



LOYOLA  
UNIVERSITY  
CHICAGO

*Preparing people to lead extraordinary lives*

**Historical Methods<sup>1</sup>**  
**History 299 (WI)**  
Spring 2022

Professor Suzanne Kaufman

Pronouns: she, her, hers

Email: [skaufma@luc.edu](mailto:skaufma@luc.edu)

In Person and 4 **Synchronous** Zoom Class Meetings: T, Th, 1:00p.m.-2:15p.m.

Classroom: Crown Center, 528

In-Person Office Hours: T, Th, 10:00a.m.-11:00a.m. and by appointment

Zoom meetings can be arranged too if requested

My on-campus office is Crown Center, 513

**Course Description**

This colloquium explores the variety of historical writing that has developed since the emergence of history as a professional discipline in the mid nineteenth century. Focusing largely on the writing of French history (with important excursions into other national histories and sub-fields), we will examine the various methods used by historians to analyze evidence and explain historical causation. We will also look at interpretative perspectives and forms of criticism used by professional historians to create standards of scholarship. In particular, the course explores the impact of social science models on the writing of history in the post-World War II era, as well as the more recent challenges posed by historians of women and gender, African diaspora, post-colonialism and postmodernism. The central questions for the class are: What constitutes legitimate subject matter for the writing of history? Who gets to write history? What are the political stakes in choosing a particular object of study or interpretative approach? And finally, is it possible to write objective history? By examining key historical works that have shaped the discipline of history, we will try to understand the profound changes in ideas about the nature of historical causation and historical writing that have emerged over the preceding century.

**Course Structure in the Age of COVID-19**

**Remote Learning for Week One and Week Two (18-27 January)**

**Due to the current surge in Covid cases in Chicago, our first four classes (18-27 January) will NOT be in-person and will be held as synchronous Zoom class meetings. All students should download Zoom and be ready to use it for these first four synchronous remote classes.**

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<sup>1</sup> This syllabus is a working document. The professor reserves the right to modify and alter the syllabus and all materials, guidelines, etc., contained within it at her discretion over the course of the semester.

While these four class meetings will be recorded and later posted on the class Sakai site, **these recordings are NOT substitutes for attending class synchronously. Synchronous class attendance is required, and these recordings should be consulted if students have a legitimate excuse for missing class.**

### **In-Person Learning for Week Three-Week 15 (1 February-28 April)**

Because we are living through a pandemic, we have been requested to do the following in our in-person classroom:

1. Wear a mask in our classroom and inside all Loyola buildings.
2. No eating in the classroom (drinks in closed containers are allowed).
3. Assigned seating is required for the purposes of contact tracing. Attendance will be taken for contact tracing purposes.
4. If you have symptoms, are feeling sick, or have tested positive, please do not come to class. Instead, I will work with you to make up missed material.
5. Students, faculty and staff who test positive for Covid-19, must report their case to LUC as soon as possible at [COVID-19REPORT@LUC.EDU](mailto:COVID-19REPORT@LUC.EDU) or by calling 773-508-7707. All COVID-19 related questions should be directed to [COVID-19SUPPORT@LUC.EDU](mailto:COVID-19SUPPORT@LUC.EDU).
6. If you become physically or mentally ill any time during the semester, please inform me. I will be flexible regarding the class requirements and deadlines and want to ensure your success in the class. But communication with me is absolutely critical in this regard.

These requirements are inconvenient but necessary to create and maintain a safe learning environment across our campus. The university measures have thus far been archived at this webpage: <https://www.luc.edu/coronavirus/>. Covid-19 testing is widely available on campus: <https://www.luc.edu/coronavirus/oncampustesting/>. I plan to test weekly, and while it is currently voluntary, the university urges all to test as well, so please strongly consider making testing part of your weekly routine.

### **Communication and Feedback**

I will communicate with you throughout the semester via Loyola's email system and via Sakai, Loyola's open-source learning management system. To reach me directly, use my Loyola email: [skaufma@luc.edu](mailto:skaufma@luc.edu). I usually respond to email within 24 hours (and often much sooner) during the week, 48 hours over the weekend. If you do not receive an email response from me by this time, I have not received your email so please resend it. Students can expect ongoing and constructive written feedback from me on writing assignments for this course. Short essays will be returned one week after their submission due date. Feedback on participation in class discussion can be requested via email. Additional information about me can be found at: <https://www.luc.edu/history/people/facultyandstaffdirectory/kaufmansuzanne.shtml>.

