

HIST 6684: HISTORIOGRAPHY

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Fall 2019
Th 5:30pm-8:00pm, TLC 3205

Office hours: T-W 9:00am-12:00pm (online/Skype and by phone); Th 3:30-5:30pm (on campus); and by appointment

Office location: TLC 3239 (Office phone #: 678-839-5370)

You may also reach me by cell in case of an emergency or during online office hours:
678-554-7765

Course description: Historians do not live and think in a vacuum, but continuously engage in academic dialogue with the work of those who came before as part of their own research. It is only after mastering the historiography -- meaning, the body of previous scholarship on a topic - that a historian can explain what is original and important about his/her own approach, methodology and, ultimately, argument about a particular historical topic.

This course, required for all M.A. students in History, introduces graduate students to the academic dialogue that is historiography, and equips them to become a part of this dialogue in their own work.

Course approach: Good academic monographs tell a story based on primary source research. Primary sources, however, are not all. Historians also use particular approaches, methodologies, and lenses of analysis. Furthermore, historians today rarely use just one lens of analysis in their works. As a result, although the class readings are grouped into five categories of analysis, we will be reading books that show how historians today use multiple methodologies/lenses of analysis in their work in order to provide a more complex and accurate picture of historical events and developments. Finally, throwing an extra curve-ball into this process, each historian's worldview influences his/her/their chosen approaches, and even the questions that that particular historian chooses to ask in research. In particular, taking the age of #MeToo into account, two thirds of the readings for this class are by scholars who are not white men.

We will read books and articles that reflect the broad spectrum of historical approaches, lenses, and historians' worldviews. You will undoubtedly love some of these books, and just as certainly will hate others. In either case, I ask that you consider why you react to each book the way that you do, and also what takeaways you can have from each. While most books that we read will not pertain to your specific field of study, the aim of the course is to equip you to understand a variety of methodologies that you ARE likely to encounter in some form over the course of your graduate study and your own research. And, indeed, you will get the chance to consider the various lenses of analysis that occur in your main field of interest as you write a historiographical essay of 15-20 pages on a topic of your choice.

Learning Outcomes:

Students who successfully complete this course will be able to do the following:

1. Demonstrate knowledge of historiography and its changes over time
2. Lead scholarly discussions and make oral presentations
3. Formulate a historical argument in Standard English

Required Books (additional short readings will be posted on CourseDen):

Beard, Mary. *Fires of Vesuvius: Pompeii Lost and Found*. Cambridge, MA: Belknap Press, 2010.

Blanton, DeAnne and Lauren Cook. *They Fought Like Demons: Women Soldiers in the American Civil War*. Baton Rouge, LA: LSU Press, 2002.

Goodson, Steve. *Highbrows, Hillbillies, and Hellfire: Public Entertainment in Atlanta, 1880-1930*. Athens, GA: University of Georgia Press, 2007.

Jacobs, Margaret. *White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940*. Lincoln, NE: University of Nebraska Press, 2011.

Mayor, Adrienne. *Gods and Robots: Myths, Machines, and Ancient Dreams of Technology*. Princeton, NJ: Princeton University Press, 2018.

McKenzie, Robert Tracy. *The First Thanksgiving: What the Real Story Tells Us about Loving God and Learning from History*. Downers Grove, IL: IVP Academic, 2013.

Painter, Nell Irvin. *The History of White People*. New York, NY: W. W. Norton & Co., 2010.

Sensbach, Jon F. *Rebecca's Revival: Creating Black Christianity in the Atlantic World*. Cambridge, MA: Harvard University Press, 2006.

Shore, Marci. *The Taste of Ashes: The Afterlife of Totalitarianism in Eastern Europe*. New York: Broadway Books, 2013.

Williams, Daniel K. *Defenders of the Unborn: The Pro-Life Movement Before Roe v. Wade*. New York, NY: Oxford University Press, 2016.

Zuckerberg, Donna. *Not All Dead White Men: Classics and Misogyny in the Digital Age*. Cambridge, MA: Harvard University Press, 2018.

Grading Policies:

[Active participation in class discussions and activities: 20%](#)

This course will run as a discussion seminar. In essence, each meeting of this class is a professional gathering of historians, whose purpose is to dissect other historians' work. Since

only those who are present are able to participate, any absences, late arrivals, and early departures will negatively affect this component of your grade.

Discussion Leading: 10%

Each student will lead the discussion of one of the required monographs for the course. In the event that there are more students than monographs available, two students may need to lead the discussion on one of the longer books as a team. Each presenter must email discussion questions to the instructor no later than 9pm on Wednesday evening of the week of the presentation.

Reaction papers: 15%

Each student will write three 2-3 page reaction papers on any three books from the class, evaluating the book's approach to the questions it studies. Each reaction paper will be due by 5:30pm on the day of the discussion of the book in question. Late papers will not be accepted – you will simply have to write a paper on another book.

Review of Reviews (in lieu of midterm exam): 15%

One of the most common types of historical writing for professional historians is the book review. After all, most monographs are reviewed in multiple journals following publication. One of the features of a successful book review is an explanation of the book's contribution to the field, achieved through a brief historiographical overview of the field and how the new book fits into this historiographical context.

For this assignment, please select any of the monographs assigned for this class, find at least TWO academic reviews of this monograph on JSTOR, and write a 5-6 page paper reviewing the reviews of the monograph, responding to the reviews, and contributing your own methodological review of the monograph in question. This paper will take the place of the midterm exam in this course.

