



## HIST 590.01E and HIST 590.1SE

### Historiography

FALL 2026

Time: M 4.30–7.20 pm

Room: SS 141

### INSTRUCTOR INFORMATION

Instructor: Dr Kuracina

Office Location: Ferguson 127

Office Hours: MWF 1 pm – 3 pm and by appointment

University Email Address: [William.Kuracina@etamu.edu](mailto:William.Kuracina@etamu.edu)

Preferred Form of Communication: **email**

Communication Response Time: usually within 24 hours

### COURSE INFORMATION

#### Materials – Textbooks, Readings, Supplementary Readings

**Textbook(s) Required:** Course materials are listed below.

- Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, (New York: Verso, 2006).
- John Demos, *The Unredeemed Captive: A Family Story from Early America*, (New York; Vintage Books, 1995).
- Anna Green and Kathleen Troup, *The Houses of History: A critical reader in history and theory* (2<sup>nd</sup> ed.), Manchester: Manchester University Press,
- Ranajit Guha and Gayatri Spivak, eds., *Selected Subaltern Studies*, (New York: Oxford University Press, 1988).
- Gerda Lerner, *Why History Matters: Life and Thought*, (New York: Oxford University Press, 1997).

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- Sarah Maza, *Thinking about History*, (Chicago: University of Chicago Press, 2017).
- Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession*, (New York: Cambridge University Press, 1999).
- Priya Satiya, *Time's Monster: How History Makes History*, (Cambridge: Belknap Press, 2020).
- Gayatri Spivak, "Can the Subaltern Speak?" **Article found in D2L**
- Laurel Thatcher Ulrich, *Good Wives: Image and Reality in Northern New England, 1650 – 1750*, (New York: Oxford University Press, 1982).

**Optional Texts and/or Materials:** The instructor may upload additional materials into the LMS, from time to time throughout the semester, according to the course calendar and accompanied by appropriate announcements from the instructor.

Please consult the instructor about supplemental reading materials that may help you better digest the concepts that we discuss throughout this course.

## Course Description

This course introduces students to selected research materials of significance in history with emphasis on investigative and verification techniques.

Our history gets longer every day, and the events of the past equally can become more remote or less relevant with each passing day. Of all the history that's occurred, what's worth remembering?

Graduate-level history is about interpretation of historical facts. The facts themselves are immutable, but the longstanding and even short-term significance or relevance of historical facts constantly shift with time, and then they are transformed by historians into new significance or relevance.

In other words, historians repeat themselves. They engage constantly in ongoing conversations about historical events, debating causes, effects, significance, relevance, etc. Consequently, while historical facts are unchanging, historical dialogue about the context of these facts presents ever-transmutable *interpretation* of historical events.

This course encourages graduate students to begin thinking about history in terms of an extended academic dialogue about the past, an ongoing negotiation with bygone days, a presentation of history in ways that are relevant to a constantly-changing present. By examining the "history of history," students will be introduced to ways with which they might investigate the structuring of historical facts, the use of sources, and the construction of

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historical narrative. The goal of this course is to assist students with preparing to organize and analyze historical facts in ways that lend themselves to meaningful historical interpretation.

**Student Learning Outcomes** (Should be measurable; observable; use action verbs)

1. Students will be able to analyze, evaluate, or solve problems when given a set of circumstances, data, texts, or art.
2. In written, oral, and/or visual communication, ETAMU students will communicate in a manner appropriate to audience and occasion, with an evident message and organizational structure.

Student Learning Outcomes are assessed by the Comprehensive Analysis assignment.

## **COURSE REQUIREMENTS**

### **Instructional Methods**

#### **Attendance**

You must attend class to be where the action is. Each class session, the instructor takes attendance, because attendance is necessary for success: Attending class directly equals success in the class, just as it generally means success in any aspect of your life — you must exercise to benefit from the exercise. Attendance grading reflects this philosophy – each day of class is worth 5 points.

#### **Discussion**

Every class session will be a group conversation that seeks to answer one or more key questions about the week's assignment. That dialogue means to help inform historiographical perspectives while honing your critical thinking skills.

