Historiography and Historical Methods

The goal of this course is to introduce you to historiography at the graduate level. Historiography often includes the history of historical thought as well as the philosophy of history, methodology, social and literary theory and the ethics of historical engagement. Our focus in this class will be academic history and its theoretical underpinnings. The purpose of this course is to help you improve your ability to analyze the writings of historians and other authors by introducing you to the methods and ideas that influence those writings. You will work on your skills as critical thinkers and as effective writers.

Much of what you read in this course will be difficult and sometimes frustrating. You will be asked to read challenging works that have assumptions about historical writing that are unfamiliar to you. This is part of the joy of graduate school. By working through these texts and those of the historians they influence, you will learn transferable skills as well as engage in the same debates in which your professors are currently writing. Do not be afraid to ask questions and expect ambiguous answers.

Note: You should keep all of the material for this class in case you decide to do an exam field in this subject. This material will not be available after the class ends. I recommend putting the readings on a flash drive if you do not print it out.

Learning Objectives: By the end of the course, you should be able to:
• Identify major schools of historical thought and the key historical questions historians ask
• Understand why and how historians disagree
• Develop a consciousness of how and why you find certain schools of thought compelling and others less so
• Analyze any secondary text by identifying the author’s argument, major theoretical underpinnings, use of primary sources (evidence) and contributions to the field
• Write cogently and concisely about historical works and place those works within the major historiographical debates of the topic.
• Write a historiographical essay

Course Readings: In addition to the following monographs, you will read several shorter works that are available either online or on blackboard.

Required Texts:

Tamm, Marek and Peter Burke, (ed) Debating New Approaches to History
Trouillot, Michel-Rolph, Silencing the Past
Ginzburg, Carlo, The Cheese and the Worms
Maza, Sara, Thinking about History
Thompson, E. P., The Making of the English Working Class
McNeil, John Roberts, Mosquito Empires
Foucault, Michele, Discipline and Punish
Marx, Karl, The German Ideology, part I (available online)

Recommended Text:

Green, Anna and Kathleen Troup, The Houses of History, 2nd edition. While this text is not required, it does a good job introducing the nuts and bolts of various historical schools of thought and is a good reference text.

TECHNOLOGY:
The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer’s capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class.

**Office Hours:**

I am available during office hours to meet with about the course. The office hours on the syllabus are the best times to meet with me; however, if you are unavailable during those times, please contact the history office (417-836-5511) and Glena will make an appointment. I will send you a zoom code a few minutes before the scheduled meeting. If you plan to drop in during my office hours, email me and I will send you a code at that time.

**Assignments:** There will be several writing assignments in this course. Writing is one of the most important skills a historian learns. You need to learn to write quickly, precisely and analytically. Please see the assignment sheet for more details.

Your writing assignments will consist of:

1. Three mini-historiographical reviews that will also serve as practice for your comprehensive exams
2. A final project in which you will pursue in greater depth one of the historical schools discussed in *Debating New Approaches to History*
3. Consistent participation on the Discussion Board.

I will post more information and grading rubrics on the assignment page of Blackboard in advance of these due dates.

Please consider these assignments to be professional obligations. They should be proofed and written as if you were speaking with colleagues. While the discussion boards are less formal and interactive, they also need to follow professional protocols included proper citations.
You will hand in all assignments via blackboard and you will receive feedback and your grades that way as well.

Class Discussion and Participation:

Historians also need to learn how to engage others in a professional manner. Class discussion is critical, and the discussion boards are critical for learning how to engage your colleagues. You must participate in class and the discussion board, ask good questions and offer reasoned arguments. Good historians must learn to think on their feet, so to speak and challenge one another to think even more deeply about historical issues. It is in the seminar that you will learn these skills. For this reason, class discussion is an important part of your grade.

Unlike undergraduate classes, you will not receive an A in class discussion or the discussion board simply by showing up and talking/contributing. I will base your class participation grade on the quality of your participation—see attached rubric. I will divide your participation points into three sections to give you feedback and afford to you the opportunity to improve. First and foremost, your discussion must show a careful reading of the material and an attempt to engage the complexities of the ideas.

