

	Course	HIST 6310 - Historiography
	Professor	Natalie J. Ring
	Term	Spring 2023
	Meetings	Tuesday, 7:00-9:45 pm

Professor Contact Information

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Office Hours: Tuesday, 4:00-6:00 pm in JO 5.102 or by appointment

Course Description

HIST is a required course for students pursuing the M.A. in History or an elective for students working in the PhD in History of Ideas. It will introduce students to the study of history as a question-framing and problem-solving discipline. Historians do more than tell stories about the past; they interpret what happened. In brief, historiography is the study of historical interpretations about the past. This course is designed to introduce students to an assortment of methodological approaches, research strategies, and theoretical frameworks used by historians in their work. The course will also focus on how the field of history has developed as a discipline. Occasional guest professors from the history faculty at UTD will participate in the discussion and share their expertise.

Required Books

1. John H. Arnold, *History: A Very Short Introduction*. Oxford University Press, 2000. ISBN #978-0192853523

2. Gail Bederman, *Manliness and Civilization: A Cultural History of Gender and Race in the United States 1880-1917*. University of Chicago Press, 1996. ISBN # 978-0226041391

3. Aaron Freundschuh, *The Courtesan and the Gigolo: The Murders in the Rue Montaigne and the Dark Side of Empire in Nineteenth-Century Paris*. Stanford University Press, 2017. ISBN # 978-1503600829

4. Marisa Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive*. University of Pennsylvania Press, 2018. ISBN # 978-0812224184

5. Sara Maza, *Thinking About History*. University of Chicago Press, 2017. ISBN # 978-0226109336

6. Jennifer Ratner-Rosenhagen, *American Nietzsche: A History of an Icon and His Ideas*, University of Chicago Press, 2012. ISBN # 978-0226006765

7. Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (20th Anniversary Edition) ISBN # 978-0807080535

8. C. Vann Woodward (and William S. McFeely with the afterword), *The Strange Career of Jim Crow*. Oxford University Press, commemorative edition, 2001. ISBN #978-0195146905 (It is imperative that you purchase this edition as they are all substantially different from one another).

Required articles/essays

For access, click on the links in the course schedule. The syllabus will be available on eLearning.

Semester Schedule

January 17 Introduction

January 24 What is History?

Reading: *Arnold, *History*

January 31 Historiography and the Historical Profession

Reading: *Maza, *Thinking About History*

February 7 Library session (meet in the lobby of the McDermott Library – we will eventually make our way to MC 2.524)

February 14 Meeting with professor individually on Teams to discuss your topic

February 21 Power, Memory, and History

Reading: *Truillot, *Silencing the Past*

*[Alyssa Goldstein Sepinwall, “Still Unthinkable? The Haitian Revolution and the Reception of Michel-Rolph Truillot’s *Silencing the Past*,” *Journal of Haitian Studies* 19 \(Fall 2013\): 75-103](#)

February 28 Microhistory (guest visit by Michael Wilson)

Reading: *Freundschuh, *The Courtesan and the Gigolo*

*[Jill Lepore, *Historians Who Love Too Much: Reflections on Microhistory and Biography*,” *Journal of American History* 88 \(June 2002\): 129-41](#)

March 3 Prospectus is Due Friday by 11:59 pm on eLearning

March 7 Gender and Race (guest visit by Dr. Anne Gray Fischer)

Reading: *Bederman, *Manliness and Civilization*

*[Joan Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91 \(1986\): 1053-1075](#)

*[Joan Meyerowitz, "AHR Forum: A History of "Gender," *American Historical Review* 113 \(December 2008\): 1346-56](#)

March 14 **NO CLASS – Spring Break**

March 21 **Intellectual History (guest visit Dr. Daniel Wickberg)**

Reading: *Ratner-Rosenhagen, *American Nietzsche*

*[Daniel Rodgers, "Paths in the Social History of Ideas," in Joel Isaac et al., *The Worlds of American Intellectual History* \(New York: Oxford University 2017 Press\), 307-323](#)

