Course Description:
History, it has been argued, is the art of interpretation. Scholars continually revisit issues of the past, bringing with them new approaches and new questions. If they did not, there would be no need to study the past—one book would suffice. “Historiography” refers to the various approaches and methods historians have taken to explore the past. Understanding these approaches and methods – their nature, application, strengths and weaknesses – is central to doing history as a professional.

This graduate seminar offers students an introduction to history as a professional discipline. Over the course of the semester, we will discuss the development of the historical profession in the United States and, in particular, a number of major approaches taken over the last generation of scholarship. The assignments in this class all ask you to analyze approaches and methodologies and to apply those analyses in a variety of ways.

Learning Outcomes:
Students who apply themselves successfully this semester will:

- demonstrate understanding of the professionalization of history as a discipline over the 1800s and 1900s.
- demonstrate mastery of a range of major approaches and methods and how to apply those approaches and methods to historical research.
- learn how to craft historiographical analyses.
- improve their skills at oral and written communication.

Required Texts:
ISBN 978-0226823379

ISBN 978-0521357456

ISBN 978-0820329731
ISBN 978-0140137323

ISBN 978-0679752554

ISBN 978-0300083422

ISBN 978-0393329018

ISBN 978-0813333724

ISBN 978-0226670065

ISBN 978-0674022577

ISBN 978-0195074772

ISBN 978-0231124072

Note: A selection of articles and book excerpts has also been assigned. See below.

**Course Grades and Assignments:**

Your final course grade will be factored as follows:

- Participation 30%
- Discussion Leadership 10%
- Review of Reviews + Review 10%
- Response Papers (2) 20% (10% each)
- Historiography Paper Assignment 30%

This is a multi-part assignment, broken down as follows:

- Topic Proposal Essay (2 pages) 5%
- Comprehensive Bibliography 5%
- First Draft (no percent of grade, but if not done, you will receive a 0 for entire assignment)
- Presentation 5%
- Final Draft 15%
Detailed information regarding assignments will be provided in class; however, it is important to introduce each task here.

Being able to debate ideas and to defend your arguments is a central skill at the graduate level. Therefore, participation comprises 40 percent of your final grade. Every class, I expect you to have read the assigned works, and be ready to discuss their arguments and approaches, as well as their strengths and weaknesses. Failure to be engaged actively in the class will negatively affect your grade.

Beginning with the week on neo-Marxism centered around Christopher Hill’s book, you and your colleagues will begin leading discussions in teams of two. Teams and weeks will be selected the first day of class. The week before you lead discussion, you and your co-leader will speak with me regarding questions you both plan to ask and the general direction you aim to take the discussion in. This means you must be well prepared—having read the book and articles before speaking with me, thinking deeply about what questions to ask your colleagues in class, and being able and willing to allow the discussion to develop organically.

Book reviews form a major resource in the historical profession. Most scholarly journals provide over half of their issues to reviews of recent works. In order to introduce you to this aspect of the field, the assignment asks you to gather all reviews you can find on JSTOR (available through the UWG Library database collection) on Peter Novick’s *That Noble Dream*. After reading through them all, compose a 6 page essay (double-spaced, 12 pt font, regular margins) in which you review the reviews (what makes for a strong review and what does not) and then provide a brief review of your own. The review of reviews section should be about four pages long, your own review about two.

The two response papers ask you to consider the various approaches we will encounter during the semester. Though the books cover different topics, focus on their methods. I will provide the question to respond to about a week or two before the due date. Each response must come in the form of a 5 to 7-page essay (double-spaced, 12pt font, regular margins).

Central to your final grade is a 12 to 15-page historiographical analysis of a topic of your choice, composed in stages over the entire semester. The first and final drafts must be double-spaced, 12pt font, with regular margins. Unlike a research paper, your essay will not study any primary sources rather it will explore how scholars have approached your topic. Questions you should consider include: what approaches and methods have been taken to your topic? What are their strengths and weaknesses? How has understanding of your topic changed over time? Avoid creating a series of miniature book reports. You will notice during the semester that almost all the books we read contain a section on historiography. That is because at the most basic level, historiographical analyses demonstrate mastery of the profession and its approaches. More importantly, these analyses help the author show the works significance and contribution to the larger field.

