKSGIVING BREAK

NOTE: The final group presentations will take the form of role-playing. Using your analysis of the rhetoric of and use of evidence by proponents of your group's conspiracy theory, as well as the styles of critics of the theory, you now have a chance to experiment with those strategies yourself. Each group will offer a journalistic presentation about the theory, tailored to the media outlet of your choice. Each member of the group must speak in the presentation, whether in the form of an interview, an imitation of a filmed clip or quotation, a debate, or in some other form. The purpose of the presentation is to present some *analytical* point that your group developed from your investigation of this topic. Simple descriptions or portrayals do not suffice. After each presentation, members of the class should be able to identify the analytical argument you intend to convey. More details to be provided later.

Dec. 1 (M) – Group presentations

? Come prepared to listen carefully, ask incisive questions, and take enough notes to write commentaries on the presentations. (See requirements for the portfolio.)

Dec. 2 (T) – Discussion section

Dec. 3 (W) – Group presentations

? Come prepared to listen carefully, ask incisive questions, and take enough notes to write commentaries on the presentations. (See requirements for the portfolio.)

Dec. 5 (F) – Group presentations

? Come prepared to listen carefully, ask incisive questions, and take enough notes to write commentaries on the presentations. (See requirements for the portfolio.)

Dec. 8 (M) – Group presentations

? Come prepared to listen carefully, ask incisive questions, and take enough notes to write commentaries on the presentations. (See requirements for the portfolio.)

Dec. 9 (T) – Discussion section

Dec. 10 (W) – Group presentations

? Come prepared to listen carefully, ask incisive questions, and take enough notes to write commentaries on the presentations. (See requirements for the portfolio.)

Dec. 12 (F) – Historical Research and Conspiracy Theories

☒ Reflection essay. What did you learn in this class? What do you most want to remember in five years? How do you look at the media, conspiracy theories, and the writing of history differently than you did before this semester? Two pages, double-spaced, size 12 font.

FINAL: Portfolio due *in hard copy* at the time of the scheduled final exam.

(Submission details will be provided in class.)

[See next page.]

Portfolio to include:

Required:

- a copy of the writing assignment that you are most proud of, accompanied by no more than one page describing what you think you did well in it, and what you might improve if you had time.
- another copy of your reflection essay (from Dec. 12)
- your self-evaluation of your skills in historical research and writing.
What do you want to work on? Why do you want to work on those skills?
How do you plan to do so?
- your commentaries on at least five different group presentations (not including your own). How did each presentation change the way you look at or think about something?

Optional:

- If you want to rewrite one assignment from the semester for an improvement in that grade, include the original version with either Professor Thal's or Chris's comments on it, your revised version, and a page explaining what you changed and why.