March 28 **The Limits and Expansive Possibilities of the Archives**

Reading: *Fuentes, *Dispossessed Lives*

*[Ashley Farmer, "In Search of the Black Women's History Archive," *Modern American History* 1 \(2018\): 89-93](#)

*[Interview with Marisa J. Fuentes, *Black Perspectives*, African American Intellectual History Society](#)

*[Saidiya Hartman, "Venus in Two Acts," *Small Axe* 26 \(June 2008\): 1-14](#)

April 4 **Digital History (guest visit by Dr. Ben Wright)**

Reading: *[Prize winning works in digital history given by the OAH](#)

*[Guidelines for the Professional Evaluation of Digital Scholarship by Historians](#)

*[Ben Wright and Joseph Locke, "History Can Be Open Source: Democratic Dreams and the Rise of Digital History," *American Historical Review* 126 \(December 2021\): 1485-1511](#)

*[Open Review, *American Historical Review*](#)

*[Jo Guildi, "The Algorithm: Mapping Long-Term Trends and Short-Term Change at Multiple Scales of Time," *American Historical Review* 127 \(June 2022\): 895-911](#)

[*Megan Cantwell and Ben Wright, “Disability and the Crisis of Accessibility in Digital History \(working draft\)”](#)

[*Wave Web Accessibility Evaluation Tools](#) (after reading Cantwell and Wright, revisit a [few prize-winning works of digital history](#), and use this tool to evaluate accessibility)

April 11 Presentism in History

Reading: [*Woodward, *The Strange Career of Jim Crow*](#)

[*Howard Rabinowitz, “More Than the Woodward Thesis: Assessing the Strange Career of Jim Crow,” *Journal of American History* 75 \(December 1988\): 842-56](#)

[*C. Vann Woodward, “Strange Career Critics,” *Journal of American History*, 75 \(December 1988\): 587-868](#)

April 18 History, Politics, and Writing for the Public

Reading: [*Brian Rosenwald and Nicole Hammer, “Welcome to Made by History,” *Washington Post*, April 21, 2021](#) (Originally posted June 26, 2017. [Spend some time browsing the editorials that have been published in this series](#))

[*Matthew Karp, History as End, 1619, 1776, and the Politics of the Past,” *Harper’s Magazine*, July 2021](#)

[*James Sweet, “Is History History? Identity Politics and Teleologies of the Present,” *Perspectives on History*, August 17, 2022](#) (read the author’s note at the top only after you have read the piece)

[*Malcolm Foley and Priya Satia, “Responses to ‘Is History History,’” *Perspectives on History*, Sept. 7, 2022](#)

[*Daniel Bessner, “The Dangerous Decline of the Historical Profession,” *New York Times*, January 14, 2023](#)

April 25 Presentations on final paper

May 2 Presentations on final paper

May 7 Final Paper due by Sunday by 11:59 via eLearning

Articles/Essays/Reviews

These are accessible by link in the course syllabus. Just open the syllabus in eLearning and click on the title of the assignment you need. It is best to print these out and bring to class or have them available on your laptop for reference.

Course Requirements

Attendance and Participation

I will not be taking official attendance in this course. **However you are strongly encouraged to attend class meetings as the success of a seminar depends on collective participation.** Your class participation is worth 20% which is a fair amount of your final grade. Each student is expected to discuss the readings in an informed, thoughtful way and listen respectfully to the contributions of your colleagues. If you miss more than 1 classes your attendance/participation grade will suffer.

Discussion Questions

Part of your participation grade includes submitting 3 questions about the readings that demonstrate you have thought about the material carefully. If there is a book assigned, you should derive at least 2 of your questions from the book. If there are more than 3 articles/essays/websites assigned you may choose which ones you focus on in crafting your questions

What makes a good question? Your question should not be a yes/no question or something you desire an answer to that is outside of the assigned readings. It should not be a question of curiosity. Questions should be interpretive in focus. Imagine that you are teaching the book/article and need to ask questions that enable students to understand the significance of the text. Craft questions that get at the specifics of the historian's interpretation, methodology, significance of source material etc.

