

History 201: The History of Now

Professor Patrick Iber

Spring 2021 / TuTh 9:30-10:45AM / online

Office Hours: Wednesday 11am-1pm, online

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Sections: W 2:25-3:15; W 3:30-4:20; W 4:35-5:25



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History is the study of change over time, and requires hindsight to generate insight. Most history courses stop short of the present, and historians are frequently wary of applying historical analysis to our own times, before we have access to private sources and before we have the critical distance that helps us see what matters and what is ephemeral. But recent years have given many people the sense of living through historic times, and clamoring for historical context that will help them to understand the momentous changes in politics, society and culture that they observe around them. This experimental course seeks to explore the last twenty years or so from a historical point of view, using the historian's craft to gain perspective on the present.

The course will consider major developments—primarily but not exclusively in U.S. history—of the last twenty years, including 9/11 and the War on Terror, the financial crisis of 2008 and its aftermath, social movements from the Tea Party to the Movement for Black Lives, and political, cultural, and the technological changes that have been created by and shaped by these events. This course is designed to be an introduction to historical reasoning, analysis, writing, and research. We will practice looking at current events and developing the research skills to place them in historical context. We will practice reading the world around us as a primary source. We

will explore the promise and limits of historical analogy. And we will work to understand ourselves as actors in history, shaped by our own historical context. Finally, we will look forward, to try to think about what the future may find significant about our own time.

The course will teach you how historians think, and how to write a research paper using historical sources. We will work on finding good primary and secondary sources, asking historical questions, developing an argument, building a bibliography, and writing up your findings. The final product, which you will have chances to revise and improve, is an approximately 10-page original paper. Many weeks you will have a preparatory writing assignment that will help you develop those skills.

I would like to acknowledge the contributions of Marlana Margaria, Peter Shulman, Kathleen Belew, Margaret O'Mara, Seth Cotlar, and Giuliana Chamedes who have all contributed ideas that have improved this syllabus. All decisions about what to include are my own.

ACADEMIC INTEGRITY

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to studentconduct.wiscweb.wisc.edu/academic-integrity/.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

<http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

DIVERSITY & INCLUSION

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves

to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world. <https://diversity.wisc.edu/>

HISTORY LAB

The History Lab is a resource center where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process — choosing a topic, conducting research, composing a thesis, outlining your argument, revising your drafts — the History Lab staff can help you sharpen your skills and become a more successful writer. Schedule a one-on-one consultation at <http://go.wisc.edu/hlab> or drop by Humanities 4255.

Course Objectives

This course fulfills your General Education Communication B Requirement. Throughout this course, we will practice skills like critical thinking, evaluating evidence, constructing arguments, and engaging with opposing viewpoints in writing and in speech. By the end of the course, you will become proficient in asking scholarly questions, analyzing primary and secondary sources, and situating sources within their proper context. You will also learn to find answers to questions that you have about the world by growing accustomed to using search engines, finding sources, evaluating source limitations, and taking advantage of the resources available in the campus libraries and through interlibrary loan. Finally, you will grow adept at group work and at building knowledge in a collective fashion. Because this class is dedicated to pressing intellectual, historical, and moral issues, and because it focuses on building up the skills you already have, it does not ask you to memorize and regurgitate facts and dates. There is no exam for the class.

This particular version of History 201 is organized to teach these skills through an analysis of the recent past: your own lifetime. Tuesdays may include a short lecture, and will certainly include a discussion of the readings. Thursdays, by contrast, will generally be devoted to writing and research techniques. We will learn how to analyze primary sources and situate them within their historical context. We will read and critically engage with secondary sources. Throughout the semester, we will be building up to help you complete a final capstone paper. You will learn to formulate a viable and interesting research question, carry out original research, and build a persuasive argument that emerges out of the historical sources. The capstone paper will give you the opportunity to choose a topic that most interests you. You will learn practice exploring the historical origins of some feature of contemporary life. The skills that you practice in the capstone paper – and in this course more broadly -- are not confined to the discipline of history; they will be useful to you regardless of where your lives take you.