- 5 points — you are attending but not contributing or engaged with the class
- 6 points — you are following the discussion, but are an observer rather than a contributor (it also is the default grade for excused absences)
- 7–8 points — you sometimes offer talking points or observations
- 9–10 points — you are contributing frequently and in ways that advance the conversation in meaningful directions

#### **Breakout Group Discussion**

Learning does not occur in a vacuum, and we all can benefit from the opinions and insights offered by someone else. You will be assigned by the instructor into small discussion groups. These group members are expected to use the D2L discussion board for their own discussions about weekly reading assignments – we begin to digest this information through our discussion posts. In other words, you are expected to seek some preliminary answers through these

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discussions, to be better prepared for the large-group conversations that will occur as in-class discussion.

Within the breakout group forum, you are expected to:

- 1) contribute your preliminary analysis of the reading assignment (typically something that jumps out at you) and
- 2) respond to at least one other group member's observations.

This setup means that each of you will be better prepared for our weekly class discussions.

Discussion posts will be assessed as follows:

- 5 points — you summarize rather than analyze, or your comments are about the content rather than the historiography
- 6–7 points — you are analyzing the assignment and engaging with the historiography, but analysis and engagement are tentative or cursory
- 8–9 points — you are assertively critiquing (positively and negatively) the assignment, and especially are offering meaningful insights about how the assignment ought to be improved or enhanced
- 0–1 point — you effectively responded to a colleague's discussion post

#### Journal entries

Each week, you will compile your analysis of the week's material into a journal entry. It is a critical analysis of the week's reading assignment. This report should connect with the discussion or lecture from the week; it could consider further areas that could be explored with additional research; it could raise questions that remain unanswered; it could sketch today's relevance related to past events. Most importantly, your journal entry should attempt to make analytical sense of the reading assignment, and ambitiously it could consider the historical context experienced by each author. You will submit each response into D2L for the instructor's review, and the assignment will be graded for its analysis, its thoughtfulness, its context, its quality of overall impressions, its connections to historical context or to present relevance, etc. *It also must appropriately cite sources that you reference, of course using proper citation methods.*

- 0–3 points — your remarks summarize the argument(s) within the week's assignment
- 0–4 points—you effectively critique the assignment
- 0–5 points — you logically incorporate comments made during our discussion of the assignment
- 0–3 points — you offer meaningful suggestions about improving the
- 0–3 points — your comments are making connections to trends that we've identified and discussed
- 0 or 2 points — you properly cite sources

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## **Comprehensive Assessment (Conclusion Journal Entry)**

Parallel to weekly reading assignments, you have been exploring how historians have discussed a topic that you choose during the 4<sup>th</sup> week of class. Your topic can change after you choose it, but you really should think about picking a topic that can keep your attention for the full semester.

The Comprehensive Analysis is your opportunity to move beyond a fairly pedestrian report about facts, instead delving into a meaningful and rigorous assessment of the arguments made and the evidence used by scholars. You should be framing opinions about the trustworthiness of each monograph or article that you've selected. You should be positioning yourself within the historiographical conversation about the topic you've chosen.

The Comprehensive Assessment asks you to make comprehensive sense of the material you've selected.

The Comprehensive Assessment includes a peer-review process, as well as an opportunity for revise-and-resubmit.

Additional details and expectations for this comprehensive assessment can be found in D2L.

## **Student Responsibilities or Tips for Success in the Course**

**PACE YOURSELF!** Please remember that all assignments have specific due dates within the syllabus. This sort of outlining is designed to empower you to manage this class and all of your other coursework throughout the semester. Be aware of deadlines, be careful not to miss assignments, be sure to attend class—courses always have a way of snowballing when permitted, so please diligently avoid procrastination and all of the other ways you might end up sabotaging your own success.

### **Attendance policy**

Students are expected to attend every class, so they are in the classroom to participate during the discussions and learn from the lectures. Each unexcused absence beyond two (2) instances will result in a 10% reduction of the attendance grade; two unexcused absences also will trigger a report to the student's academic adviser. Excessive absences (more than 5 unexcused absences) may result in a failing grade for the course, at the instructor's discretion.

Students should inform the instructor if there is a legitimate reason (illness, emergency, etc.) for missing an exam. Students should contact the instructor within 48 hours of the missed exam to schedule a make-up exam; failure to contact the instructor may forfeit the possibility of making up a missed exam.