Questions should be submitted to eLearning by 5:00 pm on each Tuesday

Précis

Students will choose one of the books assigned this semester in the schedule and write a 750-1,000 word paper focusing on the analytical argument and themes. You will submit your précis via eLearning before we discuss the book in class. Please do not write on a book you have read before. All books are eligible for review, except for Arnold, *History: A Very Short Introduction*.

Prospectus/Bibliography

You will be required to submit a 2-3 page prospectus/bibliography outlining the material you will consult for your final paper. Before submitting the paper you are responsible for scheduling a meeting with the professor via Teams on Feb. 14 to discuss your plans. The prospectus is then due on Friday, March 3 by 11:59 via eLearning.

Final Paper

For your final assignment for this course, you will write a 15-page essay that studies and evaluates the work of one groundbreaking historian *of the modern era* in light of what we have studied this semester. You will also be required to read two books by other historians that engage with the groundbreaking historian you choose to focus on. The purpose is for you to acquaint yourself with the work of one major figure in the discipline of history and to gain a greater understanding of how historians work and think. The assignment can be found at the end of the syllabus. More information will be forthcoming.

The final paper is due **May 7 by 11:59 pm** on eLearning. Your final paper will be run through www.turnitin.com which detects plagiarism.

Additional Information

Covid Related Issues: UTD specific information can be found [here](#). Please speak with the professor as soon as possible if you have any difficulties this semester with covid or illness. My hope is that you and yours will remain healthy this semester. If you are sick, particularly with a respiratory illness it is best that you stay home. If you miss class due to illness or other family matter, please inform me ahead of time.

Comet Creed and Plagiarism

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

I expect students to abide by the comet creed, particularly when it comes to honesty and integrity. Cheating (plagiarism) is not allowed and breaks the Comet creed.

If you have questions or are confused about what plagiarism looks like please consult this excellent resource, Harvard Guide to Using Sources.

<https://usingsources.fas.harvard.edu/what-constitutes-plagiarism>

Papers that include any text from an artificial intelligence tool (such as ChatGPT or others) are considered plagiarism.

According to university policy, if you engage in plagiarism, I am required to report you to the Office of Community Standards and Conduct. The OCSC has ruled that students who engage in this practice must fail the assignment even if they did not realize what they were doing was wrong. Please think twice before plagiarizing in this class.

Grades

Final grades in this seminar will be assigned based on the following work:

Participation	15%
Weekly Questions	10%
Précis #1	15%
Prospectus	15%
Presentation	5%
Final Paper	40%

Late work is penalized 1/3 letter grade per day unless you speak to me ahead of time. If you need an extension it is always best to ask in advance.

The above descriptions, timelines, requirements, and regulations are subject to change at the discretion of the Professor.

University policies and procedures relevant to this course can be found at:

<https://catalog.utdallas.edu/2013/undergraduate/policies/appendices/appendix1>

HIST 6301 - Historiography Final Paper Instructions

“...when we take up a work of history, our first concern should not be with the facts which it contains, but with the historian who wrote it.” – E.H. Carr

For your final assignment for this course, you will write a 15-page essay that studies and evaluates the work of one groundbreaking historian *of the modern era* in light of what we have studied this semester. The purpose is for you to acquaint yourself with the work of one major figure in the discipline of history and to gain a greater understanding of how historians work and think. Below, I have provided a list of historians from which you may choose. This list is not comprehensive, so you may select a historian not on the list, but please discuss it with me first.

Your paper should do the following:

- Present a brief intellectual biography of the historian: Where did he or she live and work? What topics did he or she research? What major historical works is she or he known for? What were the major (non-historiographical) influences on this historians' work?
- Place this historian in historiographical context: What were the major theoretical or scholarly influences on this historian? What school of thought or theoretical grounding does this historian emerge from? And/or: what school of thought did this historian help forge? What central historiographical interventions or contributions did this historian make? How has this historian shaped the field of history or his or her sub-discipline.
- Summarize and analyze two or three books written by this historian: What is this central argument of the works? How do these works make manifest the historian's theoretical approach, his or her influences, and/or his or her contributions to the field? What kinds of sources does this historian use and why? You may choose to focus on one foundational book, but I want to see that you have read and thought about more than just one.
- Evaluate this historian's work by selecting **two books** by other historians who are in direct conversation with your chosen historian's work. The two books might either be influenced by it or be in disagreement with it. What is the central argument of the two other books? What strengths and/or weaknesses do they see in the main historian's work? In short, you are being asked to think about the historiography surrounding your main historian; in what ways are historians influential and how do historians talk about other historians?

