Revised Course Requirements

Over the last two weeks, since we got the news that we would be finishing the semester remotely, I have been thinking and rethinking how best to structure the second half of our seminar. We are going to do the best that we can to continue and bring to completion the research projects you began in February and March. Some expectations may no longer be reasonable for a variety of reasons. At the same time, developing intellectually, deepening our historical acumen and sharing our questions, reflections, and analyses with each other, as participants in an intellectual community, remain our fundamental objective. I am hoping we can maintain that academic objective while remaining flexible and making adjustments as needed.

Researching and writing a 20-plus-page research paper is a daunting undertaking under the best of circumstances! You certainly did not sign up for this seminar under the conditions that now define our daily lives. I want to honor and acknowledge not only the dramatic change in our circumstances, but also the fact that we are not all having the same experiences of the corona virus. Depending on sickness and health, family situation, geography, not to mention our different temperaments and coping strategies, we are going to get through these weeks and months in different ways.

Given those differences, I have designed two different pathways through the research seminar.

**Pathway one**: Continue with the seminar's work as previously outlined. 
Researching and writing a lengthy seminar paper might be a project you would welcome right now. Moreover, you might have fast enough internet service to be able to navigate the JDC archives from home...

Thus, “pathway one” would be reasonable to choose if the following conditions apply:
(1) if you are going to be able to access the JDC archives and other digital resources from home;
(2) if you have a work situation at home that is conducive to sustained concentration; and
(3) if you feel like continuing with this work would be “good for you” (however you would define what that means).

For those of you who choose this pathway, the schedule of assignments and due dates would be as follows:
April 6 (in class): the annotated bibliography
April 13 (in class): the proposal.
May 4 (by 9am): draft of one paper section.
May 11 (by 9am): draft of a second paper section.
May 18: final paper due to be sent as an email attachment.
**Pathway two:** Rather than writing a single substantial paper, if you choose this pathway you will produce the components that build toward a big paper without writing the big paper. I know from experience that, when it comes to writing a long paper, the whole is considerably more challenging to produce and is not the equivalent of the sum-of-its-parts.

It makes sense to choose this pathway for any number of reasons.

If you choose this pathway, then you would be producing the following written work for the following due dates:

- April 6: an annotated bibliography
- April 13: a topic proposal
- May 4: primary source analysis (5-7 pp.)
- May 11: second primary source analysis (5-7 pp.)
- May 18: historiographical essay (5-7 pp.) to be sent as an email attachment.

For all students, regardless of the chosen pathway, the following course requirements are the same:

**Honor Code:** You are expected to abide the Honor Code in executing all course assignments. If you are uncertain about how the Honor Code applies to your work in this class, please come speak to me.

**Attendance:** For the remaining six weeks, we will continue to meet on a weekly basis in groups and individually, via some form of video or audio software yet to be determined.

**Pass/Fail:** To receive a passing grade in this course, you need participate in all group discussions and individual discussions and turn in all the written assignments.
Research Assignment: Submit in class your ANNOTATED BIBLIOGRAPHY.

On the basis of the reading and research you have done thus far, your annotated bibliography should include:

- A brief topic statement for your research papers. What is the time period you will treat in your paper? What is the geographical focus of your paper? What are the questions you are interested in answering?
- An annotated bibliography of primary sources (AJJDC file nos. and other primary sources) and secondary sources (books, journal articles, and chapters from edited volumes). I am assuming that your bibliography consists overwhelmingly of sources that you have not yet read. Divide your bibliography into different subject areas pertaining to your broader research topic. For each topic area, and sometimes for individual sources, think about why you have decided to add it to your bibliography and how you might use each text. How does a given article or book have the potential to advance your thinking about your topic and research questions? If you haven't read the text yet (as is the case for most of your bibliographic entries), then ask yourself what you expect to find in the text that warranted its inclusion in your bibliography: "I'm looking for an account of x and hope to find it in y book." Be sure to ask me for help with formatting your bibliographic entries if you have any questions.
Week Seven (Apr. 13)  Research week

Research Assignment: Submit in class your Research Proposal.
Your research proposal should articulate what you intend to investigate, how you intend to conduct that investigation, and why your investigation is important. Proposals, which are normally a little under two single-spaced pages in length, should include the following:

- A provisional, working title for the paper.
- A description of your paper topic, keeping in mind that your paper needs to focus on a relatively discrete point or slice of the past in depth.
- A clear, if tentative, articulation of the central question or questions you hope to answer in relation to your paper topic. Given that your paper will need to have a thesis -- i.e., you will need to make an argument -- it is helpful to begin with questions that will generate, first, a research plan and, ultimately, a historical argument.
- An explanation of why your question(s) is(are) historically significant and how your research will help you to answer the questions you have posed. You should already have some basic knowledge of what other historians (or other scholars) have written about your topic (including any historical debates about your topic), and how your paper will enter into conversation with their work.
**Week Eight (Apr. 20)  Writing Diasporic Jewish History: An Exemplar**


*Research Assignment:* Advance your research, knowing that you will need to start writing very soon.

*Due in Class:* SWWA

**Week Nine (Apr. 27)  What is "Jewish History"?**


*Research Assignment:* Go back over your notes and reread everything you have written thus far. Mine the material you’ve generated.

Pathway one: Outline your paper draft.

Pathway two: Select your two sources for your primary source analyses

*Due in class:* SWWA
**Week Ten (May 4)  Writing Workshop I**

*No seminar reading*

*Research Assignment: Due before class.*
*Pathway one:* write a draft of a section of your paper and email it to me and to your workshop partners before class.
*or*
*Pathway two:* write a primary source analysis and email it to me and your workshop partners before class.

*Due in class:* Read carefully your writing partners' work and be prepared to discuss it and offer critiques and questions.

**Week Eleven (May 11)  Writing Workshop II**

*No seminar reading*

*Research Assignment: Due before class.*
*Pathway one:* write a draft of a second section of your paper and email it to me and to your workshop partners before class.
*or*
*Pathway two:* write a second primary source analysis and email it to me and your workshop partners before class.

*Due in class:* As you did last week, read carefully your writing partners' work.

**Final Research Papers or Historiographical Essays are due Monday, May 18 by email attachment.**