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Non-documented excuses for absences generally are not accepted by the instructor, but can be accepted at the instructor's discretion. If you must travel for university business (for example, with an athletic team), then please inform the instructor ahead of time.

## Participation

Students are expected to complete the reading assignments for this class on-time. Students also should be prepared to discuss reading assignments as part of the class discussion, or within lectures, or as scheduled group work. Occasional in-class writing assignments may be used by the instructor in place of discussions, as necessary if participation in our conversation lags.

Please bring questions to class, and please interrupt lecture to ask questions about the material, or to provoke the instructor to further explain some point made during the class.

**Important note:** Students must create and sustain an open intellectual learning environment that fosters comfortable discussion. Students are expected to listen to the comments and questions from classmates with an open mind and while clearly respecting viewpoints that might be different from their own. This sort of open environment is necessary for us to properly function as historians – we should avoid judging the people of the past, we cannot dismiss historical actors' behaviors because we perceive them to have been "wrong;" we must be open to understanding why people of the past behaved as they did, so that we can learn from their experiences to inform our own.

## Reading

Students must complete reading assignments **before** we begin the class session when they are discussed (example: the Gerda Lerner assignment must be read before we begin discussing Gerda Lerner's book).

All reading assignments include content covered during class discussions and lectures and other class work; all reading assignments equally include materials that are not part of those conversations or lectures. You are responsible for completing all reading assignments, and you are responsible for all of the material within reading assignments that may not be covered during a class session (this content may appear on quizzes or written assignments).

## GRADING

Final grades in this course will be based on the following scale:

|                  |                          |
|------------------|--------------------------|
| A = 90%-100%     | A = 751 – 835 points     |
| B = 80%-89%      | B = 668 – 750 points     |
| C = 70%-79%      | C = 584 – 667 points     |
| D = 60%-69%      | D = 501 – 583 points     |
| F = 59% or Below | F = less than 500 points |

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|                                                                     |                   |
|---------------------------------------------------------------------|-------------------|
| Attendance — each class meeting = 5 points                          | 75 points         |
| Participation (in class) — each class meeting = up to 10 points     | 150 points        |
| Breakout Group Discussion — each discussion posts = up to 10 points | 120 points        |
| Journal Entries — each journal entry = up to 20 points              | 240 points        |
| Comprehensive Assessment                                            | 250 points        |
| <b>TOTAL</b>                                                        | <b>835 points</b> |

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

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## **COMMUNICATION AND SUPPORT**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

### **Interaction with Instructor Statement**

Students are encouraged to contact the instructor anytime, whenever the need occurs. Clear communication with the instructor means that your learning processes can be better supported. Outside of the classroom (or, immediately before/after class sessions), the best way to contact the instructor is by email ([William.Kuracina@etamu.edu](mailto:William.Kuracina@etamu.edu)), or to visit during posted office hours. The instructor also can schedule a meeting at your convenience – please inquire. Do not hesitate to contact the instructor about any concerns or difficulties you may be experiencing – I want to help you solve any problems you might have, but I can only assist you if you make me aware of what is going on with you.

The instructor commits to responding to emails and questions within 24 hours (weekends are an exception, please expect 48 hours). The instructor does not reply to emails after 10pm. Please remember to use proper email etiquette when communicating, and please also remember to include specific details (your full name, the class, etc.), because this information will help me help you.

### **Statement on Student Grievances**

Students who have questions or concerns about the instructor's course policies or the conduct either of the instructor or a classmate should first consult with the instructor. In the event that the matter is not satisfactorily resolved, the student may bring their concerns to the head of the history department, Dr Sharon Kowalsky ([Sharon.Kowalsky@etamu.edu](mailto:Sharon.Kowalsky@etamu.edu)). If again the matter is not satisfactorily concluded, students may bring the issue to the Associate Dean of Students per procedures outlined on p. 15 of the [Student Guidebook](#).

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### Classroom behavior

Generally, please avoid being a distraction to other students or to the instructor. Please take care of personal needs before class begins. Please remember to mute mobile devices. Please

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feel free to use your mobile devices for notetaking, but please stay off mobile devices during class for personal use. Although you think that you can subtly multitask this way, you cannot—it is a distraction, and if I notice it, everyone around you notices it, too.