Class Discussion and Civil Discourse on the Discussion Board:

1. There is nothing wrong with disagreeing with another member of the class or even the professor but be polite and be ready to provide evidence for your argument.
2. Conversely, if the professor or another student disagrees with you, listen to that person’s point of view. In an academic setting, disagreement is expected and beneficial.
3. Always address the idea not the person. Personal attacks do not create civil discourse.
4. Avoid labeling and dismissing. Calling an idea “politically correct,” “sexist,” or “racist” does not address the complexity of the idea. Think about why
you believe the idea reinforces certain privileges and hierarchies and
discuss with the class why you think as you do.
5. You will probably be offended at some point in this class. Think about why
an idea offends you. If it is because that idea demeans you or another
group of people simply because of who you or they are, the statement is
inappropriate and unprofessional. If it because the idea is offensive
because it challenges the way you think about the world, your political
beliefs or even moral sense, that is what happens when you encounter
people whose ideas are different than your own. Intellectual diversity is not
offensive but necessary; demeaning others because of who they are is
inappropriate and bigoted.
6. Do not worry about being “wrong.” As long as you are prepared and
respectful, your comments and questions are always welcome.
7. Never claim that your idea is “just my opinion.” That is not good enough in
a college classroom. I expect you to make arguments and be ready to
defend those arguments.

**Evaluation**: I will determine your grade by the number of points you accumulate.
I use the plus/minus system of grading.

I will determine your grade by the number of points you receive on your
assignments. I do not always use blackboard for grading, so you are responsible
for keeping a running tab of the points you have earned.

1,000-930........A
929-900........A-
899-870.........B+
869-830........B
829-800.........B-
799-770.........C+
769-730..........C
729-700.........C-
699-670.........D+
669-600..........D
599-0..........F
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date (except when noted all papers are due by 11:59 pm on the date noted)</th>
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<tr>
<td>Class Discussion</td>
<td>200 pts (50/50/100)</td>
<td>After Week 4/10/Finals Week</td>
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<tr>
<td>Discussion Board</td>
<td>100 pts</td>
<td>Original Posts are due Friday by noon and comments are due Monday at noon.</td>
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<tr>
<td>First Paper</td>
<td>100 pts</td>
<td>September 18 (Friday)</td>
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<td>Second Paper</td>
<td>100 pts</td>
<td>October 16 (Friday)</td>
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<tr>
<td>Third Paper</td>
<td>200 pts</td>
<td>November 30 (Monday)</td>
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<tr>
<td>Final Project</td>
<td>300 pts</td>
<td>December 9 (Wednesday)</td>
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I accept late papers at my discretion, and I penalize them ten percent per day late unless you can provide evidence of a university approved excuse. Please also be aware that you must complete all of the assignments to pass the course.

**Attendance:**

Attendance is mandatory. Students who miss more than one class without an acceptable, University recognized excuse will lose one letter grade per class missed. If you have a conflict with a class, please contact me. I understand that you have obligations other than this class, but to learn the material, you must commit to being at your computer for the entire class. Students who continuously walk away from their computers will not receive full credit for participation in that class. Please ask family members to respect your time in class. Again, I understand that children and pets do not always understand those
rules. If you need a minute, take one but try to stay as focused as possible during class. I will include one 15-minute break.

**Extended absences:**

As most of you know prolonged illnesses such as the present challenges for all of us. Cooperation, honesty and advanced planning are necessary to allow you to complete the class should you have a prolonged illness. To guarantee the smooth functioning of this course and you to finish the class should you become ill or have an extended emergency, I have instituted the following policies. These policies may be changed if necessary.

1. You are responsible for informing me that you will need to miss class as soon as you are able, you are able but before you return to class and before the assignment, you miss is due. Waiting until the end of the semester or even until you return to class to tell me you were sick is not adequate. To arrange make-up work, I need to know as soon as possible that you will be missing several classes, exams or paper deadlines.