In addition to any works written by your selected historians, you should use historiographical essays, book reviews, and other tertiary work written about your historian to complete your paper.

Your paper should be structured like any good paper, with an introduction, body, and conclusion. You should not answer the questions above methodically; rather, they are there to guide your thinking. You should include a title that offers a sense of what the paper is about. You should strive for clear and lively prose. You should use Chicago Manual of Style footnotes, as well as a bibliography (CMS style). Your pages should be numbered and stapled together. Your final paper should be 3,500-4,000 words (roughly 15 pages). If you go over the word count you will not be penalized.

You will arrange for an independent MS Team meeting with the professor on Teams on **February 14.** A schedule will be forthcoming. The meeting will be relatively brief. You should already have some idea of what historian you wish to work on (although it does not have to be definitive).

You will submit your 2-3 page prospectus (includes your description of the main historian by **March 3** on eLearning. Your prospectus should identify your main historian, the two books by other historians, what themes/arguments/issues you think are relevant to the historiography, and a tentative bibliography. At this point you will be locked into your choice. But please expect that you might end up adding additional material to the bibliography as you proceed.

You will present your historians and the central ideas of your paper to your peers in an informal presentation at the end of the semester on **May 5.**

The final paper is due **May 7** by **11:59 pm** on eLearning. Your final paper will be run through www.turnitin.com which detects plagiarism.

List of Historians (and some historically-minded scholars in other fields):

US Historians

Herbert Aptheker
 Bernard Bailyn
 Charles Beard
 Ira Berlin
 William Cronon
 Carl Deglar
 John Demos
 William Archibald Dunning
 Eric Foner
 Elizabeth Fox Genovese
 John Hope Franklin
 Eugene Genovese
 Steven Hahn
 Richard Hofstadter
 Robin Kelley
 Christopher Lasch
 T. Jackson Lears
 Jill Lepore
 Gerda Lerner
 Lawrence Levine
 Patricia Limerick
 Edmund Morgan
 Gary Nash
 Mary Beth Norton
 Peter Novick

Nell Painter
David Roediger
Arthur M. Schlesinger, Sr.
Carroll Smith-Rosenberg
Warren Susman
Laurel Ulrich
William Appleman Williams
Richard White
Sean Wilentz
Gordon Wood
C. Vann Woodward
Howard Zinn

European Historians

Benedict Anderson
Jacques Barzun
David Blackbourn
Marc Bloch
Christopher Browning
Jacob Burckhardt
Peter Burke
Peter Brown
Caroline Walker Bynum
R.G. Collingwood
Robert Darnton
David Brion Davis
Georges Duby
Geoff Eley
Sheila Fitzpatrick
Francois Furet
Peter Gay
Edward Gibbon
Wendy Goldman
Raul Hilberg
Christopher Hill
Gertrude Himmelfarb
Eric Hobsbawm
Lynn Hunt
Jonathan Israel
Paul Johnson
Tony Judt
Diane Koenker
Claudia Koonz
Thomas Kuhn

Theodor Mommsen
Detlev Peukert
Richard Pipes
J.G.A. Pocock
Sarah Pomeroy
Donald Raleigh
Michael Rostovtzeff
Simon Schama
Joan Scott
Jonathan Sperber
Lawrence Stone
E.P. Thompson
Immanuel Wallerstein
Ulrich Wehler

Non-Western Historians

William Beezley
Dipesh Chakrabarty
Kenneth Dike
John Dower
Joseph Esherick
Carlos Fuentes
Ranjit Guha
Ping-ti Ho
Albert Hourani
Friedrich Katz
Philip Kuhn
Joseph Levenson
Ilan Pappé
Louis A. Pérez
André Raymond
Walter Rodney
W.W. Rostow