### **Required Reading**

#### **Required Books:**

1. Robert Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History*
2. Emmanuel Le Roy Ladurie, *Montaillou: The Promised Land of Error*
3. Michel Foucault, *Discipline and Punish: The Birth of the Prison*

The three required books are available at the [Loyola University Bookstore](#). **Please note that the bookstore is unable to acquire enough copies of *Montaillou: The Promised Land of Error* for our class. Students must buy *Montaillou* through an online book seller.**

These books are also widely available from online used book vendors at cheaper prices. It is fine to buy used copies and older editions. Here are a few recommendations for online book vendors:  
[Alibris](#)  
[AbeBooks](#)  
[ThriftBooks](#)

The three required books will be placed on reserve via Cudahy Library in physical and digital form. If you are unable to obtain copies of the required books, please let me know and we will work out another way to get you copies of the books.

### **Required Readings on Sakai:**

In addition to the three required books, there are **several required readings** (scholarly essays and book chapters in PDF form) that are available online through Sakai. **These readings are an essential part of the course. I ask that you make sure that you can access these readings and have them available (printed or digital access) when we discuss them during our synchronous and in-person class meetings. These readings are marked in the syllabus with (S) and are listed by the week (Week 1, Week 2, etc.) under “Schedule and Readings” on Sakai.** Click on the appropriate week to find the PDF copy of the readings for that week. Readings are named by author or sometimes by title.

### **Mini-Lectures on Sakai:**

To provide context for our thematic units, I will provide short, written lectures that are also listed by the week under “Schedule and Readings” on Sakai. These are informal lecture notes that provide additional background information about the various historians whose works we are reading and the scholarly movements that they helped to shape. **These lectures are also part of the required reading for the course.**

### **Course Requirements**

1. All assigned reading is required and must be completed by the dates indicated on the syllabus in preparation for our synchronous and in-person class meetings. Assigned readings can be found by the week under “Schedule and Readings” on Sakai. Click on the appropriate week to find the reading for that week.
2. Participation in Zoom and in-person class discussions is required and will constitute a significant part of your grade. **Students must have their video on for our four synchronous discussions. Students are expected to attend in-person class and participate in class discussions unless they are sick.**
3. There will be 11 weekly 2-3 page Reaction Papers. **Students must write 4 of these Reaction Papers during the course of the semester. Students will choose which papers to write, but they must write at least two Reaction Papers by 4 March. Reaction Papers must be submitted by the due date listed on the syllabus (usually**

**the day after our class meets). Papers will be graded down ½ grade for each day that they are late.** The prompts for the reaction papers can be found by the week under “Schedule and Readings” on Sakai. Click on the appropriate week to find the prompt for the reaction paper for that week. Each prompt has a specific question or questions to focus on for the reaction paper. There are also study questions to be used as a guide for our class discussions.

4. There will be an 8-10-page final paper that asks you to analyze three articles on a particular topic. Students will pick their topic from a list of choices provided by the professor. The final paper is **due May 3, 2021 at 1:00pm**. The topics and instructions for the final paper will be posted at the “Final Paper” tab on Sakai.

### **Course Evaluation and Grades**

Final grades will be based on the quality of both written work and class participation. Attendance at our Zoom synchronous classes and at our in-person classes is important, and you will not pass the course if you do not come to class. **If you have three unexcused absences, your participation grade will be lowered half a grade. It will continue to be lowered by a half grade for every additional class meeting you miss.**

Class Participation	30%
Four Reaction Papers	30%
8-10-Page Final Paper	40%

A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C = 2.0; C- = 1.7; D+ = 1.3; D = 1; F = 0

**\*\* Plagiarism will result in a grade of F for the assignment. See last page of the syllabus for a working definition of plagiarism.**

Loyola provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC; Sullivan Center [SAC@luc.edu and 773-508-3700], [www.luc.edu/sswd](http://www.luc.edu/sswd)). Professors will receive an accommodation notification from SAC within the first two weeks of the semester. Students are encouraged to meet with the professor individually to discuss their accommodations. All information will remain confidential.