In the third week of the term, you will turn in a 2-page topic proposal, explaining the topic and its relevance to the historical discipline. On October 8, you will turn in a comprehensive bibliography, listing all relevant scholarly works on the topic, both books and journal articles. Make sure to avoid popular history books and magazines. Your first draft is due on November 5. It must analyze between 5 and 7 books and 3 to 5 articles drawn from the bibliography. These works must be among the most important on the topic. I will return the draft to you before Thanksgiving Break with comments. The week after Thanksgiving, we will devote class to
presentations on your topics, using the session as a workshop. The final draft is due on December 10.

**Course Policies:**

Information regarding university-wide policies can be found at: [http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)

It should go without saying that in a graduate class, I expect professionalism at all times. That includes: attendance at all class sessions; being prepared and engaged in class at all times; participating actively in all discussions; and, avoiding all instances of plagiarism—the use of someone else’s words or ideas without proper citation. For any instance of plagiarism discovered, the same policy applies: failure for the course and the reporting of the incident to relevant authorities, including the Director of Graduate Studies and the Department Chair.

It should also go without saying that at the M.A. level, you should be using direct citations to support your arguments and following correct Chicago-style formatting. This is why I have assigned the Kate Turabian book.

Course Outline follows on the next page.
Course Outline

August 27:
What are the skills of an historian?
• Making History (UK) Website:
  Penelope J. Corfield, “All people are living histories….”
  (http://www.history.ac.uk/makinghistory/resources/articles/why_history_matters.html)

September 03:
The History of Professional History in America, I
• Books:
  Novick, That Noble Dream, 1st half

September 10:
The History of Professional History in America, II
• Books:
  Novick, That Noble Dream, 2nd half
• Due: Historiography Paper – Topic Proposal Essay

September 17:
The Art of Interpretation
• Books:
  Bolton and Culclasure, The Confessions of Edward Isham
• JSTOR articles:
• PDF (to be distributed via UWG e-mail):
• Due: Review of Reviews + Review Assignment

September 24:
Social Power, I: Neo-Marxism
• Books:
  Hill
• JSTOR articles:
  David Renton, “Studying their own nation without insularity? The British
• Making History (UK) Website:
  Dave Renton, “Marxists and historical writing in Britain”
  (http://www.history.ac.uk/makinghistory/resources/articles/marxist_history.html)
October 01:
Social Power, II: The Post-Modern Critique
• Books:
  Foucault, Discipline and Punish
• JSTOR articles:

October 08:
Microhistory
• Books:
  Harline and Put, A Bishop’s Tale
• JSTOR articles:
• Due: Historiography Paper – Comprehensive Bibliography

October 15:
The New Cultural History
• Books:
  Ekirch, At Day’s Close
• JSTOR articles:
• Making History (UK) Website:
  Miri Rubin, “Cultural History I: What’s in a name?”
  (http://www.history.ac.uk/makinghistory/resources/articles/cultural_history.html)
• Due: First Response Paper

October 22:
The New Military History
• Books:
  Lynn, Battle
• Making History (UK) Website:
  Andrew Lambert, “Military history”
  (http://www.history.ac.uk/makinghistory/resources/articles/military_history.html)

October 29:
Gender
• Books:
  Pitzulo, Bachelors and Bunnies
• JSTOR articles:
November 05:
  Race, Slavery, and the Atlantic World
  • Books:
    Sensbach, *Rebecca’s Revival*
  • Due: Historiography Paper – First Draft

November 12:
  Economic History/ “Big History”
  • Books:
    Mokyr, *The Lever of Riches*
  • Making History (UK) Website:
    Patrick O’Brien, “Global history”
    (http://www.history.ac.uk/makinghistory/resources/articles/global_history.html)

November 19:
  History and the Public
  • Books:
    Linenthal, *Preserving Memory*
  • Making History (UK) Website:
    Alex Werner, “Museums and History”
    (http://www.history.ac.uk/makinghistory/resources/articles/museums_and_history.html)

November 26:
  Thanksgiving Break – No Class

December 03:
  Historiography Paper Presentations (on revised drafts)
  • Due: Second Response Paper

December 10:
  Historiography Papers Due