2. Students who miss more than one week of class because of an excused absence will be given the option of make-up work the nature of which will be determined by me. This make-up work will generally consist of brief written assignments.

3. Since I determine part of your grade through in class work, students who miss several classes because of an extended illness may be given additionally written work based on additional readings decided by me.

4. In extreme instances, I may agree to drop an assignment and redistribute points.

5. If I get sick, I will notify you via email and post instructions on the web. If I miss more than a day of class, I will post an assignment on the web to make-up for the classes you will miss.

**COVID:**
6. Students are responsible for self-reporting COVID and other illnesses. If you have been exposed to COVID or have symptoms of COVID, stay home. Since this class is over zoom, you may be able to continue to participate depending on your situation and symptoms. All extended absences require a doctor’s excuse. You may also wish to contact the Dean of Students who can help you contact your faculty.

7. Should you test positive for COVID or believe that you have been exposed to COVID, make sure to follow the guidelines the University has provided: https://www.missouristate.edu/Coronavirus/default.htm?rel=20200810T1341

Incompletes:

You must complete all of the assignments to pass this class. I will only give you an incomplete only if you meet the University criteria for receiving one. This criterion does not include simply forgetting to do an assignment or getting too busy. Incompletes are only appropriate for students who miss a couple weeks of class or an assignment or two due to something out of their control. They are not meant for students who miss a substantial part of the class. That said, if you do fall behind or have something catastrophic happen during the semester please speak with me and we will discuss your options.

Email Policy

Email is an excellent way to communicate with me, and I prefer it to the phone. Remember a few rules of courtesy when you email your professors. I usually answer my emails from 9-3 and occasionally during the evening or weekend. Evenings and weekends are family time, so please be patient if you email during those times. I may also be answering your email on my phone during those times, so my answers may be brief.

1. Use the appropriate salutation. Hey Prof, hey you and my first name do not convey the professionalism on which you will depend to succeed both at MSU and in an extremely competitive job market. Always refer to your
faculty as Professor or Dr.; do not use their first name, Mr., Ms., Mrs. or Miss unless a faculty member explicitly instructs you to do so.

2. Be concise, but make sure you provide all of the necessary information for me to answer your question.

3. If you are angry or frustrated when you email, think carefully before you send the email. It is always better to wait a few hours before sending an email than to write something out of anger that is now on permanent record. Also remember that inappropriate email behavior is disruptive and can get you dropped from the course or even the program.

4. Federal privacy laws forbid me from discussing grades and performance with anyone other than you. For this reason, I do not send grades via email nor will I extensively discuss comments via email. You may schedule a meeting with me (via zoom) if you want to discuss your performance in this class.

5. I can only respond to emails send from your University account.

6. Sign your email and since I will hit the reply button, be sure that you are emailing me from your University email account.

7. **You are responsible for checking your university email every business day** for blackboard announcements ect...

8. Do not be offended if my replies are brief. If you have a question, I am glad that you asked. The brevity of my reply simply reflects the large number of email I receive each day.

**Academic Integrity:** Please read the university’s academic integrity policy carefully. History graduate students who violate this policy are subject to dismissal from the program as outlined in the Graduate Student Handbook. Be especially careful to credit the work of others on the discussion board including your colleagues.

**Disruptive Behavior:** Graduate students who engage in disruptive behavior are subject to dismissal from the program as outlined in the Graduate Student Handbook. Any student who engages in disruptive behavior may be administratively dropped from a course. Such behavior includes but is not limited to failing to follow the University’s masking policy, responding with anger to faculty comments on your work, sending angry and/or threatening emails, and engaging in disrespectful dialogue in class.
University Closure: Should the University close due to COVID, we will continue to meet via zoom at our designated meeting time. I will adjust any assignments that will require you to go to the library, should COVID close or limit access to libraries. You will continue to turn in your assignments via blackboard and I will continue to be available for zoom appointments.

