

Fall 2018

HIST 6684: Historiography

Dr. Charles Lipp Office: TLC 3217 E-Mail clipp@westga.edu Phone: 678-839-6039	Class Hours: Weds 5:30PM – 8:00PM Classroom: TLC 3205 Office Hours: MW 2-3pm; Tu 10-12, 2-5pm
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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 successfully complete this course will be able to demonstrate:

- A knowledge of historiography and its changes over time.
- The ability to identify and professionally critique and evaluate scholarly arguments in oral and written form.
- The ability to craft a well-written, well-organized, and well-argued 10-15 page graduate-level historiographical essay on a topic of the student’s choosing.

Required Books:

Peter Novick, *That Noble Dream: The ‘Objectivity Question’ and the American Historical Profession* (Cambridge University Press); ISBN 978-0521357456.

Markus Rediker, *Villains of All Nations: Atlantic Pirates in the Golden Age* (Beacon Press); ISBN 978-0807050255.

James C. Scott, *Domination and the Arts of Resistance: Hidden Transcripts* (Yale University Press); ISBN 978-0300056693.

Michel Foucault, *Discipline and Punish: The Birth of the Prison* (Vintage Books); ISBN 978-0679752554.

George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male*

World, 1890-1940 (Basic Books); ISBN 978-0465026210.

Susan Dwyer Amussen, *Caribbean Exchanges: Slavery and the Transformation of English Society, 1640-1700* (University of North Carolina Press); ISBN 978-0807858547.

Lawrence W. Levine, *Highbrow/Lowbrow: The Emergence of Cultural Hierarchy in America* (Harvard University Press); ISBN 978-0674390775.

Steve Goodson, *Highbrows, Hillbillies, and Hellfire: Public Entertainment in Atlanta* (University of Georgia Press); ISBN 978-0820329307.

Modris Eksteins, *Rites of Spring: The Great War and the Birth of the Modern Age* (Mariner Books); ISBN 978-0395937587.

Jay Winter, *Sites of Memory, Sites of Mourning: The Great War in European Cultural History* (Cambridge University Press – Canto Classics); ISBN 978-1107661653.

Craig Harline and Eddy Put, *A Bishop's Tale: Mathias Hovius Among His Flock in Seventeenth-Century Flanders* (Yale University Press); ISBN 978-0300094053.

Edward Linenthal, *Preserving Memory: The Struggle to Create America's Holocaust Museum* (Columbia University Press); ISBN 978-0231124072.

John Lewis Gaddis, *The Landscape of History: How Historians Map the Past* (Oxford University Press); ISBN 978-0195171570.

Other Required Materials (PDFs of Review Essays located on Course Den):

Jonathan Dewald, "Crisis, Chronology, and the Shape of European Social History," *The American Historical Review*, 113, no. 4 (October 2008): 1031-1052.

William Beik, "The Absolutism of Louis XIV as Social Collaboration," *Past and Present*, 188 (August 2005): 195-224.

Ian Kershaw, "The Essence of Nazism: Form of Fascism, Brand of Totalitarianism, or Unique Phenomenon?," in *The Nazi Dictatorship: Problems and Perspectives of Interpretation*, 3rd ed. (London: Arnold, 1996), 17-39.

Melvyn P. Leffler, "What Do 'We Now Know'?", *The American Historical Review*, 104, no. 2 (April 1999): 501-524.

Course Grades and Assignments:

Your final course grade will be factored as follows:

Participation	30%
Reaction to Review Essays	05%
Review of Reviews + Review	15%
Précis	05% (total)
Response Paper	15%

Historiography Paper Assignment 30%

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

- Topic Proposal Essay (2 pages) and list of sources 5%
- Annotated Bibliography 5%
- First Draft (0% of grade, but if not done, you will receive a 0 for entire project)
- Final Draft 20%

We will discuss each of these assignments more in class; however, it is important to introduce each task here.

a. Participation (30%)

Being able to debate ideas and to defend your arguments is a central skill at the graduate level. Therefore, participation comprises 30 percent of your final grade. I expect you in class every week. 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 attend, and to be engaged actively in the class will negatively affect your grade.

Furthermore, when it comes to discussing the various works, I expect you to talk at a professional level. That means avoiding talking about whether you liked or hated works and focusing instead upon aims, arguments, and approaches. Focus on what the author is trying to do and how they are going about it.

b. Written Assignments:

All the written assignments in this class further challenge you to think about and discuss historiography in a professional manner.