Learning Outcomes

All Comm-B courses at UW-Madison are expected to help students develop advanced skills in:

- Critical reading, logical thinking, and the use of evidence
- The use of appropriate style and disciplinary conventions in writing and speaking
- The productive use of core library resources specific to the discipline

In this class, we will work on those skills by supporting students to:

- Refine their skills in reading, analyzing, and critically engaging with primary and secondary sources.
- Research and identify relevant primary and secondary sources, so as to best answer the questions they have about the past.
- Craft sophisticated analytical arguments and practice communicating those arguments through speech and in writing.
- Bring their knowledge of the past to bear on our historical present.

Grading

The grading for this course is going to be almost entirely on an up/down basis. Things are either done or they are not done; they are correct or they are not correct. Because of that, things have to be right to get credit. However, if things are not correct, you will have a chance to fix the problem (except for the final paper, for which there is no time to do so). But you should be able to feel confident in your work and not worry about too much about grading. At the same time, you need to hold yourself to a high standard for participation and engagement.

There are 50 total points, earned in the following manner.

- 12 points for prepared attendance on Tuesday in weeks 2-13.
- 12 points for prepared attendance on Thursdays in weeks 2-13. Of those:
 - 8 points require short writing assignments
 - 1 point for installing Zotero
 - 1 point for your research proposal
 - 1 point for your first draft
 - 1 point for having an individual meeting with an instructor
- 12 points for section attendance in weeks 2-13
- 14 points for your final project
 - 2 points for compiling your semester's work
 - 12 points for the final paper. In this case, partial credit can be given. 2 points will be given if everything has been executed according to standards; 1 point if there are small errors. The points will be given as:
 - 2 points for a correct bibliography
 - 2 points for the analysis of at least 2 primary and 2 secondary sources
 - 2 points for an argument, with introduction and conclusion
 - 2 points for supporting that argument with corresponding evidence
 - 2 points for having writing enough (at least 10 pages / 2500 words)
 - 2 points for clear writing.

In your final portfolio you will be able to describe and suggest alternatives to these points. For example, if illness prevents you from attending class, you can address this in the portfolio and show what you did do in order to meet the learning goals of that week instead. You do not need to ask for permission, but you will need to be able to demonstrate that you made up for your absence.

Your letter grade will be as follows:

- A: 48-50 points
- AB: 46-47 points
- B: 42-45 points
- BC: 40-41 points
- C: 37-39 points
- D: 35-36 points
- F: <35 points

Week 1: Introduction

Tuesday, January 26:

- Introduction to the class. You don't need to do any reading or preparation.

Thursday, January 28:

- Today in class we will be talking about history and about the “History of Now.” Please read the following short articles before class today:
 - Daniel Immerwahr, “History isn’t just for patriots,” *Washington Post*, December 23, 2020, <https://www.washingtonpost.com/outlook/2020/12/23/teach-history-american-patriotism/?arc404=true>
 - Emma Pettit, “How Kevin Kruse Became History’s Attack Dog,” *Chronicle of Higher Education* (December 16, 2018), <https://www.chronicle.com/article/How-Kevin-Kruse-Became/245321>
 - Jennifer Schuessler, NYT profile of Ibram Kendi, August 2019: <https://www.nytimes.com/2019/08/06/arts/ibram-x-kendi-antiracism.html>
 - Ben Smith, NYT profile of Heather Cox Richardson, December 2020: <https://www.nytimes.com/2020/12/27/business/media/heather-cox-richardson-substack-boston-college.html>
 - And please listen to a podcast on the topic of your choice from *Throughline*, hosted by journalists Rund Abdelfatah and Ramtin Arablouei: <https://www.npr.org/podcasts/510333/throughline>

Week 2: 9/11

Tuesday, February 2

- Terry Anderson, “9/11: Bush’s response,” from *Understanding the U.S. Wars in Iraq and Afghanistan*, edited by Beth Bailey and Richard Immerman, 54-74.
- John Dower, *Cultures of War: Pearl Harbor | Hiroshima | 9-11 | Iraq* (New York: Norton, 2010), pp. 62-94; 394-436.
- Melvyn P. Leffler, “Bush’s Foreign Policy,” *Foreign Policy* no. 144 (Sep. – Oct. 2004), pp. 22-24+26-28.

