

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

Professor: Dr. Tim Schroer
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Office hours: T 8:00-10:30, 1:30-3:30
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:

- E. P. Thompson, *The Making of the English Working Class* (New York: Vintage, 1966) ISBN 9780394703220.
- Paul Boyer and Stephen Nissenbaum, *Salem Possessed: The Social Origins of Witchcraft* (Cambridge: Harvard University Press, 1974) ISBN 9780674785267.
- Natalie Zemon Davis, *The Return of Martin Guerre* (Cambridge: Harvard University Press, 1984) ISBN 9780674766914.
- Roger Chartier, *The Cultural Origins of the French Revolution*, trans. Lydia G. Cochrane (Durham: Duke University Press, 1991) ISBN 9780822309932.
- George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (New York: Basic Books, 1995) ISBN 9780465026210.
- Kathleen M. Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia* (Chapel Hill: The University of North Carolina Press, 1996) ISBN 9780807846230.

Timothy Burke, *Lifebuoy Men, Lux Women: Commodification, Consumption, and Cleanliness in Modern Zimbabwe* (Durham: Duke University Press, 1996) ISBN 0822317621.

Paul A. Cohen, *History in Three Keys: The Boxers as Event, Experience, and Myth* (New York: Columbia University Press, 1997) ISBN 9780231106511.

Kenneth Pomeranz, *The Great Divergence: China, Europe, and the Making of the Modern World Economy* (Princeton: Princeton University Press, 2000) ISBN 9780691090108.

Bill Niven, *Facing the Nazi Past: United Germany and the Legacy of the Third Reich* (London and New York: Routledge, 2002) ISBN 9780415262811.

Matthew Connelly, *A Diplomatic Revolution: Algeria's Fight for Independence and the Origins of the Post-Cold War Era* (Oxford: Oxford University Press, 2003) ISBN 9780195170955.

Jon Coleman, *Vicious: Wolves and Men in America* (New Haven: Yale University Press, 2004) ISBN 9780300119725.

Marci Shore, *The Taste of Ashes: The Afterlife of Totalitarianism in Eastern Europe* (New York: Crown Publishers, 2013) ISBN 9780307888822.

Grading

Class discussion	20 percent
Weekly responses	20 percent
Oral presentation on a monograph	15 percent
Book review	15 percent
Historiographic essay	30 percent

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 of 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

Aug. 27	Introduction
Sep. 3	E. P. Thompson, <i>The Making of the English Working Class</i>
Sep. 10	Boyer and Nissenbaum, <i>Salem Possessed</i>

See also: Darrett B. Rutman and Anita Rutman, *A Place in Time: Middlesex County, Virginia, 1650-1750* (New York: W.W. Norton & Co., 1986).

- Sep. 17 Davis, *The Return of Martin Guerre*
Joan Scott, "Gender: A Useful Category of Historical Analysis," *The American Historical Review* 91 (1986): 1053-75.
See also: Carlo Ginzburg, *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*, trans. John and Anne C. Tedeschi (Baltimore: Johns Hopkins University Press, 1980).
- Sep. 24 Chartier, *The Cultural Origins of the French Revolution*
See also: Lynn Hunt, *The Family Romance of the French Revolution* (Berkeley: University of California Press, 1992).
Statement of question due
- Oct. 1 Chauncey, *Gay New York*
See also: Michel Foucault, *The History of Sexuality, Vol. 1: An Introduction* (New York: Vintage, 1990; originally published 1976).
- Oct. 8 Brown, *Good Wives, Nasty Wenches*
See also: Edmund S. Morgan, *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (New York: W.W. Norton & Co., 1975).
- 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*
See also: Alon Confino, *The Nation as a Local Metaphor: Wurttemberg, Imperial Germany, and National Memory, 1871-1918* (Chapel Hill: The University of North Carolina Press, 1997).
- Oct. 29 Pomeranz, *The Great Divergence*
See also: David Landes, *The Wealth and Poverty of Nations: Why Some Are so Rich and Some so Poor* (New York: W.W. Norton & Co., 1998).
- Nov. 5 Niven, *Facing the Nazi Past*
See also: Edward T. Linenthal, *Preserving Memory: The Struggle to Create America's Holocaust Museum* (New York: Columbia University Press, 2001).
- Nov. 12 Connelly, *A Diplomatic Revolution*
See also: Alistair Horne, *A Savage War of Peace: Algeria 1954-1962* (London: Macmillan, 1977).

- Nov. 19 Coleman, *Vicious*
See also: William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (New York: Hill and Wang, 1983).
- Dec. 3 Shore, *The Taste of Ashes*
See also: Timothy Garton Ash, *The File: A Personal History* (New York: Vintage, 1997).
- Dec. 10 Conclusion