Students should keep the professor informed of absences well in advance if possible. Students who miss one week or more of class because of illness or a personal emergency should contact the dean's office. Dean's office staff will notify your instructors. Notification of an absence does not excuse the absence; upon returning to classes, students are responsible for contacting instructors, producing appropriate documentation for the absence and completing any missed work.

### **Discussion:**

History 299: Historical Methods is an upper-level discussion seminar. The best ways to prepare for and contribute to class discussion are: 1) complete the reading on time, and 2) critically analyze the reading. The goal of critical reading is to find the author's interpretation and what evidence and influences led to that conclusion. Since there are no formal lectures in this course,

class discussions about the assigned readings will be **the primary focus** of our synchronous Zoom class meetings and our in-person class meetings. These discussions will take the form of professor-led conversations in which the whole class will work together to answer a set of questions about the historian's argument, view of causation, and use of evidence. During our four synchronous class meetings, we may also use breakout rooms for small group work in which students will respond (sometimes in writing) to a specific set of questions. For each assigned reading, students should use the "study questions" found at the bottom of the Reaction Paper prompts to prepare for class discussions. **During our four synchronous Zoom classes, I will also ask students to email me (at least 30 minutes before class) one question or one comment about the reading. Questions and comments might focus on the historian's interpretive approach, use of evidence or main conclusions. This is required and part of your discussion grade. These emails should be short (two or three sentences); they are an easy way to show me you have done the reading and are engaged. We may continue these email comments/questions once we return to in-person classes.** Incisive, imaginative and thoughtful comments that generate and facilitate discussion are key to good class discussions. Asking questions and responding to fellow student questions will make for an engaged and fun class period.

### **Reaction Papers:**

Reaction Papers are critical essays that respond to a specific prompt by providing a clear answer to the question(s). They make a precise and specific argument in the introductory paragraph, and they develop and support that thesis by incorporating information from the assigned readings, usually by quoting specific passages. The best Reaction Papers will analyze chosen quotations to show how these passages reveal the author's argument and/or interpretive position. They should be 2-3 pages (typed, double-spaced); they can be longer but not shorter. No outside sources are needed for these papers. Students can utilize the mini-lectures, supplemental assigned readings and insights from classmates from our discussions for writing these papers. **Reaction Papers should be submitted through Sakai at the "Assignments tab." Please submit your papers in MS Word, so that I can use track changes to give you written feedback.**

### **Final Paper:**

The final paper asks students to apply their new knowledge about historical method and theory to a set of historical texts that they will encounter on their own. Specifically, students will read and analyze three scholarly articles on a particular topic in order to examine how different (and sometimes opposing) approaches lead to differing conclusions and assessments about the same historical material. Students will choose the topic from a list provided by the professor. The goal of the paper is **not** to tell me what happened in the past (for example, what happened during the French Revolution). Rather, the goal of the paper is to analyze how three historians construct what happened in the past and what meanings they give to the events/ processes/ developments that they analyze. The paper should be 8-10 pages in length (it can be longer but not shorter), typed, double-spaced. More detailed instructions will be given out later in the semester.

### Using Zoom to Join Our Online Classroom

To join our online classroom for our four synchronous class meetings, go to the Sakai page for History 299 and click on the **Zoom Pro** tab. Make sure to Launch Zoom. Then click the **join button**, which will open Zoom and bring you into the waiting room for our class meeting. I will let students into our Zoom classroom at our regularly scheduled class period.

### Using Zoom for Prof. Kaufman's Office Hours

To meet with me on Zoom for office hours (T/Th - 10:00a.m.-11:00 a.m. & by appointment), please email me ([skaufma@luc.edu](mailto:skaufma@luc.edu)) to set up a Zoom link.

### Meeting Dates and Assignments

#### Week One – Synchronous Zoom Meetings

18 January - Introduction to Course and Each Other

20 January – Objectivity and Scientific History

Readings:

(S) Joyce Appleby et al., *Telling the Truth About History*, Chapter 2, pp. 52-90.

#### Week Two – Synchronous Zoom Meetings

25 January - Objectivity and Scientific History

Readings:

(S) Georg Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*, Chapter 1, pp. 23-30.