In the event that classes are cancelled due to weather, I will post instructions via blackboard, but we will not meet as a class. In this case, a written assignment may replace the class missed or other adjustments to the syllabus may be made.

Basic Class Information regarding Zoom

I will post the zoom link in the announcement section of blackboard. You should be able to access the class by clicking on this link or copying it into your browser. You do not need a zoom account to participate in class.

Zoom Meetings:

1. You are expected to be in front of your computer and actively participating in class during class time. Please keep your video on as I will assume you are away from your computer if you turn it off.
2. Should you wish to speak, raise your hand and unmute your microphone to speak. (I however will consistently forget to unmute mine.) I will call on you. Since I want to give everyone a chance to speak, do not take offense if I do not call on you or suggest we move on.
3. I will often pause to give everyone a chance to think about what they will say, so I may not call on the first person who raises his/her/their hand.
4. I may call on you to speak.
5. When you are not speaking, please mute your microphone.
6. I recommend using the screen shot in which you can see your classmates. This most closely approximates the classroom experience.
7. Again, please keep distractions to a minimum. I do not recommend trying to eat your dinner while on zoom.
Course Schedule

All readings are due before the class in which they are assigned. Make sure to have access to your readings during class. Please read the materials in the order I have them listed unless otherwise noted. Please note that you will most likely have a discussion board post due weekly. Check specific assignment for due dates.

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<tr>
<th>Class Topic</th>
<th>Readings</th>
<th>Reminders</th>
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<tbody>
<tr>
<td>Week One: Class Introduction</td>
<td>Class Introduction (we will meet for around 90 minutes)</td>
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<tr>
<td>Week Two: Reading Critically: Introduction to Historiography</td>
<td>Sara Maza, <em>Thinking About History</em> (entire)</td>
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| Week Three: Historical Materialism and Marx | Karl Marx, “The German Ideology,” Preface and Vol I parts A-D. [https://www.marxists.org/archive/marx/works/download/Marx_The_German_Ideology.pdf](https://www.marxists.org/archive/marx/works/download/Marx_The_German_Ideology.pdf) (if this link is broken, search for “The German Ideology” and you will find a PDF of it.)

  Karl Marx, “The Eighteenth Brumaire of Louis Bonaparte,” (blackboard) | | |
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<tr>
<th>Week</th>
<th>Reading and Notes</th>
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| Three: Historical Materialism and Working Class History | E.P. Thompson, *The Making of the English Working Class* (Sections, TBA)  
| Four: Hegemony | --T.Jackson Lears, “The Concept of Cultural Hegemony” 567-595 (blackboard)  
Charles Bright and Michael Geyer, “Regimes of World Order,” (blackboard)  
Victoria de Gazin, chapters one and two from *The Culture of Consent* (blackboard) |
| Five: Annals School and Microhistory | Carlo Ginzburg, *The Cheese and the Worms*, entire  
| | Paper Due Friday by 11:59 pm |
| Six: Cultural Anthropology | ---Geertz pp. 412-453 (“Deep Play”) from an *Interpretation of Culture* (blackboard)  
---Robert Darnton, “Workers Revolt,” from *The Great Cat Massacre* (blackboard) |
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<tr>
<td>Chapter 8 in <em>Debating New Approaches to History</em></td>
<td>Helen Rountree, “Powhatan Women” Blackboard)</td>
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<tr>
<th>Week Eight: Foucault</th>
<th>--Foucault, <em>Discipline and Punish</em></th>
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<tr>
<th>Week Nine: Intersectionality Gender, Race and Rethinking Power</th>
<th>Chapter 4 in “Gender” in Debating Approaches to History, pp 101-125</th>
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<tr>
<td>---Jennifer Morgan, “Some Could Suckle over Their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1700 (blackboard)</td>
<td>Paper Due Friday by 11:59 pm</td>
</tr>
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</table>
| Week Ten: Intersectionality: Film and Visual Culture | Chapter 9, “Visual History,” in *Debating New Approaches to History*  
Watch: *A Florida Enchantment* on YouTube  
Images on Blackboard |
|---|---|
| Week Eleven: The Global and Post-Colonial Turns | Chapters One and Two in “Global History” in *Debating the New Approaches to History*  
Said, *Orientalism*, TBA |
| Week Twelve: Doing Global History | John Roberts McNeil, *Mosquito Empires* |
| Week Thirteen: Reading for the Silences | Michel-Rolph Trouillot, *Silencing the Past*  
Marisa Fuentes, “Power and historical figuring: Rachael Pringle Polgreen's Troubled Archive” (blackboard) |
| Week Fourteen: Hard History | Reading TBA |
| Week Fifteen | No Class as Tuesday classes do not meet this week. |
| Week Sixteen and Finals Week | We will only have class during week 16 if necessary.  
Papers Due—see rubric |
UNIVERSITY POLICIES:

