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Spring 2-1-2017

AAS 415.01B: The Black Radical Tradition

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AAS/HSTA 415

The Black Radical Tradition

Spring 2017

Tuesdays and Thursdays

9:30-10:50 a.m.

250 Liberal Arts

an upper-division writing course

Please note that this syllabus is subject to change if necessary.

Instructor's contact information:

[Professor Gillian Glaes](#)

History & African-American Studies

University of Montana-Missoula

Email: gillian.glaes@mso.umt.edu
Phone: Please text me at 406-624-9571.
Office: 259 Liberal Arts Building (history department wing/second floor)

- *Please maintain a professional demeanor in all interactions, including on email.*
- *Please remember to include the course number and title in your email subject line.*
- *Per UM-Missoula policy, students are required to communicate with professors via their UM email accounts. Please use your official UM email account in all correspondence.*

Office hours:

Tuesdays and Thursdays, 2:00-3:00 p.m. in 259 Liberal Arts and by appointment

- *If you cannot meet with me during my office hours, please let me know and we can schedule an appointment.*

Methods of communicating with students:

- Moodle, email, in- class time, meetings, and phone
- The course syllabus: I also assume that you have read and understood the course syllabus.
- There is a Twitter hashtag for the class: aas415. You can use it to Tweet relevant and class-appropriate news items to the course Moodle page so that other students can view them. Remember to maintain a professional demeanor on Twitter as we'll all be able to see what you Tweet using this hashtag.

Course overview:

Welcome to AAS/HSTA 415: The Black Radical Tradition. This upper-division writing course (UDW) takes a global approach, looking at the history of black resistance to oppression and injustice throughout the world. We will begin with an investigation of slave revolts through the lens of the Saint Domingue slave revolt, which created Haiti, the first free black republic in the western hemisphere in 1804. From there, we will evaluate abolitionism globally and then move to the US Civil War and Reconstruction. By the

turn of the twentieth century, we see the emergence of key figures such as WEB DuBois and Marcus Garvey, whose work shaped the twentieth-century Pan-African nationalist and Civil Rights movements. Throughout the twentieth century, we'll investigate black opposition to segregation and apartheid in the US and South Africa, respectively, while also exploring anti-colonial movements in Sub-Saharan Africa as an important example of black challenges to the established global order. As we complete the course, we'll look at the US Civil Rights Movement from a variety of perspective while also evaluating the contemporary Black Lives Matter movement as well as the global struggle over refugees and migrants' rights.

Course objectives and learning outcomes:

This course will assist you in understanding:

- the Black Radical Tradition from a global perspective
- key figures in the global struggle against oppression, from Britain to South Africa
- various approaches to challenging the status quo, from non-violent civil disobedience to revolution
- the contributions of the US to the Black Radical Tradition within a global context
- the various types of movements and their impact
- how current movements are shaped by past contributions

As an upper-division writing course, this class will also provide you with the opportunity to develop, research, and write a 20-page research paper on a topic related to the black radical tradition in global perspective.

Expectations for student conduct:

Remember to maintain a friendly, open, and professional demeanor while in class. To nurture your rapport with others in the class, remember to:

- maintain a collegial and a professional demeanor throughout the semester (please do not serve as a distraction to others and their learning)
- come to class on time, participate actively, and pay attention
- refrain from using laptops and tablets for anything other than note-taking (when using laptops & other electronic devices for academic purposes, you must follow all UM policies)
- refrain from eating in class (non-alcoholic drinks in closed containers are okay – if you spill them, though, please clean them up)
- avoid side-bar conversations during class
- avoid texting in class (I will mark you absent for doing so)
- avoid sleeping in class (I will mark you absent for doing so)
- treat yourself, your fellow students, and the instructor with respect.

UM's [Student Code of Conduct](#) governs student behavior on and beyond campus. Please see especially the section VI on General Conduct.