Final Historiography Paper: 40%

Each student will write a 15-20 page historiographical paper on a topic of his/her choice. This assignment will be submitted and graded in stages (see due dates in the schedule of assignments below). Students will receive additional instructions about each portion of the assignment. Each portion will be weighed as follows:

- Topic Proposal (2 pages): 5%
- Comprehensive Bibliography: 5%
- First Draft AND comments on another student's first draft: 5% (you will receive full credit for this portion of the assignment, as long as you turn in your own complete first draft on time, AND comment on another student's draft)
- Presentation of the topic: 5%
- Final Draft: 20%

All written work for this class must be submitted via CourseDen! All citations and bibliographical references in this paper must follow the Chicago Manual of Style/Turabian.

Academic Dishonesty:

Academic dishonesty on any assignment in this course will result in an F for the course, and the referral of the student to the appropriate university committee. Academic dishonesty can take many shapes. Please avoid inadvertent plagiarism by ALWAYS citing any sources that you use

when writing papers or essays. For further information, see <http://www.westga.edu/~handbook/index.php?page=honorcode>

Americans with Disabilities Act Statement: If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

Schedule of Topics and Assignments

N.B. All assignments must be completed BEFORE class, unless indicated otherwise.

Date	Topic/Categories of Historical Analysis Covered	Readings and Assignments Due
08/15	Introduction: historiography and the historical profession from antiquity to the present	<ul style="list-style-type: none"> • Brian Holden Reid, “Historiography of the American Civil War” (on CourseDen) • Brief presentation: bring your favorite historical monograph to class!
08/22	<i>Category of Analysis 1: Gender</i> Intersection: Gender and Digital History	<ul style="list-style-type: none"> • Donna Zuckerberg, <i>Not All Dead White Men: Classics and Misogyny in the Digital Age</i> • Joan W. Scott, “Gender: A Useful Category of Historical Analysis” (on CourseDen) • Victoria Leonard and Sarah E. Bond, “Advancing Feminism Online: Online Tools, Visibility, and Women in Classics” (on CourseDen)
08/29	Intersection: Gender and Military History	<ul style="list-style-type: none"> • Blanton and Cook, <i>They Fought Like Demons: Women Soldiers in the American Civil War</i> • N. Williams, “There Are More Women Military Historians Than Ever Before. Why Hasn’t the Field Noticed?” Find article here
09/05	<i>Category of Analysis 2: Race</i> Intersection: Gender and Race	<ul style="list-style-type: none"> • Margaret Jacobs, <i>White Mother to a Dark Race</i>
09/12	Intersection: Race and “Big History”	<ul style="list-style-type: none"> • Nell Irvin Painter, <i>History of White People</i> <p style="text-align: center;">Historiography paper topic proposal due by 5:30pm!</p>
09/19	<i>Category of Analysis 3: Religion</i>	<ul style="list-style-type: none"> • J. F. Sensbach, <i>Rebecca’s Revival: Creating Black Christianity in the Atlantic World</i>

	Intersection: Gender, Race, and Religion in the Atlantic World; microhistory	
09/26	Intersection: history and the supernatural; what difference does your worldview make?	<ul style="list-style-type: none"> • R. T. McKenzie, <i>The First Thanksgiving</i> • Foreland-Gregory article debate (on CourseDen)
10/03	Fall Break, NO CLASS <i>Individual meetings about final paper progress throughout the week</i>	Historiography paper comprehensive bibliography due by midnight!
10/10	Intersection: Gender, Religion, and Politics	<ul style="list-style-type: none"> • D. K. Williams, <i>Defenders of the Unborn: The Pro-Life Movement Before Roe v. Wade</i> • Jon Butler, “Jack-In-The-Box Faith: The Religion Problem in Modern American History” (on CourseDen)
10/17	NO CLASS: work on your Review of Reviews. <i>Individual meetings about final paper progress</i>	Review of Reviews due by midnight
10/24	<i>Category of Analysis 4: Intellectual History</i> Intersection: Intellectual history and folklore	<ul style="list-style-type: none"> • Adrienne Mayor, <i>Gods and Robots: Myths, Machines, and Ancient Dreams of Technology</i>
10/31	Intersection: Intellectual history, autobiography, and oral history	<ul style="list-style-type: none"> • Marci Shore, <i>The Taste of Ashes: The Afterlife of Totalitarianism in Eastern Europe</i>
11/07	<i>Category of Analysis 5: Cultural History</i> Intersection: Cultural and local history	<ul style="list-style-type: none"> • Steve Goodson, <i>Highbrows, Hillbillies, and Hellfire: Public Entertainment in Atlanta, 1880-1920</i>
11/14	NO CLASS: work on the paper. <i>Individual meetings about final paper progress</i>	Historiography Paper -- First Draft due by midnight!
11/21	Intersection: Cultural History and Material Culture/ Archaeology; writing popular history	<ul style="list-style-type: none"> • Mary Beard, <i>Fires of Vesuvius: Pompeii Lost and Found</i> • Adam Hochschild, Joseph Ellis, and Joyce Seltzer, “Do You Need a License to Practice History?” on CourseDen and here <p>Peer comments on drafts back to authors by 5:30pm!</p>
11/28	Thanksgiving Break! NO CLASS!	
12/05	Student presentations of final paper topics	
12/07		Final Historiography Paper due by midnight!