

HIST4495 Research Seminar  
US since 1945  
Fall 2019  
T/Th 2:00-3:15 pm  
Social Science #3032

Instructor:

LeeAnn Lands, Ph.D.  
Professor of History  
Dept of History and Philosophy  
[llands@kennesaw.edu](mailto:llands@kennesaw.edu)  
Office: Social Science building, #4114  
Face-to-face office hours: by appointment

Prerequisite: HIST3100 with a C or higher. You are expected to have mastered and be able to apply the material delivered in those courses.

Course overview: In this seminar, you will build on skills introduced in HIST3100 Historical Methods. Using our chosen theme – US since 1945 – as our boundary, we will closely examine historians' research questions, methods, and arguments, and explore change in scholarly emphasis over time. Your major task for the semester will be to research and write a 4750 to 5250-word, argument-driven essay based on primary sources.

After successful completion of this course, students will have:

- Articulated major scholarly arguments in scholarly historical studies of the US since 1945
- Identified and analyzed primary historical resources
- Articulated a cogent, analytical argument based on primary resources and appropriate to scholarly historical inquiry
- Positioned their argument in a scholarly conversation (which will require them to sketch the major scholarly arguments on their specific topic)
- Produced a scholarly historical research paper that utilizes the format, citation style, assumptions, and practices commonly utilized by historians

Required texts available for purchase at the KSU bookstore and through various online retailers:

Natasha Zaretsky, et al., *Major Problems in American History since 1945*, 4<sup>th</sup> edition. New York: Cengage Learning, 2014. (I refer to this as MPAH in the reading list.)  
Graff, Gerald and Cathy Birkenstein. *They Say I Say: The Moves that Matter in Academic Writing*, 4<sup>th</sup> edition. New York: W.W. Norton & Co., 2018.

Recommended texts:

Brundage, Anthony. *Going to the Sources: A Guide to Historical Research and Writing*. 4<sup>th</sup> edition. Wheeling, IL: Harlan Davidson, 2008.  
*Chicago Manual of Style*. 16<sup>th</sup> ed. Chicago: University of Chicago Press, 2010.  
Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2007.

Other readings are available from the KSU library or its services.

Citation format: This course utilizes *Chicago Manual of Style* “notes and bibliography” form of citations. The author-date system or parenthetical citation system is not acceptable.

### COURSE ORGANIZATION AND POLICIES

The first few weeks of the semester will be spent in close reading of the historiography of the US since 1945. We’ll discuss the nature of historical argumentation and examine how scholars interact with each other and the scholarly literature on a topic. While the entire class will read a few pieces, we’ll divide up the readings in *MPAH* and assigned pairs/groups will give presentations on those readings. As the semester unfolds, I’ll reinforce this historiography in quizzes and discussion.

On other days, we’ll focus more on the process of doing and writing history. In those cases I’ll often assign you short activities to complete before coming to class. Then you’ll report out on your findings and we’ll try to draw some larger conclusions about the topic at hand. You’ll also work through preparing and writing your Final Essay, and we’ll have some in-class activities associated with that process.

As a group, we’ll take one field trip to the KSU Archives. Archival repositories like that one will be the best sources for primary documents. Unfortunately, most archival materials (i.e., primary sources, manuscripts) are not available in digital format, so you’ll most likely need to physically visit local archives to complete your final essay.

Attendance: Attendance at scheduled classes is mandatory. I do not distinguish between excused and unexcused absences. If you miss more than two classes, you will be penalized up to 2% of your final course grade for each partially or fully missed class in addition to the penalties accrued for any missed quizzes or other for-credit activities.

Reading and preparation expectations: You are expected to complete the readings and assigned activities shown on the calendar before coming to class. Students that are not prepared for class may be asked to leave or may be docked up to 2% of their final grade for every class in which they’re not prepared. Bring your readings (or other relevant materials) with you to class so we can refer to them during our class activities.

Cell phones: You must set your cellphone to silent (non-buzzing) mode while in class. Do not check email and/or social media while in class. If you expect an emergency call/text that can’t be missed, alert me ahead of time, and then quietly leave/return to class to handle the exchange, if necessary. Minimize classroom disruptions.

Your final grade may be penalized up to 2% each time you use your cell phone for non-class-related activities without permission.