The university's faculty members expect that all work submitted for grades is work that the students themselves have completed on their own. University policy insists that no form of plagiarism, cheating, collusion, or any other form of academic dishonesty will be permitted. Please also see below, "Academic Integrity." Before you make a mistake regarding academic integrity, please ask the instructor about anything that might potentially violate this policy.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

### **ETAMU Attendance**

For more information about the attendance policy, please view the [Attendance Webpage](#) and the [Class Attendance Policy](#).

### **Academic Integrity**

Students at ETAMU are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

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## **AI Use in Courses**

ETAMU acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructor's guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

[Undergraduate Academic Dishonesty University Procedure 13.99.99.R0.03](#)

[Graduate Student Academic Dishonesty University Procedure 13.99.99.R0.10](#)

## **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Services](#)

## **Nondiscrimination Notice**

ETAMU will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

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## Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all ETAMU campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## East Texas A&M Supports Students' Mental Health

The Counseling Center at ETAMU, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## COURSE OUTLINE / CALENDAR

### Week 1 20 – 22 August

|                      |                 |  |
|----------------------|-----------------|--|
| 16 August (Sunday)   |                 |  |
| 18 August (Monday)   | <i>No class</i> |  |
| 4 August (Wednesday) |                 |  |

### Week 2 23 – 29 August

|                       |                    |                                                   |
|-----------------------|--------------------|---------------------------------------------------|
| 23 August (Sunday)    |                    | Complete introduction discussion post             |
| 24 August (Monday)    | <i>Class meets</i> | Introduction to the course, introducing ourselves |
| 26 August (Wednesday) |                    | Complete journal entry                            |

## Section 1: Presenting and Re-Presenting

### Week 3 30 August – 5 September

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|                         |                    |                                                                 |
|-------------------------|--------------------|-----------------------------------------------------------------|
| 30 August (Sunday)      |                    | Complete discussion post for Spivak, "Can the Subaltern Speak?" |
| 31 August (Monday)      | <i>Class meets</i> | Discussion of Spivak, "Can the Subaltern Speak?"                |
| 2 September (Wednesday) |                    | Complete journal entry for Spivak, "Can the Subaltern Speak?"   |

**Week 4      6 – 12 September**

|                         |                 |                                             |
|-------------------------|-----------------|---------------------------------------------|
| 6 September (Sunday)    |                 |                                             |
| 7 September (Monday)    | <i>No class</i> | <b>LABOR DAY</b>                            |
| 9 September (Wednesday) |                 | Identify topic for Comprehensive Assessment |

### Section 3: Thinking about the Past

**Week 5      13 – 19 September**

|                          |                    |                                                                 |
|--------------------------|--------------------|-----------------------------------------------------------------|
| 13 September (Sunday)    |                    | Complete discussion post for Lerner, <i>Why History Matters</i> |
| 14 September (Monday)    | <i>Class meets</i> | Discussion of Lerner, <i>Why History Matters</i>                |
| 16 September (Wednesday) |                    | Complete journal entry for Lerner, <i>Why History Matters</i>   |

**Week 6      20 – 26 September**

|                          |                    |                                                                  |
|--------------------------|--------------------|------------------------------------------------------------------|
| 20 September (Sunday)    |                    | Complete discussion post for Maza, <i>Thinking about History</i> |
| 21 September (Monday)    | <i>Class meets</i> | Discussion of Maza, <i>Thinking about History</i>                |
| 23 September (Wednesday) |                    | Complete journal entry for Maza, <i>Thinking about History</i>   |

**Week 7      27 September – 3 October**

|                          |                    |                                                                        |
|--------------------------|--------------------|------------------------------------------------------------------------|
| 27 September (Sunday)    |                    | Complete discussion post for Novick, <i>That Noble Dream</i> (ch. 1–8) |
| 28 September (Monday)    | <i>Class meets</i> | Discussion of Novick, <i>That Noble Dream</i> (ch. 1–8)                |
| 30 September (Wednesday) |                    | Complete journal entry for Novick, <i>That Noble Dream</i> (ch. 1–8)   |

**Week 8      4 – 10 October**

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|                       |                    |                                                                         |
|-----------------------|--------------------|-------------------------------------------------------------------------|
| 4 October (Sunday)    |                    | Complete discussion post for Novick, <i>That Noble Dream</i> (ch. 9–16) |
| 5 October (Monday)    | <i>Class meets</i> | Discussion of Novick, <i>That Noble Dream</i> (ch. 9–16)                |
| 7 October (Wednesday) |                    | Complete journal entry for Novick, <i>That Noble Dream</i> (ch. 9–16)   |