1. Reaction to Review Essays (05%)

Due: on Course Den by 5pm, Wednesday, August 29.

The second week of class, August 22, our discussion will revolve around four examples of review essays, essays that deal with historiographical issues. These essays provide overall models of historiographical writing for you. You will need to do something similar when it comes to the final assignment, that historiographical paper due at the end of class. Also, they provide particular models of how to avoid mere listing of plot summaries and how to focus your analysis on aims, arguments, and approaches.

Following our in-class discussion, you will craft a brief 4 to 5 full page reaction paper on those four review essays. In your paper, you must analyze critically how the authors go about their discussions of historiography. Thus, you need to display understanding of what they are arguing and how they construct those arguments. You also need to display an ability to bring things together and to compare and contrast arguments.

Finally, this assignment challenges you to present your analysis concisely.

2. *Review of Reviews + Review (15%)*

Due: on Course Den by 5pm, Wednesday, September 12.

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.

3. *Précis (05% total)*

Due: on Course Den by 5pm on the dates marked in the Course Outline below.

Beginning with Rediker's book on pirates and continuing throughout the rest of the semester, every week you will submit to Course Den a brief, 1 full page précis of the assigned work. This assignment will force you to focus your reading and notetaking fully on aims, arguments, and approaches. It will get you into the mindset of thinking of historiography and not getting lost in details.

Each précis must contain a brief summary and description (1 to 2 sentences) of the book. The bulk of the précis must identify and analyze the work's aims, arguments, and approaches. As we move along through the term, the best précis will compare and contrast arguments with each other and will place works within the broader historiographical context discussed in our course.

Besides submitting an electronic copy to Course Den, I also ask you to print out a hardcopy and bring it to discussions.

4. *Response Paper (15%)*

Due: on Course Den, by 5pm on Wednesday, October 10.

Think of this assignment as a practice run for the larger historiography paper due at the end of term.

The books by Rediker, Scott, Foucault, and Chauncey all deal with questions of power – how it is constructed, used, and contested. After our in-class discussions, craft a 6 to 8 full page historiographical analysis in which you critically engage with the works and their explorations of the issue of power. What are their aims, arguments, and approaches? How do the works compare and contrast?

5. *Historiographical Paper Project (30%)*

Due: on Course Den by 11:59pm on Sunday, December 09.

Central to your final grade is a 10 to 12-page historiographical analysis of a topic of your choice, composed in stages over the entire semester. You will need to use at least 8 scholarly books and 2 scholarly journal articles as the basis for the paper. 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.

Think of this assignment as a first stage in your overall thesis or thesis essay. I suggest selecting topics that you will continue to explore in future semesters.

On September 5, you will turn in a 2-page topic proposal, explaining the topic and its relevance to the historical discipline, along with a list (in correct Turabian format) of potential sources. I strongly urge you to talk with your thesis advisor about useful sources. I also recommend looking for as many sources as you can. Make sure to avoid popular history books and magazines. If unsure about whether a work is scholarly or not, please see me and ask. Several weeks later, on September 19, you must submit an annotated bibliography, listing all the scholarly works which comprise your paper's foundations. These works must be among the most important on the topic. Your annotations must describe the work and identify its main arguments and approaches. The first draft of the paper is due on October 31. I will return the draft to you before Thanksgiving Break with comments. The final draft is due on Sunday, December 09 at 11:59PM.

6. *Three Final Notes about Written Assignments*

- The final draft of your historiography paper will be graded using a rubric which you can find on Course Den. All other assignments will be graded on an A through F scale.
- All written assignments are due on the days and times mentioned in this syllabus. They must be submitted to Course Den to count towards your grade. Late assignments may only be accepted with proper documentation. Late assignments submitted without proper documentation will receive a grade of 0.
- All written assignments must be submitted in Word format, double-spaced, 12-pt Times New Roman font, with standard margins. No extra spaces between paragraphs. All citations must follow official Turabian format. Failure to meet these parameters will impact your grade.