Technical Support

UMOnline contact information for technological issues:

Having trouble with Moodle? Unable to post or log in? Can't submit assignments?

Avoid waiting until the last minute to [contact UM Online's Help Desk](#) or me. If you are experiencing technical difficulties and need immediate assistance, contact [UMOnline](#):

Email: umonline-help@umontana.edu
Phone: **406.243.4999 or 866.225.1641 (toll-free)**
Web: [UM Online Technical Support](#)

[Note: Firefox is the preferred internet browser for Moodle. For more information go to UMOline.](#)

Academic honesty & academic integrity:

Issues with academic integrity, plagiarism, and/or cheating will be addressed according to the University of Montana-Missoula's [Student Conduct Code](#) and, specifically, its policies regarding academic misconduct.

The Academic Misconduct policy within the [Student Conduct Code](#) defines misconduct as plagiarism, misconduct during an academic exercise, unauthorized possession or examination of course material, tampering with course materials, submitting false information, submitting work previously presented in another course, improperly influencing conduct, submitting or arranging substitution for a student during an examination or other academic exercise, facilitating academic misconduct, or altering academic documentation (transcripts, etc.).

I assume that you have read and understand these policies. I also assume that you will abide by them and conduct yourself in an ethical manner throughout the semester. Instances of academic misconduct will be dealt with swiftly and in accordance with UM's policies. If you have any questions, please contact me.

Accessibility and accommodations:

The course materials, interactions, and policies are intended to accommodate all students. The University of Montana assures equal access to instruction by supporting collaboration between students with disabilities, instructors, and Disability Services for Students. If you have a disability that requires an accommodation, please contact me during the first week of the semester so that proper accommodations can be provided. For further information or if you feel that you have a disability for which you need accommodation, please contact:

[Disability Services for Students \(DSS\)](#)

Lommasson Center, 154
The University of Montana
Missoula, MT 59812

Voice/text: (406) 243-2243
Fax: (406) 243-5330
Email: dss@umontana.edu
[Disability Services for Students](#)

Required texts: (available for purchase at and through [The Bookstore at UM](#))

- Kate Turabian, *A Manual for Writers . . .* (8th edition)
- Dubois and Garrigus, *Slave Revolts in the Caribbean: A Brief History with Documents*
- WEB DuBois, *Soul of Black Folks*
- Malcom X, *Autobiography of Malcolm X*
- Mary Dudziak, *Cold War Civil Rights*

Assignments:

Attendance, participation, leading discussion, and peer review participation (10%) (In a seminar-style research seminar course, attendance and participation are vital, as is constructive and consistent participation. More than one absence will earn a failing grade in the attendance category.)

In class participation will be graded on the following scale:

9-10 = Student participates in class discussion without prompting and demonstrates a familiarity with the assigned materials.

7-8 = Student demonstrates familiarity with assigned materials, but only participates when called upon.

6 = Student participates in class discussion without prompting, but demonstrates little or no familiarity with assigned materials.

5 = Student rarely participates in class discussion.

0-4 = Student does not participate in class discussions and demonstrates little or no familiarity with assigned materials.

Leadership of a Tuesday discussion a minimum of one time. Please submit 5-7 questions based on the assigned reading to me via email by Sunday by 5:00 p.m. for the Tuesday discussion. You will then be responsible for leading the class discussion that day. In some cases, there may be 2 discussion leaders – you can work together to write questions, submit them (in one email) and lead discussion.

Here are [helpful guidelines](#) on how to lead a class discussion.

Each discussion facilitator will be evaluated on the following scale:

9-10 = **Questions:** discussion leader or leaders have provided questions that lead the class to understand the significance of the readings beyond the textbook. **Planning:** discussion is well planned demonstrating critical thinking about the assigned materials. **Content:** discussion questions require analysis from the class rather than summary. **Form:** moderators speak clearly, express enthusiasm for the subject, and elicit active participation from the class. All discussion leaders are on time and ready to lead discussion at the start of class.