**Week 9      11 – 17 October**

|                        |                    |                                                                        |
|------------------------|--------------------|------------------------------------------------------------------------|
| 11 October (Sunday)    |                    | Complete discussion post for Green and Troup, <i>Houses of History</i> |
| 12 October (Monday)    | <i>Class meets</i> | Discussion of Green and Troup, <i>Houses of History</i>                |
| 14 October (Wednesday) |                    | Complete journal entry for Green and Troup, <i>Houses of History</i>   |

### Section 3: Historiography hors d'oeuvres

**Week 10      18 – 24 October**

|                        |                    |                                                                    |
|------------------------|--------------------|--------------------------------------------------------------------|
| 18 October (Sunday)    |                    | Complete discussion post for Anderson, <i>Imagined Communities</i> |
| 19 October (Monday)    | <i>Class meets</i> | Discussion of Anderson, <i>Imagined Communities</i>                |
| 21 October (Wednesday) |                    | Complete journal entry for Anderson, <i>Imagined Communities</i>   |

**Week 11      25 – 31 October**

|                        |                    |                                                               |
|------------------------|--------------------|---------------------------------------------------------------|
| 25 October (Sunday)    |                    | Complete discussion post for Demos, <i>Unredeemed Captive</i> |
| 26 October (Monday)    | <i>Class meets</i> | Discussion of Demos, <i>Unredeemed Captive</i>                |
| 28 October (Wednesday) |                    | Complete journal entry for Demos, <i>Unredeemed Captive</i>   |

**Week 12      1 – 7 November**

|                        |                    |                                                        |
|------------------------|--------------------|--------------------------------------------------------|
| 1 November (Sunday)    |                    | Complete discussion post for Ulrich, <i>Good Wives</i> |
| 2 November (Monday)    | <i>Class meets</i> | Discussion of Ulrich, <i>Good Wives</i>                |
| 4 November (Wednesday) |                    | Complete journal entry for Ulrich, <i>Good Wives</i>   |

**Week 13      8 – 14 November**

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|                     |                    |                                                                                 |
|---------------------|--------------------|---------------------------------------------------------------------------------|
| 8 November (Sunday) |                    | Complete discussion post for Guha and Spivak, <i>Selected Subaltern Studies</i> |
| 9 November (Monday) | <i>Class meets</i> | Discussion of Guha and Spivak, <i>Selected Subaltern Studies</i>                |
| 11 November (Wed.)  |                    | Complete journal entry for Guha and Spivak, <i>Selected Subaltern Studies</i>   |

**Week 14      15 – 21 November**

|                      |                    |                                                            |
|----------------------|--------------------|------------------------------------------------------------|
| 15 November (Sunday) |                    | Complete discussion post for Satia's <i>Time's Monster</i> |
| 16 November (Monday) | <i>Class meets</i> | Discussion of Satia's <i>Time's Monster</i>                |
| 18 November (Wed.)   |                    | Complete journal entry for Satia's <i>Time's Monster</i>   |

## Section 4: Conclusions

**Week 15      22 – 28 November**

|                      |                 |                                              |
|----------------------|-----------------|----------------------------------------------|
| 22 November (Sunday) |                 |                                              |
| 23 November (Monday) | <i>No class</i> | Complete and submit Comprehensive Assessment |
| 25 November (Wed.)   |                 | <b>THANKSGIVING BREAK</b>                    |

**Week 16      29 November – 4 December**

|                        |                    |                                          |
|------------------------|--------------------|------------------------------------------|
| 29 November (Sunday)   |                    | Submit peer review report                |
| 30 November (Monday)   | <i>Class meets</i> | Peer review of Comprehensive Assessments |
| 2 December (Wednesday) |                    |                                          |

**Finals Week   6 – 12 December**

|                     |                    |                                           |
|---------------------|--------------------|-------------------------------------------|
| 6 December (Sunday) |                    | Resubmission of Comprehensive Assessments |
| 7 December (Monday) | <i>Class meets</i> | Conclusions and takeaways                 |

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