

Historiography History 530-040

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Office Hours: M & W, 9am-2pm, and by appointment.

Department: History

Class meeting time and place: Mondays, 6-8:30pm, LAN 308 (History Dept. Conference Rm.)

Course Description: According to the SFA General Bulletin, Historiography can adopt either an American or European focus as a survey of the literature of history; intensive studies of the style and philosophy of leading historians; the nature and extent of material for writing history and is required for the graduate degree. We will focus on American historiography but periodically sample European historiography.

According to the instructor of record, historiography is the study of what historians have written, researched, and argued in the past and how the field, its influences, and scholars have changed over time. This class will examine how historical events have shaped historical writings and how historians have influenced the period in which they lived and wrote. The course will analyze methods and sources, why they were chosen, the intended audience, and why some sources or topics have been disregarded in specific historical accounts. Students will also consider methodology and current trends in historical investigations. Functioning as a graduate seminar, the class will serve as an intensive reading and writing experience.

This course will provide an introduction and orientation to graduate study in history at SFA. We begin with a survey of historical thinking in the West from ancient times to the present using Gilderhus's *History and Historians*. We then move on to discussions of Evans, *In Defense of History* and Nash et. al., *History on Trial*, both of which address various issues of importance to professional historians engaged with research, writing, and teaching. We conclude by exploring a classic historiographical problem presented by Kates, editor of *The French Revolution*. During our weekly meetings, you will present short papers (shall we refer to theses as lecturettes? Or perhaps sermonettes?) based on the readings. Specific topic will follow.

This class will also utilize a bibliographic approach. As all historians (more or less) systematically collect information on the primary and secondary sources pertaining to their areas of specialization, this class will attempt to assist you in preparing for or completing your master's thesis research. As such, each of you will pursue a major project focused on the topic you have chosen for your thesis. In this exercise, you will assemble a bibliography, presented in essay form with appropriate historiographical commentary. In other words, you will have the opportunity to situate your thesis within the literature of your research field and to assemble some of the materials you will use in your research. Details will follow.

Grades in this class are based on the quality of your in-class discussions, the short papers, and the major project—in that ascending order of importance. Absences in graduate seminars are now allowable, except for reasons of severe illness or catastrophe. In the event of such difficulties, please inform me as soon as possible.

Texts and Materials:

Mark, T. Gilderhus, *History and Historians: A Historiographical Introduction*, 7th edition

Richard J. Evans, *In Defense of History*

Gary Nash, et. al., *History on Trial: Culture Wars and the Teaching of the Past*

Gerald N. Grob, ed., *Interpretations of American History, Volume One: Through Reconstruction: Patterns and Perspectives*

Frances Courvares, ed., *Interpretations of American History, Volume 2: From Reconstruction: Patterns & Perspectives*, 8th edition

Gary Kates, ed., *The French Revolution: Recent Debates & Controversies* (provided via mySFA)

*****All of these books are required for the course.*****

*****Do NOT attempt to complete this course with acquiring these books in some fashion.*****

Course Requirements: Students in this class will be responsible for all material addressed in this course including readings, class discussions, and films. The final course grade will be based on the average of your performance on the following:

1) Weekly Attendance and Participation (20%)—Your physical presence in the class is only part of your grade. You must also demonstrate through class discussions that you read the assigned material and thoughtfully analyzed the information with a critical eye.

2) Weekly Book Reviews (30%)—Every week you will turn in a typed review of the publication(s) you read for class. All reviews must begin with a concise thesis statement. Article and book reviews must be 150-words and 250-words in length, respectively.

3) Research Bibliography and Paper (50%)—You will research and write a 10 to 15-page scholarly paper on some aspect of American history selected in concert with the professor. Only primary and secondary sources—peer-reviewed books and scholarly journal articles—are considered acceptable for this project. Only in rare instances will the internet be considered as an acceptable source for this project.

The end product is weighted at 50% but will be segmented into five parts—working thesis (10%), annotated bibliography (10%), working outline (10%), rough draft (10%) and the final paper (10%)—thus comprising the 50% value of the final product. You will turn in *all five components* of the semester long assignment with your reflections and my comments from the entire semester in order to “see” how a major project develops, changes, and evolves over time—just like history!

Attendance Policy: Attendance is expected at every class meeting at the graduate level. Except in the case of a medical emergency or the death of an immediate family member, you are expected to attend every class meeting in its entirety.

Grading Policy:	<u>Semester Average</u>	<u>Final Grade</u>
	90-100	A
	80-89	B
	70-79	C
	60-0	F

Course Calendar: This is a provisional course schedule and is subject to change at the discretion of the professor.

<u>August 29</u>	Course Introduction
<u>September 5</u>	Labor Day—Class will not meet
<u>September 12</u>	Gilderhus, <i>History and Historians</i> , ch. Preface-2 Courvares, et. al., <i>Interpretations</i> , Volume I, Introductions-ch.2 Working Thesis Due
<u>September 19</u>	Gilderhus, <i>History and Historians</i> , ch. 3-5 Courvares, et. al., <i>Interpretations</i> , Volume I, ch. 3-5
<u>September 26</u>	Gilderhus, <i>History and Historians</i> , ch. 6-7 Courvares, et. al., <i>Interpretations</i> , Volume I, ch. 6-8
<u>October 3</u>	Courvares, et. al., <i>Interpretations</i> , Volume I, ch. 9-11 Annotated Bibliography Due
<u>October 10</u>	Evans, <i>In Defense of History</i> , Preface-ch.4 Courvares, et. al., <i>Interpretations</i> , Volume II, Introductions-ch.3
<u>October 17</u>	Evans, <i>In Defense of History</i> , ch. 5-8 Courvares, et. al., <i>Interpretations</i> , Volume II, ch. 4-6
<u>October 24</u>	Read Nash, et. al., <i>History on Trial</i> , Preface-ch. 5 Courvares, et. al., <i>Interpretations</i> , Volume II, ch. 7-9
<u>October 31</u>	Read Nash, et. al., <i>History on Trial</i> , chapters 6-10 Courvares, et. al., <i>Interpretations</i> , Volume II, ch. 10.-11
<u>November 7</u>	Research/Reading day Working Outline Due
<u>November 14</u>	Kates, ed., <i>The French Revolution</i> , one student/one chapter, available via mySFA Courvares, et. al., <i>Interpretations</i> , Volume II, ch. 11
<u>November 21</u>	Research/Reading day Rough Draft Due
<u>November 28</u>	Research/Reading day
<u>December 5</u>	Discussion of Papers with Professor
<u>December 12</u>	Final Product Due by 6pm

Program Learning Outcomes:

The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning an M.A. degree in History:

1. The student will be able to explain the key issues and developments in at least two historical periods (one per course).
2. The student will be able to identify the main historical works and interpretive debates associated with an event or period.
3. The student will be able to locate, identify, and critically analyze primary sources.
4. The student will be able to research and analyze effectively an issue or topic in writing.
5. The student will be able to present written work in an appropriate academic style, including the proper citation of sources using Chicago Manual of Style (15th or most recent edition).

This section of this course will focus on PLOs 1, 2, 4, and 5.

Student Learning Outcomes: By the conclusion of this course students should:

- 1) possess a knowledge of events significant to American history;
- 2) identify historiographical arguments within American history;
- 3) understand how historical events have shaped historical writings in American history;
- 4) examine sources and scholars for bias, objectivity, intended audience, and methodology;
- 5) explicate major schools of thought and historical leaders within American history;
- 6) develop skills in reading, analyzing, and expressing information pertinent to American history.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades (*Semester Grades Policy, A-54*)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.