

*Designed by Emily Graham for a graduate-level colloquium.*

*Level-Specific Learning Outcome: Student demonstrates ability to locate and utilize range of secondary materials, recognize and critique abstract themes / major problems (historiography/ methodology). Student also strengthens ability to prioritize information in order to write for varying audiences.*

*Writing Assignment #1a (low stakes): Practice critical reading and recognition of specific methodologies/critical approaches by making a visual representation of the development of a set topic in the historiography, including symbols denoting major scholars and works, major debates, introduction of new ideas/methods. This can be a diagram, outline or any other detailed format expressing complex connections.*

*Writing Assignment #2 (High Stakes):*

Now that you have familiarized yourselves with the historiography of the trans-Atlantic slave trade, identify a major 'problem' in studying it, and trace its route through the historiography in detail, assessing argument, methodology and theoretical approaches as appropriate. Paper with footnotes, 8-10 pages.

*Writing Assignment #1b (low stakes/alternative): Imagine that you are working on a new museum exhibit on trans-Atlantic slave trade, and there will be several terminals set up to give exhibit users access to this database. Use the 'problem' you have identified in the historiography to design a 5-minute talk for patrons of the exhibit, giving them a more in-depth perspective on that topic and using evidence from the database. Write three versions, aimed at the museum docents, adult patrons, and an elementary school class.*