8 = Discussion was deficient in one of the four areas: questions, planning, content, and form.

7 = Discussion was deficient in two of the four areas: questions, planning, content, and form.

6 = Discussion was deficient in three of the four areas: questions, planning, content, and form.

0-5 = Discussion was deficient in all of the four areas: questions, planning, content, and form.

NOTE: Failure to submit questions on time and/or to arrive unprepared to lead discussion could result in a grade of “zero” for the entire class.

Weekly journal entries in a notebook or a Word/Google Docs file (10%) on the topical readings assigned for each Tuesday (one entry per week on the topical assigned readings: i.e., South Africa, apartheid, etc.) **(collected week 6/Thursday, March 2 & week 12/Tuesday, April 11)**

NOTE: Please make sure that you complete your entries in a timely manner and in advance of each Tuesday class meeting on that week’s topical readings. If I sense that students are not completing the journal entries on time – i.e., that there is a lack of preparation for the class discussion of the readings each Tuesday – I reserve the right to shift to online Moodle forum entries, reading quizzes, etc.

Research paper and accompanying assignments: overview and breakdown

Your research paper – on an original topic with a focus on an element of the Black Radical Tradition in the US or internationally – will be:

- at least 20 pages long (6000 words of text -- endnotes, the bibliography, and other materials do not count toward your page requirements)
- double-spaced in 12-point Times New Roman font
- formatted PERFECTLY according to Kate Turabian's guidelines in *A Manual for Writers*.
- You will be required to use endnotes in order to separate out the text of your paper from your citations. The essay will not exceed 30 pages of text.
- Your topic will focus on an element of the Black Radical Tradition from a historical perspective, whether in the US or elsewhere in the world.

In your research and writing, you will focus on primary sources while using secondary literature to provide the historical context and to position your contribution as original in the field of history and the sub-discipline in which you are working this semester. Throughout the semester, you will construct an original argument using various types of historical analysis, sources, and approaches. You could, for example, write a social history or a political history, use oral history, incorporate gender or social class, or take an interdisciplinary approach by using literary theory, media analysis, anthropology, demography, sociology or other means of analysis. With this project, you could assess, for example, a particular historical event, development, trend, person, group, or place. *Please keep in mind, though, that your paper must have some sort of connection to the Black Radical Tradition in the US or elsewhere in the world.* The paper must be analytical in focus (meaning, it can't simply focus on telling a story or describing an event or a person).

Preliminary writing assignments in support of the final paper, each graded on a 10-point scale (15%) (For most of these assignments, please upload a copy to Moodle AND bring a paper copy to class unless otherwise indicated.)

*Posts due to Moodle forums as directed throughout the course plan

*Typed list of 5 (minimum) potential research topics (due Thursday, February, 9: upload to Moodle and bring a paper copy to class)

*Handout exploring historical sources and methodology (due Thursday, February 9) (Please bring this completed worksheet to class. You do not need to upload a copy to Moodle.)

*a well-written 1-page statement about your research topic (Wednesday 2/22: upload to Moodle and bring to class)

*a prepared lead commentary on another student's second draft (please upload your commentary to Moodle prior to your time slot and bring a paper copy to work from when presenting your critique) (during the peer review of draft #2)

5-page Research Proposal & 2+Page Annotated Bibliography (10%) (Friday, March 10 by 5 p.m. to Moodle)

Introduction and thorough outline (5%) due **Wednesday, 3/15 at noon** at noon to Moodle in preparation for in-class review

Rough drafts #1 & #2 (15%) due to my email address (gillian.glaes@mso.umt.edu) as a Google Doc (due dates and instructions are below)

Draft #1 will be 10 pages due Monday March 27 and will include an introduction, a main body, and a conclusion. You must show engagement with the primary and secondary sources that you included in your annotated bibliography. You are also required to use the endnotes in the Chicago/Turabian format. For more information, see Turabian, *A Manual for Writers*, especially Part II, chapters 15-19. We will review draft #1 in class on Thursday, March 30.