Thursday, February 4

- Today in class we will be working on understanding the difference between primary and secondary sources.
- **Short writing #1:** Your writing assignment this week is to compare the experience of reading primary sources and secondary sources. The readings for Tuesday are all secondary sources: scholars analyzing and synthesizing data. Primary sources are the raw data of history. Here is a page from the community blog Metafilter that unfolded in real time on September 11, 2001. (This article briefly describes the context: <https://www.smithsonianmag.com/smart-news/how-internet-reacted-two-planes-crashing-wtc-91101-180952675/> and this is the actual post, which is long: <https://www.metafilter.com/10034/Plane-crashes-in-to-the-word-trade-center>). After you’ve read the forum, write about the differences you noticed between reading secondary sources and primary sources. Are the kinds of conclusions that you can draw different in any way? How do the ways that you need to read change? 400-500 words.

Week 3: The War on Terror

February 9:

- Mary Dudziak, “What is a War on Terror?” from *War•Time: An Idea, Its History, Its Consequences* (New York: Oxford University Press, 2012), 95-132.
- Melvyn P. Leffler, “The Foreign Policies of the George W. Bush Administration: Memoirs, History, Legacy,” *Diplomatic History* 37, no. 2 (2013): 190-216.
- Andrew McKeivitt, “Watching the War made us Immune: The Popular Culture of the Wars,” from *Understanding the U.S. Wars in Iraq and Afghanistan*, edited by Beth Bailey and Richard Immerman, 238-258.

February 11:

- Today in class we will be working on critically analyzing primary sources.
- **Short writing #2:** Your writing assignment this week is a brief autobiography. All of us are potential subjects for future historical study. In 50 or 500 years someone could stumble across your diary and use it to try and understand the world and time you lived in. What would your story say? What could someone learn from it? For class, prepare your own autobiography. How would you explain your life to another person? How would you explain how you have arrived at your current self? You may include whatever details and events that you wish in your account. There is no list of things you must include. Simply focus on what you feel is important for people to know about you. You can use first or third-person point of view in your writing, and may conduct oral history interviews of relatives if you like. Approximately 500 words. *This assignment will be read by your peers as part of a class activity.*

Week 4: The Financial Crisis

Tuesday, February 16:

- Podcast: Giant Pool of Money, *This American Life*, <https://www.thisamericanlife.org/355/the-giant-pool-of-money>
- Eric Rauchway, “Neither a Depression nor a New Deal: Bailout, Stimulus, and the Economy,” pp. 30-44 in *The Presidency of Barack Obama: A First Historical Assessment* (Princeton: Princeton University Press, 2018).
- Matthew Desmond, *Evicted: Poverty and Profit in the American City*, excerpt in “Forced Out,” *New Yorker*, February 8/15, 2016, <https://www.newyorker.com/magazine/2016/02/08/forced-out>
- Mike Konczal (et al.), “Sweet Forgiveness,” *Boston Review*, November 2012 <http://bostonreview.net/forum/sweet-forgiveness> [This is a forum, please read the responses along with the main article.]

Thursday, February 18:

- Today in class we will be working on critically analyzing secondary sources.
- **Short writing #3:** This week, we want to consider the historical specificity of our own times. To do that, I want you to go back and consider a piece of culture (in the broad sense) from your life. Revisit a culture object from your childhood or early teenage years (e.g. a movie, play, clothing trend, dance craze, song, piece of art, toy, etc.). What values does it express? Whose values? What conditions made possible its creation, distribution, and consumption? Does this artifact tell the story of an individual, sub-group, or population? Does this piece of culture represent a continuation of, break with, or reconfiguration of longer historical and cultural trends? What marks it as belonging to a specific point in time? What does it tell us about the society that produced it? What assumptions does it make about the audience? What does it take for granted? Has something already changed that makes it feel “dated”? What I am asking you to do here is to try to *historicize* something very recent, and in the process to understand your own historical perspective. Approximately 500 words. (This article may be helpful: <http://www.smithsonianeducation.org/idealabs/ap/essays/looking.htm>)