**Accessibility/Academic Accommodation:**
If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) at the Disability Resource Center website, Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan and are not required to apply accommodations retroactively.

**Mask and Face Covering Policy**
In accord with the MSU Mask and Face Covering policy, Greene County Health Department and the Springfield City Ordinance, masks or face coverings must be worn at all times during a traditional (seated) class. This measure is being implemented to reduce COVID-19 related health risks for everyone engaged in the educational process. Masks or face coverings must be worn over the nose and mouth, in accordance with the Centers for Disease Control and Prevention (CDC) guidelines. Face shields are not considered masks or face coverings for purposes of this requirement.
Students who cannot wear a mask or face covering due to a disability must contact the Disability Resource Center (DRC) to initiate the interactive accommodation process.

In the absence of an approved accommodation, a student’s refusal to wear a mask or face covering will be considered a classroom disruption, consistent with Op3.04-11 Class Disruption, and may result in the student being administratively dropped from the class section.

**Dropping a Class**

It is your responsibility to understand the University’s procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520. You can access the Academic Calendar on the MSU website to view drop and refund deadlines for the semester.

**Academic Integrity Policy:**

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university’s academic integrity policy plus additional more-specific policies for each class. The university policy, formally known as the “Student Academic Integrity Policies and Procedures” is available online at Academic Integrity Policies and Procedures (Students) and also at the Reserves Desk in Meyer Library.

Examples of academic integrity violations include; allowing someone else to copy or use your assignments or exams, turning in papers used in other courses or from the internet, and/or using notes or your book for a closed-book exam.
Plagiarism means presenting someone else’s work as your own (e.g., copying or paraphrasing someone else’s work without appropriate citations). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

**Nondiscrimination Policy:**
Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can be brought to the attention of your instructor’s Department Head. Please visit the OEC (Office for institutional Equity and Compliance for additional information.

**Emergency Response:**
At the first-class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information, visit Safety and Transportation.

**Religious Accommodation:**
The University may provide a reasonable accommodation based on a person’s sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

**Mental Health & Stress Management:**
As a student you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. Learn more on the [Missouri State University Counseling Center website](https://www.msu.edu/counseling-center) to learn more about free and confidential services available to assist you.

**Title IX:**
Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the [MSU Title IX website](https://titleix.msu.edu). This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an overview of the [Title IX office](https://titleix.msu.edu).
If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a “Responsible Employee” under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Taylor Health employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

**Cell Phone Policy:**
As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University’s emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

**Audio/Video Recording of Course Activity:**
Students who wish to record lectures or class activities for study purposes should inform the faculty member first. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9).

**Chosen Name Policy:**
A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student’s legal name. Refer to the [Chosen Name policy](#) for more information. Students can provide their chosen first and middle names in the *Profile* tab of [My Missouri State](#).

**Disclaimer & Fair Use Statement:** This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a ‘fair use’ of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law). If you wish to use any copyrighted material from this course for purposes of your own that go beyond ‘fair use’, you must obtain expressed permission from the copyright owner.