Draft #2 will be 15 pages due starting week 13 for the all-class peer review and will include an introduction, a main body, and a conclusion. Please include a draft of your bibliography with each draft. NOTE: The bibliography is not part of the page count.

Final draft (35%) (due Friday, May 12 by 10:00 a.m. to the course Moodle page.) (a minimum of 20 pages, perfectly formatted with Turabian, including endnotes, a bibliography, and a Turabian-formatted title page – please consult the final draft checklist before submitting your final draft)

COURSE PLAN:

Week 1: Introduction: The Black Radical Tradition and the Research & Writing Process

T 1/24: course introduction and overview: The Black Radical Tradition

Th 1/26: writing/discussion: selecting a topic and beginning the research process

Assignment:

- Begin developing your research paper topic
- Work on finding primary and secondary sources for your topic

Week 2: Slave Revolts in global perspective: Saint Domingue Slave Revolt & research presentation at the Mansfield Library

T 1/31: The Saint Domingue slave revolt and slave revolts in the Caribbean

Discussion leader(s):

Assignment:

Complete journal entry

Dubois and Garrigus, *Slave Revolts in the Caribbean: A Brief History with Documents*

Moodle:

William G. Martin, "Global Movements before Globalization: Black Movements before World Historical Movements"

R.D.G. Kelley, *Freedom Dreams: The Black Radical Imagination* (excerpt)

Th 2/2: Research resources: a presentation with Susanne Caro/Mansfield Library

NOTE: Today, we will meet in the Buckhous Room of the Mansfield Library.

Assignment:

Turabian, *A Manual for Writers*

Chapter 1: What Research Is and How Researchers Think about It
Chapter 2: Moving from a Topic to a Question to a Working Hypothesis
Chapter 3: Finding Useful Sources
Chapter 4: Engaging Sources

Week 3: Abolitionism in global perspective & framing research questions & conducting research

T 2/7: Abolitionism in global perspective

Discussion leader(s):

Assignment:

Complete journal entry

Moodle:

Manisha Sinha, "To 'Cast Just Obliquely' on Oppressors: Black Radicalism in the Age of Revolution"

Excerpt from Olaudah Equiano's autobiography

Excerpt from Venture Smith's autobiography

Frederick Douglass, "What to a slave is the Fourth of July?"

Th 2/9: Framing research questions, conducting research, using methodologies, and conducting research

Reading assignment:

Moodle:

Article 1: Kathleen Keller, "On the Fringes of the 'Civilizing Mission'"

Article 2: Jennifer Anne Boittin, et al., "Hierarchies of Race and Gender in the French Colonial Empire"

Example student paper: "From Appomattox to Apartheid: Education in the United States and South Africa"

Written assignments:

- Please complete the handout on the example articles for this week and bring it to class.
- Bring a typed list of 5 (minimum) potential research topics and upload this document to Moodle.

Part 1: Discussion of sources, methodologies, research questions, and digital resources such as Zotero, Endnote, etc. Please be prepared to thoroughly discuss each of the articles provided on Moodle.

Tip: it's a good idea to use a program such as [Zotero](#) or Microsoft's Endnote early on in the research process to keep track of your citations and sources. You can also take notes on your sources in these research tools.

Part 2: Discussion of student research topics

Week 4: The US Civil War Era & Reconstruction & workshop with the UM Writing Center

T 2/14: The US Civil War and Reconstruction

Discussion leader(s):

Assignment:

Complete journal entry

Moodle: Stephen Camp, *Closer to Freedom*: Ch. 4

Elliot West, "Reconstructing Race"

Th 2/16: Workshop with UM's Writing Center

Assignment:

Please review your progress on your research project so far. Be ready to discuss your research and your writing. Come prepared to ask questions.