## ASSIGNMENTS

### Final Essay:

This course is primarily focused on the production of a scholarly essay that follows the conventions of the discipline and puts forward an historical argument driven by primary sources. Generally speaking, the paper development will proceed as follows:

August-September:	Research primary sources
Mid-September:	Settle on research topic
October:	Research secondary sources
November (first half):	Complete draft for peer review
November (second half):	Give/receive peer review
Beginning of December:	Complete final essay

Your essay must be on some topic within or related to US history since 1945. To make the research and writing more manageable, you may wish to focus your energy on a local topic – an event or organization in northwest Georgia. If you do a local topic, you'll place it in regional and national context within your paper.

Your essay must

- Be on some topic within or related to US history since 1945
- Put forward an appropriate historical argument driven by primary resources
- Place the argument in conversation with other secondary works in the field
- Follow conventions in the discipline
- Utilize *Chicago Manual of Style* endnote/bibliography format
- Utilize advice put forward in the Graff and Birkenstein text
- Adopt a formal tone and utilize correct grammar
- Be between 4750 and 5250 words (not including heading, figures/tables, endnotes or bibliography).

### Research Topic and Preliminary Plan, Prospectus: Primary Sources and Plan, and Prospectus: Thesis/Argument and Secondary Sources

A prospectus is the proposal and plan for the paper you intend to write. In research seminars and graduate school, students usually prepare prospectuses as a way of proposing a particular project to their mentors. We'll break ours down into three parts:

1. Research Topic and Preliminary Plan
2. Prospectus: Primary Sources and Plan
3. Prospectus: Thesis/Argument and Secondary Sources

Research Topic and Preliminary Plan: In no-more-than-1/2 (single-spaced) page, explain what you will be researching. If you are posing a research question, include it. If, instead, you are focusing your research on particular primary source collections and haven't yet figured out your research question, explain that. Explain what collections and/or primary sources you think you might use to research your topic.

Submit your Research Topic and Preliminary Plan to the assignment dropbox in D2L by the day and time specified in the calendar.

Prospectus: Primary Sources and Plan: In this part of the prospectus, you will describe (1) what you're going to research, and (2) how you're going to research it. That means you'll need to have already explored primary source collections. Your research doesn't have to be complete, but you do need to have done enough research to know if there is a sufficient amount of primary source material to write your paper.

Here's what your this assignment must include:

1. A brief description of the topic or question that your research will explore or answer. You do not need to have developed an argument or thesis at this point.
2. An explanation of how you came up with or decided to pursue this topic.
3. A list of primary source collections that you will draw on to explore that topic or answer that question. For each collection, explain what is in the collection that will allow you to explore your topic. Prove to me that there's sufficient material to write your paper.

Submit your Prospectus: Primary Sources and Plan to the assignment dropbox in D2L by the day and time specified in the calendar.

Prospectus: Thesis/Argument and Secondary Sources: In this part of the prospectus, you will have begun your research and developed a "working" thesis/argument. (You may tighten or refine your argument after this point.) AND I want you to have begun considering how your argument is in conversation with other secondary works.

Therefore, this part of the prospectus will include the following:

1. The working thesis/argument that your paper will put forward. Be specific. Identify actors, what those actors did, causes, responses, or whatever is appropriate to your topic. A non-specific general statement about the topic/theme is not acceptable.
2. A complete list of primary source collections that will drive your argument. (You are refining what you submitted in Prospectus 1. In this version of the prospectus, you don't have to describe the collections.)
3. An annotated bibliography of no less than FIVE secondary sources that your paper is in conversation with. Don't be too broad in your choices; narrow your selection of secondary sources to ones most relevant to your thesis. Your annotation must include a scholarly summary of the work and the author's argument. Additionally, the annotation must include one to three sentences about how your thesis is in conversation with the work.

Submit your Prospectus: Thesis/Argument and Secondary Sources to the assignment dropbox in D2L by the day and time specified in the calendar.

Draft Final Essay for Peer Review:

Peer review helps scholars strengthen their writing and arguments. Additionally, it's a gatekeeping mechanism: scholars use peer review to assess whether new knowledge has been developed in a sound and ethical manner. We will use peer review toward those ends, and you will review drafts of each other's Final Essays. (I will use this exercise as another way of assessing how well you've absorbed the tenets and expectations of our discipline.)