(S) Leopold Von Ranke, “The Great Powers,” in *The Secret of World History*, pp. 121-155.

**REACTION PAPER # 1 DUE (submit by start of class through Sakai)**

27 January – The *Annales* School

Readings:

(S) Fernand Braudel, “Preface” to *The Mediterranean and the Mediterranean World in Histories: French Constructions of the Past*, pp. 82-88.

(S) Mini-lecture on the *Annales* School

Emmanuel Le Roy Ladurie, *Montaillou*, Introduction, Chapter 1

#### Week Three - In-Person Class Meetings Begin for the Semester

1 February - The *Annales* School

Readings:

Emmanuel Le Roy Ladurie, *Montaillou*, Introduction, Chapters 2- 4, 6-7, and 8-9

3 February - The *Annales* School

Readings:

Emmanuel Le Roy Ladurie, *Montaillou*, Chapters 18-19, and 21 (only pp. 353-356).  
**REACTION PAPER # 2 DUE (submit by Friday 4 February at 12:00pm through Sakai)**

### **Week Four**

8 February – Marxism and Historical Analysis

Readings:

- (S) Anna Green and Kathleen Troup, “Marxist Historians,” in *The Houses of History* (1999), 47-49.
- (S) David Rollison, “Marxism,” in *Writing Early Modern History*, pp. 3-24.
- (S) Marx/Engels, *The Communist Manifesto* (excerpt), pp. 153-161.
- (S) Marx, *The German Ideology*, in *Karl Marx: Selected Writings*, pp. 159-165. (Skip the rest.)

10 February – Marxism and Historical Analysis

Readings:

- (S) Rodney Hilton, “Peasant Movements in England Before 1381,” in Rodney Hilton, *Class Conflict and the Crisis of Feudalism* (1985), pp. 122-138.

**REACTION PAPER # 3 DUE (submit by Friday 11 February at 12:00pm through Sakai)**

### **Week Five**

15 February – Quantitative Methods and Historical Analysis

Readings:

- (S) Pat Hudson, *History by Numbers: An Introduction to Quantitative Approaches*, Chapter 1, “The Prospects and the Pitfalls of History by Numbers,” pp. 3-25.
- (S) E. A. Wrigley, “The Growth of Population in Eighteenth-Century England: A Conundrum Resolved,” in E. A. Wrigley, *People, Cities and Wealth: The Transformation of Traditional Society*, Chap. 9, pp. 215-241.

17 February – Quantitative Methods and Historical Analysis

Readings:

- (S) Gregory E. O’Malley, “Beyond the Middle Passage: Slave Migration from the Caribbean to North America, 1619-1807,” *The William and Mary Quarterly*, Vol. 66, No. 1 (January 2009), 125-172.  
Key pages to focus on: pp. 125-133- crucial and pp. 135-145 – important but skim pp. 145-165. Then read pp. 165-168 – crucial and pp. 169-172 – important.

**REACTION PAPER # 4 DUE (submit by Friday, 18 February at 12:00pm through Sakai)**

### **Week Six**

22 February – The New Labor History: Marxism meets Culture

Readings:

- (S) E. P. Thompson, "Preface," *The Making of the English Working Class*, pp. 9-14.  
(S) E. P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," *Past and Present*, No. 38 (December 1967), 56-97. [**Just read pp. 56-70.**]  
(S) Mini-lecture on E. P. Thompson and the New Labor History

24 February – The New Labor History: Marxism meets Culture

Readings:

- (S) E. P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," *Past and Present*, No. 38 (December 1967), 56-97. [**Read entire essay.**]

**REACTION PAPER # 5 DUE (submit by Friday, 25 February at 12:00pm through Sakai)**

### **Week Seven**

1 March – Cultural History and Anthropology

Readings:

Robert Darnton, *The Great Cat Massacre*, Introduction and Chapters 1 and 2

- (S) Mini-lecture on Robert Darnton and the New Cultural History

3 March – Cultural History and Anthropology

Readings:

Robert Darnton, *The Great Cat Massacre*, Conclusion

**REACTION PAPER # 6 DUE (submit by Friday, 4 March at 12:00pm through Sakai)**

**Students must write at least 2 Reaction Papers by 4 March**

### **Week Eight**

8 March – No Class / Spring Break

10 March – No Class /Spring Break

### **Week Nine**

15 March - Women's History / Gender History

Readings:

- (S) Joan Kelly-Gadol, "Did Women Have a Renaissance?" in *Becoming Visible: Women in European History*, pp. 175-201.