Week 5: Turn of the century: W.E.B. Dubois and Marcus Garvey & writing the research proposal & annotated bibliography

T 2/21: WEB DuBois and Marcus Garvey

Discussion leader(s):

Assignment:

Complete journal entry

W.E.B. DuBois, *The Soul of Black Folk*

Moodle:

Claudius Fergus, "From Prophecy to Policy: Marcus Garvey and the Evolution of Pan-African Citizenship"

Select, analyze, and be ready to discuss a poem by Marcus Garvey. (link available on Moodle)

NOTE: Distribution of small group assignments for the preliminary research statements

W 2/22: 1-page statement about your research topic, sources, and argument due to Moodle by noon (for Thursday's class: see assignment below under TH 2/23)

Th 2/23: writing the research proposal and annotated bibliography & presentation of preliminary research statements

Written assignment:

- Please write a coherent 1-page statement about your research topic, including the sources you've identified so far and the argument that you're developing. This assignment is due by **Wednesday, February 22** at noon so that other students in your small group can read about your topic in preparation to provide feedback. Please also bring a paper copy to class so that you can discuss it and your project overall with the class.
- Start thinking about your 5-page research proposal and your 2-page annotated bibliography, which are due Friday, March 10 to Moodle. See the resources available on Moodle for assistance.

Week 6: Pan-African nationalism & individual meetings on research projects

T 2/28: Pan-African Nationalism

Discussion leader(s):

Assignment:

Complete journal entry

Moodle:

Brent Edward Hayes, *The Practice of Diaspora* (excerpt)

Kwame Nantambu, "Pan-Africanism versus Pan-African Nationalism: An Afrocentric Analysis"

Hakim Adi, "Pan-Africanism and West African Nationalism in Britain"

The poetry of Leopold Senghor

End of class: Please sign up for week 6 individual consultations, which are scheduled from 8:00 a.m. to 11:00 a.m. on TH 3/2 in my office (Liberal Arts 259).

Th 3/2: individual meetings: research projects (8 a.m. – 11:00 a.m.) (Liberal Arts 259)

Assignment:

Journal submission #1 (please have your journal ready to submit during our meeting)

Work on your 5-page research proposal and 2-page annotated bibliography, which is due by **Friday, March 10 to Moodle.**

Week 7: Anti-colonial movements & decolonization & writing & citing draft #1

T 3/7: Anti-colonial movements

Discussion leader(s):

Assignment:

Complete journal entry

Moodle:

Albert Memmi, *Decolonization and the Decolonized* (excerpt)

Franz Fanon, *The Wretched of the Earth* (excerpt)

“Freedom! Freedom! Freedom!”

Nkrumah on Pan-Africanism as an answer to neocolonialism

Th 3/9: Writing and Citing Draft #1

- Discussion of the writing process: best practices for drafting your paper
- Writing an introduction and writing an outline: from thesis statement to draft #1
- Citation boot camp

Assigned reading:

Turabian Ch. 7: Drafting your Report

Chps. 15-19: Citations (Make sure you spend time reviewing these chapters.)

Written assignment:

5-page research proposal and 2-page annotated bibliography

- Your 5-page research proposal and 2-page annotated bibliography is due by **Friday, March 10 to Moodle** by 5:00 p.m.

Week 8: The anti-apartheid movement & review of introductions/outlines

T 3/14: The anti-apartheid movement

Discussion leader(s):

Assignment:

Complete journal entry

Moodle:

Peter Walsh, *The Rise of African Nationalism in South Africa* (Ch. 1)

Nelson Mandela, “No Easy Walk to Freedom” (1953)

Stephen Biko Explains ‘Black Consciousness’, 1971

“The African National Congress (ANC) Adopts a Policy of Violence” (1961)

The Rebellion Begins, South Africa, June 1976

NOTE: Distribution of small group assignments for introduction/outline review.

W 3/15: Please post your introduction and the outline of your paper to the respective Moodle forum by **Wednesday, 3/15 at noon** so that students can review them before coming to class on Thursday.