Toward the end of November, each student will peer review two other students' Final Essay drafts. Historical articles and other written products that go to peer review are expected to be fully developed and soundly written, and we're simulating that process here. Only when a paper is fully developed can a reader get down to the brass tacks of assessing the author's argument and use of historical evidence. Poorly developed paragraphs, grammatical errors, partially developed thoughts interfere with that process. Your peer reviewers aren't copy editors, and they aren't tutors helping you to flesh out your own ideas. *Respect your peer reviewers' time; bring in a fully developed draft to the Final Essay specifications or you will receive a 0%/F for this assignment.*

On the day that drafts for peer review are due, bring three (3) hardcopies of the draft essay with you to class. One copy will go to me, and one copy will be given to each of your two peer reviewers. Additionally, by 2 p.m. on the due date, submit an electronic copy to the Draft Final Essay assignment dropbox on D2L.

#### Peer Review:

Using the Final Essay requirements, complete a peer review in which you respond substantively, professionally, courteously, and in writing to two other students' papers. Your peer review will be graded based on the quality and clarity of comments. Your review should demonstrate a sound understanding of our field.

Prepare one or more paragraphs that discusses the following for each essay.

- A. Quality of thesis/argument
- B. Use of primary sources/evidence
- C. Responsiveness to the larger scholarly conversation
- D. Adherence to assignment guidelines
- E. Quality of presentation

You may also provide a marked-up draft to the author. However, you cannot limit your review to copy editing.

Comments by peer reviewers are due at 2 p.m. on the date specified in the calendar. Bring three copies of your peer review to class: one copy will go to each of your authors, and one copy will go to me. Additionally, submit an electronic copy of your peer reviews to the "peer reviews" assignment dropbox on D2L (and mark-up, if applicable). If you are submitting a mark-up to the draft author, make me a copy/scan and hand it in or submit it to the assignment dropbox.

Formatting of assignments: All assignments should be computer-generated in 12 point Times New Roman using double-spacing and 1.0-inch margins. Indent new paragraphs 0.5 inch. Number the pages in the bottom center. Staple the assignment in the top left-hand corner.

As an assignment heading, put your name, course number, assignment name, and date submitted flush right (i.e., right justified) at the top of the assignment. If appropriate, you may title your assignment. In case of a title, place the title two spaces below the heading, center justified. Here's an example:

Freddy Smith-Jones  
HIST4495  
Final Essay  
4 December 2019

### The Proliferation of "Olde Main Street" in Post-1945 America

Mandatory final presentation: The Department of History and Philosophy have made it a practice to showcase one to two papers from each research seminar each semester. Students chosen for this duty/honor will deliver a 15 to 20 minute presentation about their paper to department faculty, seminar colleagues, and guests from other seminars and HIST3100 classes. **YOU ARE REQUIRED TO ATTEND** the presentations whether you are presenting or not, so please mark the following date and time in your calendar:

Research Seminar Presentations  
Friday, December 6<sup>th</sup>, 2:00 to 4:00 p.m..

Late and make-up policy: There are no make-ups for missed quizzes or in-class activities. Work submitted after 2 p.m. (or 3:30 p.m., if specified) on the due date will immediately incur a 10% penalty. Additional 10% penalties accrue every 24 hours.

#### Grading:

Quizzes/trouble and progress reports/paper conferences, and other weekly tasks	15%
Group reading discussions/presentations	5%
Research Topic and Plan	3%
Prospectus: Primary Sources and Plan	5%
Prospectus: Thesis/Argument and Secondary Sources	5%
Essay draft (for peer review)	10%
Peer review	5%
Final Essay	50%
Research seminar presentations (attendance)	2%
Total	100%*

\* = Minus cell phone and/or other penalties noted elsewhere in the syllabus

Communicating with me: I am easily accessible through regular email (llands@kennesaw.edu). I will make every attempt to respond to you within 24 hours (M-F). If I leave town for a conference or otherwise expect to be away from communication devices for an extended period of time, I will let you know beforehand. You can also call me at my office; a voicemail will be sent to me by email.