Week 5: The Internet

Tuesday, February 23:

- Margaret O'Mara, "The High-Tech Revolution and the Disruption of American Capitalism," in *Capitalism Contested*, Penn Press, 2020, edited by Romain Huret, Nelson Lichtenstein, and Jean-Christian Vinel, pp. 199-223.
- And a look through the evolution of the internet, in this recommended order:
 - A look at what the internet looked like in 1995:
<https://www.businessinsider.com/flashback-this-was-the-internet-in-1995-2013-4>
 - Joanne McNeil, *Lurking: How a Person Became a User*, 82-111
 - Andrew Marantz, selections from *Anti-Social*, pp. 65-71, 135-145, 155-167, 176-181, 187-196, 341-358

Recommended: Tom Whyman, "Give the Nobel Prize in Literature to Dril,"
<https://theoutline.com/post/7245/give-the-nobel-prize-to-dril>

Thursday, February 25:

- In class today, we will be working on choosing reliable sources and building a bibliography.
- **Install Zotero:** Your homework this week is to install Zotero bibliographic management software. It is free to download and use. I would also encourage you to get the browser connector, if possible, and to try out the software. But we'll be going over some of the basics as part of class.

Week 6: Changes on the Right

Tuesday, March 16

- Nicole Hemmer, Chapter 12 from *Messengers of the Right: Conservative Media and the Transformation of American Politics*, pp. 252-276.
- Vanessa Williamson, Theda Skocpol, and John Coggin, “The Tea Party and the Remaking of Republican Conservatism,” *Perspectives on Politics* 9, no. 1 (March 2011).
- Geoff Kabaservice, <https://www.politico.com/magazine/story/2018/09/09/liberals-dont-know-much-about-conservative-history-219742>
- Julian E. Zelizer, “Tea Partied: President Obama’s Encounters with the Conservative-Industrial Complex,” chapter 2 of *The Presidency of Barack Obama: A First Historical Assessment*. Access the chapter through the ebook copy at the library web site.

Thursday, March 18

Short writing #4: Today in class we’re going to be working on reading deeply into primary sources. Your writing assignment this week asks you to practice reading the world around you as a primary source, the way that a historian reads the sources of the past. When we read, watch, or listen to something from the past, we try to learn as much about it as possible. First, and most obviously: what does it say? But also: what does it *not* say? What is the purpose of the document? What do we know about its author? What do we know about its audience? What kind of perspective does it represent? What kind of language does it use? What kind of feelings does it try to generate? What does it tell us about the time in which it was produced?

All of these questions can be asked about contemporary sources just as they can be asked as the products of the past. The world is full of primary sources: music videos, newspaper articles, advertisements, tweets, books, movies, houses, your uncle at Thanksgiving, consumer goods. All of these can be “read” with the right frame of mind and the right training.

This week I want you to spend an hour looking at a right-wing news or opinion source. This could be an hour of television: Fox News, or OANN. It could be a talk radio show. Or you can spend time on a web site, like *Breitbart*, or the more intellectual *National Review*, or the libertarian *Reason* magazine, a YouTube channel like PragerU, or something else that interests you. After you’ve spent an hour watching, reading, or listening, analyze it like a primary source. Consider the totality of the publication: what do its ads tell you about its audience? What do its messages tell you about their authors? What does it care about? What does it not care about? What kind of worldview underlies its project? What marks this as a product of its time, and what does it tell us about the political right at this time? You don’t have to answer *all* of the questions, just the ones that make sense in context. 500 words, approximately.