Th 3/16: introduction and outline: in-class small-group critique

Assignment:

Part 1: Crafting an introduction and outlining your paper

Part 2: Presentations & discussion of introductions and outlines by students in small groups.

Assigned reading:

- Turabian, Ch. 9: Revising your draft
- Find an introduction to a scholarly article or book that you like and post it to Moodle as text, a photo or screen shot, or a document. Please review the introductions that other students have posted.

Written assignment: introduction and outline

- Please post your introduction and the outline of your paper to the respective Moodle forum by **Wednesday, 3/15 at noon** so that students can review them before coming to class on Thursday.

Presentation of your introduction and outline:

- Be prepared to discuss your introduction and your outline for 5-7 minutes and then receive feedback from your group.

Feedback/critique for your fellow students:

- Please read your classmates' introductions and outlines for your small group on the Moodle forum prior to coming to class on Thursday. Be prepared to provide constructive feedback, including strengths and areas of improvement. Remember to read them as judiciously as you would like yours read.

Distribution of peer review worksheets for draft #1

FIRST DRAFT REMINDER: The first draft of your essay is due to my email account (gillian.glaes@mso.umt.edu) as a Google Doc by Monday, March 27 by noon so that members of your small group can read your draft and comment on it by the start of class on Thursday.

NOTE: Distribution of peer review #1 group assignments

Week 9: HAPPY SPRING BREAK! (Monday, March 20-Friday, March 24)

Week 10: US Civil Rights Movement: part 1 & Peer Review/Draft #1

M 3/27: **Draft #1** due to my email account [gillian.glaes@mso.umt.edu] as a GOOGLE DOC by Monday, March 27 at noon and will be a minimum of 10 pages, including introduction and conclusion. I will make the drafts available as links on the course Moodle page. See below for further details.

T 3/28 US Civil Rights Movement, Part 1: civil disobedience

Discussion leader(s):

Assignment:

Complete journal entry

Mary Dudziak, *Cold War Civil Rights* (chapters 1 & 2)

Begin Malcom X, *The Autobiography of Malcolm X*

Moodle:

Brett Parker, "Civil Disobedience: A Necessary Freedom"

Martin Luther King, Jr., "Letter from a Birmingham Jail"

Th 3/30: draft #1: peer review (minimum 10 pages, including introduction and conclusion)

Assigned reading:

Turabian, Ch. 11: Revising Sentences & Ch. 12: Learning from Your Returned Paper

To do:

The first draft of your essay is due to my email account (gillian.glaes@mso.umt.edu) as a Google Doc by Monday, March 27 by noon so that members of your small group can read your draft and comment on it by Thursday.

The peer review will work in a small-group, round-robin format, with each person in the group receiving feedback from the other group members on their draft. The peer review groups will be assigned ahead of time and you will read your fellow group member's papers ahead of time and provide feedback via a worksheet and small-group conversation.

You should plan to spend the entire class period on the peer review, allotting 20-25 minutes per paper depending on the size of your group (the class is 80 minutes long).

Week 11: US Civil Rights Movement: part 2 & Research/Writing Day

T 4/4: the US Civil Rights Movement, part 2: Malcolm X and Angela Davis

Discussion leader(s):**Assignment:**

Complete journal entry

Dudziak, *Cold War Civil Rights* (chapters 3 & 4)

Finish Malcolm X, *The Autobiography of Malcolm X*

Moodle:

Angela Davis, *Women, Race, and Class*: Ch. 13

Th 4/6: writing/research day

Assignment:

Use this time to continue your research and to work on your draft. Think about and incorporate the feedback that you received on draft #1.