Ack! I'm having trouble with this course! If you are struggling with the material, activities, or major assignments in this course, contact me as soon as possible. I am glad to talk to you by skype, chat, email, or phone. And I am on campus regularly and am glad to discuss the course and your progress face-to-face.

Academic Honesty: No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior that a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

I report all cases of academic misconduct to the Department of Student Conduct and Academic Integrity.

Learning Support Services: If you have a specific physical, psychiatric, or learning disability and require accommodations, please let me know early in the semester so that your learning needs may be appropriately met. You will need to provide documentation of your disability to the disAbled Student Support Services office and obtain a list of approved accommodations. More information is available at <https://sds.kennesaw.edu/index.php>.

#### Department Learning outcomes for Research Seminars:

Students completing this course successfully will have the

- I. Ability to conduct historical Research
  - A. Student will demonstrate familiarity with a variety of available historical sources
  - B. Student will identify and distinguish primary sources from secondary sources
  - C. Student will demonstrate understanding and appreciation of disciplinary conventions with regard to ethical research and use of sources (e.g., citation of sources, recognition of intellectual property of others, respect for interviewees in oral history projects)
  - D. Student will organize sources into bibliography
- II. Ability to read and think critically
  - A. Student will evaluate historical sources
  - B. Student will conceptualize and formulate historical problem/question

- C. Student will link particular historical problem/question to a broader historical context
- D. Student will interpret various historical sources (e.g., draw inferences from census materials, newspaper accounts, diaries, etc.)
- E. Student will use primary and secondary sources appropriately

III. Ability to communicate effectively

- A. Student will write using recognized conventions of the discipline
- B. Student will present material clearly, grammatically and cogently both in writing and orally



CALENDAR

DATE	HAVE READ OR COMPLETED	CLASS ACTIVITIES
20 August		<p>Who are you? What do you want to do when you grow up? Why are you in this particular research seminar? What, if anything, about US history since 1945 is of interest to you? What do you want to know about me (your instructor)?</p> <p>We're here to produce a research paper that reflects the conventions of our discipline. What are the "conventions" of our discipline? What is it that we do and how do we do it? (Recall what you learned from HIST3100!) Let's make a list. . .</p> <p>There's no possible way you can complete a paper on topics that big in one semester. Let's list some smaller sub-topics that might be investigated. (This is a hypothetical exercise, as we're not sure what primary resources are available.)</p> <p><i>Major Problems in American History since 1945:</i></p> <ul style="list-style-type: none"> <li>• If we assume that this compilation covers major historiographic trends on our subject, what does the table of contents tell us about the thematic trends on this topic?</li> <li>• Let's prioritize which chapters we will cover.</li> </ul> <p>Historiography: What is it? (This is in preparation for Thursday's class.)</p>
22 August	HAVE READ:	Be prepared to, as a class, describe the essays and their major points. (I will ask each of you to identify a specific, major point from the reading.) Also make sure you skim

	<p>Silverstone, Marc J. "A Literature So Immense: The Historiography of Anticommunism." <i>OAH Magazine of History</i>, 1 October 2010: 7-11.</p> <p>Cuordineone, K.A. "The Torment of Secrecy: Reckoning with American Communism and Anticommunism after Venona." <i>Diplomatic History</i> 35 (September 2011): 615-42.</p> <p>The above are available in PDF format on our D2L site.</p>	<p>the foot/endnotes. What kind of information do the notes contain.</p>
27 August		<p>Field trip to KSU Archives. Meet at the door to the KSU Archives reading room, LB 219. Outreach Archivist Helen Thomas will lead our class that day. Please don't be late!</p> <p><i>As the archivists discuss KSU collections, make note of what sorts of topics you or others might be able to investigate. On Thursday, we'll brainstorm paper possibilities based on the KSU Archives resources.</i></p>
29 August	<p>Theoharis, Jeanne and Komozi Woodard. "Introduction." In Jeanne Theoharis and Komozi Woodard, ed.. <i>Groundwork: Local Black Freedom Movements in America</i>. New York: NYU Press, 2005.</p> <p>Morris, Tiyi, "Local Women and the Civil Rights Movement in Mississippi: Re-visioning Womanpower Unlimited" in Jeanne Theoharis and Komozi Woodard, ed.. <i>Groundwork: Local Black Freedom Movements in America</i>. New York: NYU Press, 2005.</p> <p>The above are available in PDF format on our D2L site.</p>	<p>Be prepared to, as a class, describe the essays and their major points. (I will ask each of you to identify a specific, major point from the reading.) Also make sure you skim the foot/endnotes. What kind of information do the notes contain.</p> <p>***MAKE SURE WE ASSIGN READINGS FROM MPAH.***</p>
3 September	<p><b>TO DO BEFORE COMING TO CLASS:</b> Using Archives USA, your favorite search engine, or local archives' search engines, identify THREE (3)</p>	<p>Before we discuss the results of your task, we'll de-brief re: the KSU Archives. What categories (or types) of</p>

