

**American Historiography
History 530-001**

Professor: Dr. Paul J. P. Sandul, Ph.D.

Email: sandulpj@sfasu.edu (best contact)

Phone: 468-6643 (worst contact)

Office: Liberal Arts North (Vera Dugas) # 363

Office Hours: T/Th 9:00-11:00am; W 9:30-10:30am; By Appt.

Department: History

Class meeting place & time: Wednesdays, 6:00-8:30pm, T. E. Ferguson Liberal Arts 474

Course Description:

History 530 is 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.

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 2, 4, and 5.

Student Learning Outcomes:

In course discussion and written assignments (including book reviews, a paper and presentation on specific historical schools of thought, a reflective essay, and a historiographical paper), students will demonstrate the ability to: understand historical trends and major schools of thought in historical theory and method and be able to identify and explain major trends, schools, and issues in historiography; and understand the privileges/biases, purposes, goals, and assumptions historians often bring with them to the study of history.

Texts and Materials:

1. Selected excerpts/essays, as marked on the course calendar, available on D2L.
2. Joyce Appleby, Lynn Hunt, and Margaret Jacob, *Telling the Truth About History* (New York: Norton, 1995).
3. Charles W. Calhoun, ed., *The Gilded Age: Perspectives on the Origins of Modern America*, 2nd edition (Lanham, MD: Rowman and Littlefield, 2007).
4. Philip E. Catton, *Diem's Final Failure: Prelude to America's War in Vietnam* (Lawrence: University Press of Kansas, 2003).

5. George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (New York: Basic Books, 1994).
6. Stephanie Cole and Natalie J. Ring, eds., *The Folly of Jim Crow: Rethinking the Segregated South* (College Station: Texas A&M Press, 2012).
7. Dana Cooper, *Informal Ambassadors: American Women, Transatlantic Marriages, and Anglo-American Relations, 1865-1945* (Kent, Ohio: The Kent State University Press, 2014).
8. Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge: Harvard University Press, 2009).
9. Andrew Lipmann, *The Saltwater Frontier: Indians and the Contest for the American Coast* (New Haven, Yale University Press, 2015).
10. Brook Poston, *Monroe: Republican Champion*.
11. Paul J. P. Sandul, *California Dreaming: Boosterism, Memory, and Rural Suburbs in the Golden State* (Morgantown: West Virginia University Press, 2014).
12. Stephen R. Taaffe, *MacArthur's Korean War Generals* (Lawrence: University Press of Kansas, 2016).
13. Ian Tyrell, *Historians in Public: The Practice of American History, 1890-1970* (Chicago: University of Chicago Press, 2005).

Course Requirements:

Participation: 100 points

Six Review and Response Papers: 300 points

School of Interpretation/Theoretical Approach Presentations/Papers: 100 points

Reflective Essay: 100 points

Final Historiographical Paper: 200 points

Total: 800 points

Grading Scale:

A: 720-800 pts

B: 640-719 pts

C: 560-639 pts

D: 480-559 pts

F: 0-479 pts

Grading Policy:

1. Attendance Policy:

Attend all classes, please.

2. Participation (100 points):

Much of this class revolves around discussion. You are expected to show up to class prepared, having read the assigned readings, and ready to participate in class discussion and activities.

3. Six Review and Response Papers (300 points; 50 points each):

Note: You are required to turn in **six** reviews out of the twelve possible weeks when we have readings assigned. If you miss a week or more, then those will be your missed ones. If you turn in all papers or even more than six, then I will simply drop the worst grade(s).

What to do: In about four pages (excluding title page, endnotes, and bibliography—**all of which you must have**): (1) define the thesis or theses of all the works read for that week; (2) plus give a content summary and analysis; (3) concluding with your personal reaction.

4. School of Interpretation/Theoretical Approach Presentations/Papers (100 points):

In either week six (October 4) or seven (October 11) you are to, first, make a fifteen-minute presentation of a particular historical school of thought—or principal theoretical approach used in historical interpretation. Second, provide a no-less-than five-page (excluding title page, endnotes, and bibliography) essay, and provide a copy for everyone in class (just email it).

5. Reflective Essay (100 points):

In no less than five pages (excluding title page, notes, and bibliography) answer the following question: what are some of the major conclusions you have come to concerning American historiography in general, though you need to make explicit references to the books and articles we have read. Other than that, you have free reign to answer this question how you want.

6. Final Historiographical Paper (200 points):

First, you must pick a specific historical topic, issue, matter, subject, or theme. While the possibilities are limitless, I would prefer it be one that relates (in)directly to a potential thesis topic for you. Whatever the case, and second, in this paper (no-less-than-twelve pages sans title page, endnotes, and bibliography), I want you to explain what historians have said and argued about your topic, issue, matter, subject, or theme. Of critical importance here is to explain how historical interpretations on your topic, issue, matter, subject, or theme have changed over time. Too, explain the differences between various “schools” of historical interpretation regarding your topic, issue, matter, subject, or theme. Ultimately, you are to compare and contrast what many historians have argued about your topic, issue, matter, subject, or theme and, as such, you need to explain and contextualize why interpretations have changed.