Course Policies:

Information regarding university-wide policies can be found at:

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 as well as being prepared and engaged in class at all times and participating actively in all discussions.
 - I will be taking attendance. I expect NO absences at all, though I will allow 1 absence for properly documented causes. Any further absences will result in a 1-letter-grade reduction from your final grade for each absence. Remember, C final grades do not count towards your degree; you would need to repeat the class. Also recall, two C's result in expulsion from the graduate program.
- Professional behavior and courtesy during discussions. If you disagree with a colleague, you will do so with professionalism, dignity, and courtesy. Disrespect of anyone is not allowed. I reserve the right to ask anyone who displays such unprofessional behavior to leave the class and I will report the incident to both the Director of Graduate Studies and the Department Chair. For continued issues of behavior, I will ask you to leave for the rest of term and you will receive an automatic 0 for participation, 30% of your final grade. In other words, you will likely fail the class and be expelled from the program.
- Avoiding all instance 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. Please remember that failing a class results in automatic expulsion from the graduate program.
- Using correct Turabian/ Chicago-style formatting at all times. Using this style helps identify you as a professional Historian.

If you have need of the Office of Accessibility Services, please make sure to inform me and contact them by the second week of term. I will need to review all relevant documentation before discussing reasonable accommodations.

Finally, a word about communications and electronics, including Course Den. I will use my UWG Gmail account to communicate, not Course Den e-mail. Also, because of issues of privacy, I cannot discuss particulars of grades over e-mail. As regards electronic submissions, I expect everything uploaded to Course Den on time, no exceptions. Keep in mind, electronics can be fussy – anticipate technical problems by saving your work often and by uploading long before the deadline. Do not wait until the last minute.

Course Outline:

Week 01 (08/15):

- Class Introductions

Week 02 (08/22) – A Discussion of Form:

- Review Essays

Week 03 (08/29) – The Historical Profession and Intellectual History:

- Novick, *That Noble Dream*, parts 1 and 2.

• **DUE ON COURSE DEN (by 5pm):**

- 1. **Reaction to Review Essays**

Week 04 (09/05) – The Historical Profession and Intellectual History:

- Novick, *That Noble Dream*, parts 3 and 4.

• **DUE ON COURSE DEN (by 5pm):**

- 1. **Topic Proposal Essay & 1st List of Sources (Historiography Paper)**

Week 05 (09/12) – Questions of Power – Marx and Neo-Marxism:

- Rediker, *Villains of All Nations*

• **DUE ON COURSE DEN (by 5pm):**

- 1. **Précis – Rediker**
- 2. **Review of Reviews + Review (Novick)**

Week 06 (09/19) – Questions of Power – The Social Science Approach:

- Scott, *Domination and the Arts of Resistance*

• **DUE ON COURSE DEN:**

- 1. **Précis – Scott**
- 2. **Annotated Bibliography (Historiography Paper)**

Week 07 (09/26) – Questions of Power – Post Modernism:

- Foucault, *Discipline and Punish*

• **DUE ON COURSE DEN:**

- 1. **Précis - Foucault**

Week 08 (10/03) – Questions of Power – Foucault in Operation:

- Chauncey, *Gay New York*

• **DUE ON COURSE DEN:**

- 1. **Précis – Chauncey**

Week 09 (10/10) – Society and Culture – Race and Slavery:

- Amussen, *Caribbean Exchanges*

• **DUE ON COURSE DEN:**

- 1. Précis – Amussen
- 2. Response Paper on Questions of Power

Week 10 (10/17) – Society and Culture – Highbrow/Lowbrow:

- Levine, *Highbrow/Lowbrow*

• **DUE ON COURSE DEN:**

- 1. Précis – Levine

Week 11 (10/24) – Society and Culture – Levine in Operation:

- Goodson, *Highbrows, Hillbillies, and Hellfire*

• **DUE ON COURSE DEN:**

- 1. Précis – Goodson

Week 12 (10/31) – Cultural Debates, 1:

- Eksteins, *Rites of Spring*

• **DUE ON COURSE DEN:**

- 1. Précis – Eksteins
- 2. Rough Draft (Historiography Paper)

Week 13 (11/07) – Cultural Debates, 2:

- Winter, *Sites of Memory, Sites of Mourning*

• **DUE ON COURSE DEN:**

- 1. Précis – Winter

Week 14 (11/14) – Microhistory and Narrative:

- Harline and Put, *A Bishop's Tale*

• **DUE ON COURSE DEN:**

- 1. Précis – Harline and Put

Week 15 (11/21) – Thanksgiving Break – NO CLASS

Week 16 (11/28) – Public History:

- Linenthal, *Preserving Memory*

• **DUE ON COURSE DEN:**

- 1. Précis – Linenthal

Week 17 (12/05) – What Is History?

- Gaddis, *The Landscape of History*

Final Draft of Historiography Paper Due on Course Den by Sunday, December 9, 11:59pm.