	<p>primary source collections that could be used for a research paper topic for this class. The topic doesn't have to interest YOU, it just has to be appropriate for this class and the final essay assignment. By 1 p.m., email me the collection name, which archival facility it's in (assuming the collection is in an archival facility), and a summary of how the collection might be used for research. To complete this task, you'll likely have to look through the collection finding aid! If you are using scanned newspapers or published primary sources ("The Papers of Martin Luther King, Jr.", for example), those qualify as "primary source collections".</p>	<p>primary sources did they have? What kinds of topics could be investigated using their collections?</p> <p>Primary resource discussion:</p> <ul style="list-style-type: none"> <li>• Types of sources (including sources that require special consideration – oral histories, FOIA)</li> <li>• Finding secondary sources (books and journal articles)</li> <li>• Finding archives and finding aids</li> <li>• Manuscript reading room rules</li> <li>• Other sources of primary sources (e.g., <i>Reader's Guide</i>, newspaper indices)</li> </ul> <p>In class, based on your emails and discussion, we'll compile a list of collections and topics.</p>
5 September	<p>NO CLASS MEETING. Spend this three hours (in-class time plus preparation) investigating sources and topics for your Research Topic and Plan. By 3:30 p.m., email me a one paragraph progress report detailing what you've completed with regard to that assignment.</p>	
10 September	<p><b>DUE: Research Topic and Plan</b></p>	<p>Be prepared to discussion your research topic and plan with the rest of the class.</p>
12 September	<p>EVERYONE HAVE READ: MPAH Chapter 1 Essay preface and essays by Leffler and Schrecker. Be prepared to discuss how the essays are similar and different.</p> <p>SKIM the chapter 1 documents and be prepared to discuss the types of primary sources they represent and what issues/questions those sources speak to.</p>	<p>Note that for Tuesday, you'll be hunting up primary sources that you could use to research your final essay. What will be your approach? Will you look for sources that will answer a particular question? Or will you simply look for available sources and develop an argument based on whatever "story" you see in them? Will you look for digital sources? Oral histories? Or will you look for paper collections that you can physically leaf through? Will you look through finding aids from multiple local archives? Or will you focus your attention on what, say, what Atlanta History Center has to offer?</p>

17 September	<p>NO CLASS MEETING. Spend this three hours (in-class time plus preparation) working on your Prospectus: Primary Sources and Plan.</p> <p>TASK: By 3:30 p.m., email me a one paragraph progress report detailing what you've completed with regard to Prospectus: Primary Sources and Plan. (That is, I don't need to hear about your MPAH reading.)</p>	
19 September	TWO TO THREE ASSIGNED STUDENTS, HAVE READ: ADD MPAH CHAPTERS	
24 September	Before coming to class, spend at least <u>two hours</u> working on your Prospectus: Primary Sources and Plan. (Or, if you're finished with that assignment, work on the next Prospectus.)	Be prepared to describe your findings to me and your colleagues.
26 September	TWO TO THREE ASSIGNED STUDENTS, HAVE READ: ADD MPAH CHAPTERS	
1 October	<p>NO CLASS MEETING. Spend this three hours (in-class time plus preparation) finishing your Prospectus: Primary Sources and Plan.</p> <p>TASK: By 3:30 p.m., email me a one paragraph progress report detailing what you've completed with regard to Prospectus: Primary Sources and Plan. (That is, I don't need to hear about your MPAH reading.)</p>	Be prepared to describe your findings to me and your colleagues.
3 October	TWO TO THREE ASSIGNED STUDENTS, HAVE READ: ADD MPAH CHAPTERS	
8 October	<p><b>DUE at 2:00 p.m.: Prospectus: Primary Sources and Plan</b></p> <p>NO CLASS MEETING. Allocate this three hours (in-class time plus prep time) to secondary source research and/or research for Prospectus: Thesis/Argument and Secondary Sources.</p>	