Rough Draft and Consultation: While I will not grade a rough draft, please turn one into me during Week 14, Nov. 29. Simply put, I will not accept your final paper without you having turned in the rough draft first. And, as a rough draft, I will expect it to be as solid as a rough draft could ever be. Ultimately, this, as well as one-on-one consultations in Week 15, will give me enough time to give you solid feedback and signpost any warnings or problems well before you turn in the final draft. You are welcome!

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/>.

Course Calendar:

Week 1: August 30 – Introductions and Syllabus Review

Week 2: Sept. 6 – Historiography in the U.S.

- Read Joyce Appleby, Lynn Hunt, and Margaret Jacob, *Telling the Truth About History* (New York: Norton, 1995).
- Excerpts on D2L:
 - “Introduction to U.S. Historiography,” in *Interpretations of American History*
 - Kerwin Lee Klein, “The Rise and Fall of *Historiography*.”

Week 3: Sept. 13 – The Practice of History in the U.S.

- Read Ian Tyrell, *Historians in Public: The Practice of American History, 1890-1970* (Chicago: University of Chicago Press, 2005).
- Excerpts on D2L:
 - Hilda Kean, “Introduction,” in *The Public History Reader*
 - Thomas Cauvin, “Introduction,” in *Public History*

Week 4: Sept. 20 – Colonial/Native American History and Historiography

- Read Andrew Lipmann, *The Saltwater Frontier: Indians and the Contest for the American Coast* (New Haven, Yale University Press, 2015)
- Excerpts on D2L:
 - James H. Merrell, “Second Thoughts on Colonial Historians and American Indians,” *William and Mary Quarterly* 69 (July 2012): 451-511.

- **Guest: Dr. Andrew Lannen**

Week 5: Sept. 27 – “Founding Fathers” & History and Historiography

- Read Poston’s Manuscript on Monroe (available on D2L under “Excerpts”)
- Excerpts on D2L - TBA
- **Guest: Dr. Brook Poston**

Week 6: Oct. 4 – Slavery and Historiography

- Read Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge: Harvard University Press, 2009).
- Excerpts on D2L:
 - “The Atlantic Slave Trade: Racism or Profit?” in *Interpretations of American History*.
 - “Slave Culture: African or American?” in *Interpretations of American History*.
- **Due: School of Thought Presentations/Papers Round 1**

Week 7: Oct. 11 – Suburban History and Historiography and Memory

- Read Paul J. P. Sandul, *California Dreaming: Boosterism, Memory, and Rural Suburbs in the Golden State* (Morgantown: West Virginia University Press, 2014)
- Excerpts on D2L:
 - Olick, Vinitzky-Seroussi, and Levy, “Introduction,” in *The Collective Memory Reader*.
 - Archer, Sandul, Solomonson, “Introduction,” *Making Suburbia: New Histories of Everyday America*.
- **Due: School of Thought Presentations/Papers Round 2**

Week 8: Oct. 18 – Jim Crow and Historiography

- Read Stephanie Cole and Natalie J. Ring, eds., *The Folly of Jim Crow: Rethinking the Segregated South* (College Station: Texas A&M Press, 2012)
- **Guest: Dr. M. Scott Sosebee**

Week 9: Oct. 25 – The Gilded Age and Historiography

- Read Charles W. Calhoun, ed., *The Gilded Age: Perspectives on the Origins of Modern America*, 2nd edition (Lanham, MD: Rowman and Littlefield, 2007)
- Excerpts on D2L:
 - Paul Kramer, “Imperial Openings.”
- **Guest: Dr. Perky Beisel**

Week 10: Nov. 1 – LGBT History and Historiography

- Read George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (New York: Basic Books, 1994)
- Excerpts on D2L:
 - Marc Stein, “Theoretical Politics, Local Communities: The Making of U.S. LGBT Historiography.”

- **Due: School of Thought Presentations/Papers Round 3 if needed**

Week 11: Nov. 8 – Women’s History / Diplomatic History and Historiography

- Read Dana Cooper, *Informal Ambassadors: American Women, Transatlantic Marriages, and Anglo-American Relations, 1865-1945* (Kent, Ohio: The Kent State University Press, 2014)
- Excerpts on D2L:
 - Molly Wood, “Diplomatic Wives.”
- **Guest: Dr. Dana Cooper**

Week 12: Nov. 15 – Military History and Historiography

- Read Stephen R. Taaffe, *MacArthur’s Korean War Generals* (Lawrence: University Press of Kansas, 2016)
- Excerpts on D2L:
 - Citino, “Military Histories Old and New.”
- **Guest: Dr. Stephen R. Taaffe**

Week 13: Nov. 22 – **No class for Thanksgiving Break**

Week 14: Nov. 29 – Vietnam and Historiography

- Read Philip E. Catton, *Diem's Final Failure: Prelude to America's War in Vietnam* (Lawrence: University Press of Kansas, 2003)
- Excerpts on D2L:
 - “Interchange: Legacies of the Vietnam War.”
 - Miller and Vu, “The Vietnam War as a Vietnamese War.”
- **Guest: Dr. Philip E. Catton**
- **Due: Historiographical Essay Rough Drafts**

Week 15: Dec. 6 – Work Week for Historiographical Essay

- Schedule Individual Meetings Throughout Week

Dec. 13 – Both the (1) Reflective Essay and (2) Final Historiographical Essay are Due