Week 7: The Obama Administration

Tuesday, March 2

- This week's readings come from the volume *The Presidency of Barack Obama: A First Historical Assessment*, edited by Julian Zelizer and published by Princeton University Press in 2018. Please read the following chapters (I suggest that you do so in this order):
 - Gary Gerstle, "Civic Ideals, Race, and Nation in the Age of Obama," chapter 17, pp. 261-279.
 - Paul Starr, "Achievement without Credit: The Obama Presidency and Inequality," chapter 4, pp. 45-61.
 - Jeremi Suri, "Liberal Internationalism, Law, and the First African American President," chapter 13, pp. 195-211.
 - Choose one other chapter to read, on the topic that most interests you. (Do not use chapters 2 or 3, which we read already, or chapter 9, which we will read next week).

Thursday, March 4

- Today in class, we will be working on choosing topics and finding primary and secondary sources.
- **Short writing #5:** Your assignment for today is simple. Spend some time thinking about what topic you would like to write about for your final paper. In order to fit within the scope of this class, it should be something that you can investigate historically. It doesn't have to be something from the very recent past—it can be something whose origins you can investigate with relevance to the present. For example, if you want to know about campaign finance, you can look at the longer history of campaign finance law. Spend some time thinking and poking around. You should come to class with *two possible topics* that interest you. For each one, I want you to think about *two historical questions* that could be asked about the topics. Don't be afraid to be specific and narrow—that's how good research succeeds.

Week 8: The Movement for Black Lives

Tuesday, March 9

- Peniel Joseph, “Barack Obama and the Movement for Black Lives,” pp. 127-143 in *The Presidency of Barack Obama: A First Historical Assessment* (Princeton: Princeton University Press, 2018).
- Simon Balto, *Occupied Territory*, Prologue, Chapter 1, Chapter 5, pp. 13-55; 154-189
- Adam Serwer, “The Next Reconstruction,” <https://www.theatlantic.com/magazine/archive/2020/10/the-next-reconstruction/615475/>

Thursday, March 11

- **Research proposal:** This week, you should come to class with a research proposal. A proposal is a document that describes the work that you plan to undertake. Your proposal should describe the *topic* you have chosen and the *question* related to that topic that you will seek to answer. You should tell the reader what why your topic is important, and how you are going to go about researching an answer to your question. You should describe the primary and secondary sources that you will use. Your proposal should end with a brief bibliography, containing at least two primary and two secondary sources.
- During class this week, we will workshop your proposals.

Week 9: The Trump Administration

March 23: How do we understand the Trump administration as a historical phenomenon?

- Susan Glasser, “The Man Who Put Andrew Jackson in Trump’s Oval Office,” <https://www.politico.com/magazine/story/2018/01/22/andrew-jackson-donald-trump-216493>
- Carlos Lozada, *What Were We Thinking: A Brief Intellectual History of the Trump Era*, Simon & Schuster, 2020, chapters 3, 4, 10; pp. 54-98, 217-241
- Federico Finchelstein, *From Fascism to Populism in History*, pp. 1-30, 247-256.

March 25: Argument and analogy

Short writing #6: The political rise of the guy with a cameo in *Home Alone 2: Lost in New York* to the most powerful position in the world has caused an almost unprecedented boom in the demand for historical study that can help us understand what we are living through. Analogies have been found in abundance: there are comparisons to Adolf Hitler, to Benito Mussolini, to Juan Domingo Perón. Others have pushed back, saying that the analogies do not hold together or that looking outside of the U.S. for comparison does not enlighten but obscures, and that what we really need to understand is not “populism” or “fascism” but America’s own political and racial history. Those who take this point of view, whether from critical or admiring perspectives, look for other analogies: Andrew Jackson, George Wallace, Richard Nixon.

For this writing assignment, the goal is *not* for you to make a case for one particular analogy over another. I want you to find at least two pieces that *do* make a comparison of the 45th president with some other figure in history. One should make the case for *similarity*, while the other should make the case for *dissimilarity* with the same figure. Write a short paper analyzing the *historical reasoning* behind each argument. What is the basis for comparison? Are the authors considering personality, political positions, political style (including the use of media), the nature and demographics of the political movement in support, the economic conditions shaping public opinion, social changes establishing the potential for backlash, and so on? How do the case for and the case against the comparison differ in the logics that they use? Please write approximately 500 words.