10 October	TWO TO THREE ASSIGNED STUDENTS, HAVE READ: ADD MPAH CHAPTERS	
15 October	NO CLASS MEETING. Allocate this three hours (in-class time plus prep time) to secondary source research and/or research for Prospectus: Thesis/Argument and Secondary Sources.  TASK: By 3:30 p.m., email me a one paragraph progress report detailing what you've completed research or writing-wise for your Final Essay. (That is, I don't need to hear about your MPAH reading.)	
17 October	TWO TO THREE ASSIGNED STUDENTS, HAVE READ: ADD MPAH CHAPTERS	
22 October	NO CLASS MEETING. Allocate this three hours (in-class time plus prep time) to secondary source research and/or research for Prospectus: Thesis/Argument and Secondary Sources.  TASK: By 3:30 p.m., email me a one paragraph progress report detailing what you've completed research or writing-wise for your Final Essay.	
24 October	HAVE READ: Graff and Birkenstein. ALL of it!  HAVE READ: <a href="https://www.historians.org/publications-and-directories/perspectives-on-history/january-2009/finding-the-story">https://www.historians.org/publications-and-directories/perspectives-on-history/january-2009/finding-the-story</a> (substitute "final essay" where you see references to dissertation, book, etc.)  TASK TO BE ADDED	In class we'll discuss the role of peer review in the historical profession. We'll also discuss what's required in the peer review you'll be preparing for next week.
29 October	NO CLASS MEETING. Allocate this three hours (in-class time plus prep time) to secondary source research	

	and/or research for Prospectus: Thesis/Argument and Secondary Sources OR drafting your final essay.	
31 October	<b>DUE at 2 p.m.: Prospectus: Thesis/Argument and Secondary Sources</b>  NO CLASS MEETING. Spend this two+ hours drafting your final essay.	
5 November	You should be drafting your final essay. Therefore, our seminar will evolve into more of a “writing accountability group.” Historians and other scholars use such groups to “force” themselves to stay focused on their writing projects.	In class: Remind us of your topic and your research question. Tell us where you are on your research (in primary AND secondary sources) and where you are in your writing. In what way will your research/essay contribute to the scholarly conversation? What do you need help with?
7 November	NO CLASS MEETING. Allocate this three hours (in-class time plus prep time) to writing.	
12 November	NO CLASS MEETING. Allocate this three hours (in-class time plus prep time) to writing.  TASK: Email me a progress report <u>of what you’ve completed since submitting the last Prospectus</u> by 3:30 p.m.. Show me that you’re diligently researching and writing!	
14 November	NO CLASS MEETING. Work on your final essay.	
19 November	NO CLASS MEETING. Work on your final essay.  TASK: Email me a progress report <u>of what you’ve completed since submitting the last progress report</u> by 3:30 p.m.. Show me that you’re diligently researching and writing!	
21 November	<b>DUE: Final Essay drafts due to peer reviewers and to me.</b>	

26-28 November	<i>Thanksgiving Break</i>	<i>Thanksgiving Break</i>
3 December	<b>DUE: Peer reviews</b>	In class, you'll hold conferences with your peer reviewers.
5 December	NO CLASS MEETING. Work on your final essay.  TASK: By 3:30 p.m., email me a progress report indicating (1) how you're incorporating the peer review comments into your essay, and (2) how much progress you've made on your paper since your last email report.	
Friday, 6 December 2019, 2 to 4 p.m.	Research presentations	
Tuesday, December 10 <sup>th</sup> , 1 to 3 p.m. [i.e., final exam period]	<b>DUE: Final essays are due the assignment dropbox by 1 p.m.!</b>	Each person will have five minutes to describe the following: (1) your paper's argument, (2) the primary source collections you relied on the most, and (3) the most difficult thing about writing this research paper.