(S) Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America," *Signs*, Vol. 1, No. 1 (Autumn, 1975), 1-29.

- (S) Mini-lecture on Women and Gender History

17 March - Women's History / Gender History

Readings:



(S) Gail Bederman, "'Civilization,' the Decline of Middle-Class Manliness, and Ida B. Wells' Antilynching Campaign (1892-94)," *Radical History Review*, Vol. 1992, No. 52 (Winter 1992), 5-30.

**REACTION PAPER # 7 DUE (submit by Friday, 18 March at 12:00pm through Sakai)**

### **Week Ten**

22 March – Postmodernism and Historical Analysis

Readings:

Michel Foucault, *Discipline and Punish*, Part One, pp. 3-69, and Part Two, pp. 73-90, 114-131.

(S) *Foucault For Beginners*

(S) Mini-lecture on Foucault and Post-Modernism

24 March – Postmodernism and Historical Analysis

Readings:

Michel Foucault, *Discipline and Punish*, Part Three, pp. 135-142 and 170-194.

**REACTION PAPER # 8 DUE (submit by Friday 25 March at 12:00pm through Sakai)**

### **Week Eleven**

29 March – Postmodernism and Historical Analysis

Readings:

Michel Foucault, *Discipline and Punish*, Part Three, pp. 195-228 and Part Four, only 293-308.

**REACTION PAPER # 9 DUE (submit by Wednesday, 30 March at 12:00pm through Sakai)**

31 March – Theorizing Race, Racism and Historical Analysis

Readings:

(S) Thomas C. Holt, "Marking: Race, Race-Making, and the Writing of History," *American Historical Review*, Vol. 100, No. 1 (February 1995), 1-20, **concentrate on pp. 1-14**

(S) Mini-lecture on the evolution of African American history

### **Week Twelve**

5 April – Theorizing Race, Racism and Historical Analysis

Readings:

(S) Paul A. Kramer, "Race-Making and Colonial Violence in the U.S. Empire: The Philippine-American War as Race War," *Diplomatic History*, vol. 30, no. 2 (April 2006), 169-206.

**REACTION PAPER # 10 DUE (submit by Wednesday, 6 April at 12:00pm through Sakai)**

7 April – Post-Colonial History

Readings:

(S) Dipesh Chakrabarty, “Postcoloniality and the Artifice of History: Who Speaks for ‘Indian’ Pasts?” *Representations*, No. 37, Special Issue: Imperial Fantasies and Postcolonial Histories (Winter 1992), 1-26.

(S) Mini-lecture on Post-Colonial History

### **Week Thirteen**

12 April – Post-Colonial History

Readings:

(S) Michel-Rolph Trouillot, “An Unthinkable Event: The Haitian Revolution as a Non-Event” from *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995)

**REACTION PAPER # 11 DUE (submit by Wednesday, 13 April at 12:00pm through Sakai)**

14 April – No Class / Work on Final Paper – read Article # 1

### **Week Fourteen**

19 April - Work on Final Paper / Discussion of Article # 1 in Groups

**1-page summary of article # 1 due (submit by the start of class through Sakai)**

21 April - Work on Final Paper / Discussion of Article # 2 in Groups

**1-page summary of article # 2 due (submit by the start of class through Sakai)**

### **Week Fifteen**

26 April – Work on Final Paper / Discussion of Article # 3 in Groups

**1-page summary of article # 3 due (submit by the start of class through Sakai)**

28 April – Summing Up and Final Thoughts

**3 May - Final Paper Due at 1:00p.m. (submit paper through Sakai)**

### **A Note on Plagiarism**

I adopt the definition of plagiarism found in Booth:

You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his [or her] exact words without so indicating with quotation marks or

block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.<sup>2</sup>

This means, among other things, that materials cut and pasted from the web are plagiarized unless they are properly quoted and cited. This includes websites such as Wikipedia and other sites that are not single authored. It also means that papers written by someone else but handed in by you under your name are plagiarized. Even if you plagiarize only a sentence or two you will receive a grade of F for the assignment.