Week 12: The Black Panthers & the Black Radical Tradition & Research/Writing Day

T 4/11: The Black Panthers

Discussion leader(s):**Assignment:**

Complete journal entry

Dudziak, *Cold War Civil Rights* (chapters 5 & 6)

Moodle:

P. S. Foner, *The Black Panthers Speak* (excerpt)

J.O.G. Ogbar, *Black Power: Radical Politics and African American Identity* (excerpt)

Black Panther Party Platform (1966)

“Surviving Solitary” (the story of Albert Woodfox from *The New Yorker*)

Journal collection #2 (please have your journal ready to turn in during class)

Th 4/13: research/writing day; optional meeting with instructor

Assignment:

Use this time to continue your research and to work on your draft. I will be available in my office until 11:00 a.m. for an optional meeting with students. Please contact me to schedule an appointment.

Week 13: The Contemporary Context: From Black Lives Matter to the Refugee Crisis in Europe & Peer Review/Draft #2/Round #1

M 4/17: DRAFTS DUE FOR PEER REVIEW #2/ROUND 1 (to my email address

at gillian.glaes@mso.umt.edu by noon as a Google Doc)

(The drafts will be posted to Moodle as Google Doc links so that all students can review them and prepare to comment on them. Lead commentators will also access the drafts in this manner.)

T 4/18: Black Lives Matter & the Global Refugee Crisis

Discussion leader(s):

Assignment:

Complete your final journal entry

Moodle:

Darrius D. Hills and Tommy J. Curry, “Cries of the Unheard: State Violence, Black Bodies, and Martin Luther King’s Black Power”

Marcia Chatelain and Kaavya Asoka, “Women and Black Lives Matter” (an interview)

Dominic Thomas, “Fortress Europe: Identity, Race, and Surveillance”

Th 4/20: all-class peer review: draft #2/round 1 (minimum 15 pages, including introduction and conclusion)

Paper:

Commentator:

Paper:

Commentator:

Paper:

Commentator:

FRI 4/14: DRAFTS DUE FOR PEER REVIEW #2/ROUND 2 (to my email address

at gillian.glaes@mso.umt.edu by noon as a Google Doc) (posted as a Google Doc link to Moodle)

Week 14: Peer Review/Draft #2

M 4/24: DRAFTS DUE FOR PEER REVIEW #2/ROUND 3 (to my email address

at gillian.glaes@mso.umt.edu by noon as a Google Doc) (posted as a Google Doc link to Moodle)

T 4/25: all-class peer review: draft #2/round 2 (minimum 15 pages, including introduction and conclusion)

Paper: *Commentator:*

Paper: *Commentator:*

Paper: *Commentator:*

Th 4/27: all-class peer review: draft #2/round 3 (minimum 15 pages, including introduction and conclusion)

Paper: *Commentator:*

Paper: *Commentator:*

Paper: *Commentator:*

FRI 4/21: DRAFTS DUE FOR PEER REVIEW #2/ROUND 4 (to my email address at gillian.glaes@mso.umt.edu by noon as a Google Doc) (posted as a Google Doc link to Moodle)

Week 15: Peer Review/Draft #2

M 5/1: DRAFTS DUE FOR PEER REVIEW #2/ROUND 5 (to my email address at gillian.glaes@mso.umt.edu by noon as a Google Doc) (posted as a Google Doc link to Moodle)

T 5/2: all-class peer review: draft #2/round 4 (minimum 15 pages, including introduction and conclusion)

Paper: *Commentator:*

Paper: *Commentator:*

Paper: *Commentator:*

Th 5/4: all-class peer review/round 5 (minimum 15 pages, including introduction and conclusion)

Paper: *Commentator:*

Paper: *Commentator:*

Paper: *Commentator:*

FINALS WEEK:

The final draft of your paper (minimum of 20 pages, including introduction and conclusion – the bibliography does not count as text pages; maximum: 30 pages excluding notes and bibliography) is due **Friday, May 12** by 10:00 a.m. to Moodle in accordance with UM's final exam schedule.

Please review the final draft checklist prior to submitting your final draft. See the assignment on Moodle for more details.

Make sure to submit the peer review worksheets that you received from other students to me prior to the end of the semester.