HIST 6684 Historiography
Thurs. 5:30 – 8:00 pm
CRN 81121
Fall 2015
TLC 3205

Professor: Dr. Tim Schroer
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R 8:30-10:30, 1:30-5:00
or by appointment

Course Description

In this course we will examine the history of historical writing, i.e. historiography. Our emphasis will be on fairly recent approaches that continue to influence the ways historians do history, so we will start in the 1960s. Students will read and evaluate monographs using a variety of methodologies covering a variety of fields.

Learning Outcomes

Students who successfully complete the course will be able to demonstrate:
- the ability to undertake advanced historical research;
- basic familiarity with historical literature in major and minor fields of study;
- an understanding of historiography and its permutations over time; and
- the ability to critically evaluate a historical monograph orally and in writing.

Required Materials:


**Grading**

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Class discussion</td>
<td>20 percent</td>
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<td>Weekly responses</td>
<td>20 percent</td>
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<td>Oral presentation on a monograph</td>
<td>15 percent</td>
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<tr>
<td>Book review</td>
<td>15 percent</td>
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<tr>
<td>Historiographic essay</td>
<td>30 percent</td>
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Thoughtful contributions made in class discussions will be credited in the class participation grade. Behavior (such as tardiness) that impedes other students’ learning will be penalized. No extra credit will be offered.

Each student will write a review of a monograph from weeks two through six. The review should be at least three pages and no more than four pages, typed, double-spaced. It is due at the beginning of the class period dedicated to discussion of the book reviewed.

Each week students will bring to class two copies of a short, typed paragraph responding to questions about the book and submit one copy to the instructor at the beginning of class. The questions will be posed in advance of a reading. The question on Thompson’s *The Making* is: what is the work’s thesis? Each response paper will be graded as either constituting a good-faith effort (GFE) or not. These will translate into the following grades:

- **A** 11 or more GFEs
- **B** 9-10 GFEs
- **C** 7-8 GFEs
- **D** 5-6 GFEs
- **F** fewer than 5
Each student will make a ten-minute oral presentation to the class on a monograph that is not assigned in the course, but which relates to one of the works we are reading. These additional monographs are listed each week as “see also.” In addition, the student will provide a one-paragraph written summary of the work for the other students. This assignment has a few purposes. First, it allows students to practice summarizing and critiquing a historical work orally. In addition, it helps students build familiarity with seminal books. And, it allows students to deepen their understanding of the works we are reading by comparing them to other approaches.

Each student will write a ten-page historiographic essay examining debate on a particular question. The essay will be a critical examination of leading works on a particular question. The essay will mostly summarize the state of the field, but it should make some contribution to the debate. It should address at least eight secondary sources, at least six of which must be scholarly monographs. Students must identify their question in writing by September 24. The bibliography must be finalized by October 15.

**Policies**

I expect each student to understand and to comply with the University of West Georgia’s policies on Academic Honor and Academic Dishonesty. They may be found in the Student Handbook, on the web at http://www.westga.edu/documents/catalogs.php. Academic honesty prohibits taking credit for someone else’s work. Academic dishonesty will result in failing the course and may also bring additional penalties imposed by the university.

In accordance with the Americans with Disabilities Act and university policy, I will make reasonable accommodation for any recognized disability. Students should contact me during the first three weeks of the course and present documentation from the University’s Student Development Center.

Students are expected to attend every class meeting. All submitted written work must be unique to this course and original, except with written permission by the instructors concerned. Late papers will be penalized by deducting one letter grade for each day the assignment is late. No late weekly responses will be accepted.

For university-wide policies, please see: http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

**Course Schedule**

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<th>Date</th>
<th>Subject</th>
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<tr>
<td>Aug. 27</td>
<td>Introduction</td>
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<tr>
<td>Sep. 3</td>
<td>E. P. Thompson, <em>The Making of the English Working Class</em></td>
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<tr>
<td>Sep. 10</td>
<td>Boyer and Nissenbaum, <em>Salem Possessed</em></td>
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**Sep. 17**

Davis, *The Return of Martin Guerre*

**Sep. 24**

Chartier, *The Cultural Origins of the French Revolution*
Statement of question due

**Oct. 1**

Chauncey, *Gay New York*

**Oct. 8**

Brown, *Good Wives, Nasty Wenches*

**Oct. 15**

Burke, *Lifebuoy Men, Lux Women*
See also: Anne McClintock, *Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest* (New York: Routledge, 1995).
Bibliography due

**Oct. 22**

Cohen, *History in Three Keys*

**Oct. 29**

Pomeranz, *The Great Divergence*

**Nov. 5**

Niven, *Facing the Nazi Past*

**Nov. 12**

Connelly, *A Diplomatic Revolution*
Nov. 19  Coleman, *Vicious*  

Dec. 3  Shore, *The Taste of Ashes*  

Dec. 10  Conclusion