To avoid plagiarism, take notes carefully, putting into quotation marks all real quotes and summarizing other things in your own words. If you are unclear about what constitutes plagiarism, please come to talk to me during my office hours.

### **Learning Goals for this Course:**

By engaging with the content of this course, students will develop a rich understanding of the major ideas, values, institutions, and movements that have helped shape history as a *profession* to the present day. This course will enable you to:

- Gain factual knowledge about the evolution of history as a distinct academic discipline, including the terminology, classifications, methods, and trends in historical research and writing
- Learn the fundamental principles, theories, and frameworks guiding historians in their work
- Develop the skills, competencies, and perspectives necessary to evaluate the work of professional historians, paying attention to the interpretation of different sources and approaches
- Learn to analyze and critically evaluate the key ideas, questions, arguments, and methodologies employed in the writing of history, enabling you to compare diverse approaches to the past
- Develop skill in expressing yourself through discussion and in writing about the discipline of history

### **Online Etiquette:**

To help foster a proper and welcoming online environment for all, I have included a list of guidelines that should help direct your behavior this semester, called [Netiquette](#), borrowed from Loyola University's Office of Online Learning. This document provides a general overview of actions, policies, and behaviors to try and follow for a successful, hospitable, and respectful online learning environment for all.

### **University Statement on the Recording of Live Class Discussions**

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<sup>2</sup>Wayne Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago, 1995), p. 167.

In this class, Zoom will be used to record our synchronous class sessions and your participation in our class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who might miss the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (shortly after the course ends, per Sakai's administrative schedule). The use of all video recordings will be in keeping with the University Privacy Statement.

### **University Privacy Statement on Recording**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. Recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Materials from this course cannot be shared outside of the course without the professor's written permission and consent. This includes recorded lectures, lecture notes and outlines, slides, PowerPoints, Panopto recordings, audio clips, videos, and any materials posted on Sakai. These items are considered to be the intellectual property of the professor. As a result, they may not be distributed or disseminated in any manner, either on paper or virtually without the written permission of the professor. Lectures may not be copied or recorded by students without the written consent and permission of the professor. When consent is given, those recordings may be used for review only and may not be distributed. Student work for this course is the intellectual property of the student and the professor will not share or distribute student work in any form without the student's written permission. Finally, please be aware that in the state of Illinois, any unauthorized recording is considered a felony.

### **Statement of Intent**

By remaining in this course, students agree to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

### **Student Resources**

These following links may prove useful and helpful to students over the course of this semester and during their academic career at Loyola.

[Loyola Coronavirus Updates and Information Page](#)  
[Student Accessibility Center](#)  
[Information Technology Services \(IT\)](#)  
[Library](#)

[Writing Center](#)  
[Center for Tutoring and Academic Excellence](#)  
[Loyola Bookstore](#)  
[Financial Aid](#)  
[Sakai Student Guide](#)  
[Loyola Academic Calendars](#)

### **Technology Privacy and Support Information**

For help with technical issues or problems with Sakai, contact the ITS HelpDesk at [helpdesk@luc.edu](mailto:helpdesk@luc.edu) or by phone at 773-508-4487. [Information Technology Services \(IT\)](#) has a list of services and resources on their home page that students may find useful. Please contact them for issues with your Loyola email (for example password problems) as well.

Below you will find links to privacy policies as well as support documentation for the technology we'll use in the course:

[Sakai Privacy policy](#)  
[Sakai Student Support Guide](#)  
[Zoom Tool Info and Instructions](#)

### **Connect with the History Department**

Please follow the department's website and social media pages:



Visit: [luc.edu/history](http://luc.edu/history)



Like: [facebook.com/loyolahistorydepartment](https://facebook.com/loyolahistorydepartment)



Follow: [twitter.com/loyolahistdept](https://twitter.com/loyolahistdept)



Follow: [flickr.com/people/luchistorydepartment](https://flickr.com/people/luchistorydepartment)

The Loyola History Department's website and social media pages are updated frequently with event announcements, internship and job opportunities, faculty and student achievements, and other news about the department and the history profession. In addition, the website contains a wealth of information essential for students taking history courses, including guidelines for majors and minors, details about scholarships and essay contests, faculty bios and course descriptions, and the department's "Major in History" career guide.