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University of Texas at Dallas  
School of Arts & Humanities  
Fall 2021  
Wednesday 7:00—9:45 pm

## **HIST 6301.501: HISTORIOGRAPHY**

**HIST 6301** is the required course for students pursuing the M.A. in History and for students with a History emphasis in the M.A. and Ph.D. programs in History of Ideas. It is an advanced introduction to the study of history as a question-framing and problem-solving discipline and introduces students to the methodological approaches and research priorities shaping the historical profession. Guest instructors from the faculty will introduce their areas of specialization, providing a sense of the fields, approaches, and methods taught at UT-Dallas.

### **REQUIRED TEXTS (in hard copy):**

Sharon Block, <i>Colonial Complexions</i>	[U of Penn P	978-0812224924]
Natalie Zemon Davis, <i>The Return of Martin Guerre</i>	[Harvard UP	978-0674766914]
Sara Maza, <i>Thinking About History</i>	[U of Chicago P	978-0226109336]
Jennifer Ratner-Rosenhagen, <i>American Nietzsche</i>	[U of Chicago P	978-0226006765]
James Scott, <i>Domination and the Arts of Resistance</i>	[Yale UP	978-0300056693]
Jeffrey Shandler, <i>Holocaust Memory in the Digital Age</i>	[Stanford UP	978-1503602892]

Additional readings will be available electronically through eLearning.

### **COURSE REQUIREMENTS/EVALUATION CRITERIA:**

Completion of required reading, attendance, and participation in class discussion; weekly discussion questions; 1- to 2-page summary exercise; 3- to 5-page book review; 1- to 2-page paper proposal with bibliography; 15- to 20-page historiographic essay.

**NOTE:**

- More than 2 absences, persistent tardiness, or failure to participate in discussions will lower your final grade.
- All** course work must be completed in order to pass the course.
- No** late assignments will be accepted.
- Be sure you understand all relevant University policies:  
< <http://go.utdallas.edu/syllabus-policies> >

*Contents of this syllabus are subject to change at the discretion of the professor.*

# CLASS SCHEDULE

\* Electronic Reserve    + eLearning    # McDermott Library access

August 25:	<b>INTRODUCTION</b>
September 1:	Sara Maza, Kerwin Lee Klein READING DISCUSSION QUESTIONS DUE VIA EMAIL BY 5:00 PM
September 8:	Sara Maza, J. R. McNeill READING DISCUSSION QUESTIONS DUE VIA EMAIL BY 5:00 PM
September 15:	James C. Scott <b>1- to 2-page summary due in class</b> READING DISCUSSION QUESTIONS DUE VIA EMAIL BY 5:00 PM
September 22:	Natalie Zemon Davis, Robert Findlay READING DISCUSSION QUESTIONS DUE VIA EMAIL BY 5:00 PM <i>Recommended Reading:</i> Jean de Coras, Guillaume Le Sueur <b>LIBRARY SESSION</b>
September 29:	Sharon Block READING DISCUSSION QUESTIONS DUE VIA EMAIL BY 5:00 PM
October 6:	Book Reviews, Jennifer Ratner-Rosenhagen READING DISCUSSION QUESTIONS DUE VIA EMAIL BY 5:00 PM
October 13:	Guest: Dr. Daniel Wickberg Jennifer Ratner-Rosenhagen READING DISCUSSION QUESTIONS DUE VIA EMAIL BY 5:00 PM
October 20:	Jeffrey Shandler <b>3- to 5-page book review due in class</b>
October 27:	Guest: Dr. Anne Gray Fischer Joan Scott, Gail Bederman, Joanne Meyerowitz READING DISCUSSION QUESTIONS DUE VIA EMAIL BY 5:00 PM
November 3:	Guest: Dr. Ben Wright Joseph L. Locke & Ben Wright and Cameron Blevins, Yan Wu, & Steven Braun READING DISCUSSION QUESTIONS DUE VIA EMAIL BY 5:00 PM
November 10:	Guest: Dr. Kimberly Hill Kimberly Hill, Historiographic Essays READING DISCUSSION QUESTIONS DUE VIA EMAIL BY 5:00 PM
November 17:	<b>1- to 2-page paper proposal with bibliography due in class</b>
December 1:	<b>ORAL PRESENTATIONS</b>

**FINAL 15- to 20-PAGE HISTORIOGRAPHIC ESSAY DUE December 15<sup>th</sup>**

## DISCUSSION QUESTIONS

Most days on which the syllabus lists required reading, I expect you to email me by **5:00 pm** with *three* focused and thoughtful questions about that day's readings. One question each time may address comprehension, but I expect you increasingly to offer **analytical, textually-grounded** questions capable of provoking discussion among your peers. I will use your questions in structuring discussion of the readings. Your aim in the reading discussion questions is to demonstrate that you have begun to *make sense* of the readings, *thought about* their subject matter, argument, structure, and approach, and begun to *make connections* between them and earlier readings. Reading discussion questions are graded check, check-plus, or check-minus.