Week 10: Changes on the Left

Tuesday, March 30:

- Eric Foner, “Why is there no socialism in the United States?” *History Workshop* no. 17 (Spring 1984): 57-80.
- Michael Kazin, “Criticize and Thrive: The American Left in the Obama Years,” pp. 246-260 in *The Presidency of Barack Obama: A First Historical Assessment* (Princeton: Princeton University Press, 2018).
- Aziz Rana, “Goodbye, Cold War,” *n+1*, Winter 2018, <https://nplusonemag.com/issue-30/politics/goodbye-cold-war/>
- Charlotte Alter, “Inside Alexandria Ocasio-Cortez’s Unlikely Rise,” *Time*, <https://time.com/longform/alexandria-ocasio-cortez-profile/>

Thursday, April 1:

- **Short writing #7:** two weeks ago we spent time reading right-wing news as a primary source. This week I want you to do the same exercise, but with a left-wing source. Please find something that is really on the left, not just center-left. If you want a video source, you might watch *Democracy Now*; you could listen to an episode of the “dirtbag left” podcast *Chapo Trap House*, the self-proclaimed “Depressed Left” gem *Know Your Enemy*, a YouTube channel like ContraPoints, or you could spend time with one of the many left-wing magazines that dot the landscape: *Jacobin*, *Dissent*, *The Baffler*, *n+1*, or *Current Affairs*. Then analyze it as a primary source, asking the same kinds of questions that we did two weeks ago. Once again, approximately 500 words.
- During class, we will work on constructive feedback and peer reviews.

Week 11: Pandemics and the Past

Tuesday, April 6:

- Throughline podcast episode on the 1918 flu, <https://www.npr.org/2020/03/25/821597079/1918-flu>
- Steven Burg, Wisconsin and the Great Spanish Flu Epidemic of 1918, *Wisconsin Magazine of History* 84, no.1 (Autumn 2000), <https://content.wisconsinhistory.org/digital/collection/wmh/id/43606>
- Alex de Waal, “New Pathogen, Old Politics,” *Boston Review*, April 3, 2020, <http://bostonreview.net/science-nature/alex-de-waal-new-pathogen-old-politics>
- Recommended: Lawrence Wright, “The Plague Year,” *New Yorker*, January 4 & 11, 2021, <https://www.newyorker.com/magazine/2021/01/04/the-plague-year>

Thursday, April 8:

- **First draft:** This week, you should come to class with a first draft of your final paper. You should have at least five pages, incorporating your two (or more) primary sources and two (or more secondary sources). These drafts are going to be shared with your groups for *constructive* feedback, so be ready for that. The more you have, the more you will get out of the feedback.

Week 12: Thinking Globally

Tuesday, April 13:

- Watch documentary: *American Factory* [available on Netflix]
- Valeria Luiselli, *Tell me How it Ends*, in *Freeman's* (2016), pp. 141-183.

Thursday, April 15:

- This week is time to work on your final papers. There will be individual check-up meetings.

Week 13: Thinking about the Future

Tuesday, April 20:

- William Cronon, “The Trouble with Wilderness,” in *Uncommon Ground: Rethinking the Human Place in Nature*, (New York: W. W. Norton & Co., 1995), 69-90; online at https://www.williamcronon.net/writing/Trouble_with_Wilderness_Main.html
- Chris Hayes, “The New Abolitionism,” *The Nation*, <https://www.thenation.com/article/new-abolitionism/>
- Benjamin Wallace-Wells, *The Uninhabitable Earth* (New York: Tim Duggan Books, 2019): 3-36, 197-203.

Thursday, April 22:

- This week is time to work on your final papers. There will be individual check-up meetings.
- **Short writing #8:** This week you should also write a short self-reflection. What did you learn about history this semester? What did you learn about the world around you? What did you learn about yourself? Approximately 500 words.

Week 14: Working Time

April 27:

- Today we will be meeting for final read-throughs with your peers. You should try to come with a complete version of your research paper, but be open to making small changes that will improve it based on feedback.

April 29:

- This is time for you to finish your work and compile your portfolio. Instructors will be available for consultation. The portfolios are due on May 4th at 5pm.