Course Description:

This course is the second in a sequence of two courses required of history majors, following HIST 2270 (Introduction to Themes in History), designed to expose students to the basic principles of the discipline of history. Whereas HIST 2270 sought to familiarize students with the tools employed by historians in making sense of the past, this course focuses on how and why historians, in employing those tools, come to depict and explain the
past differently. Students will see that history is very much an on-going conversation, the grounds of which change over time, and according to the predominant social, cultural and intellectual influences. It is hoped that this course will foster an appreciation for history as contested territory, and that students will acquire an awareness of the sorts of issues that prompt disagreement and debate among historians. Please note that I teach this course with a view to preparing students for the completion of the Senior Seminar.

This course is in four parts. In the first week or so, we will engage in an examination of the history of historical writing, focusing on its inception in ancient Hellas, typified in the writing of Herodotus and Thucydides. We will then follow the models that these two “fathers of history” established throughout the remainder of the course.

In the second part of the course, we will examine differing methods to reconstructing the past of the early modern world (and, in the final part of The Face of Battle, the Battle of the Somme in 1916). In particular, we will focus on the way in which historians progress from source material to their finished text. What sources do they use? How do they extract meaning from them? How do they fill lacunae in the sources? What theories or techniques do they use to construct a narrative or other analysis? We will sample four representative works, offering our own critiques of these approaches.

In the third installment, we will spend some time looking at one particularly provocative work of recent historiography in the area of modern cultural history, Stephen Kern’s Culture of Time and Space, 1880-1920. This work is an innovative and adventurous attempt to understand a dynamic epoch in the history of the West, employing novel categories of analysis, breaking down disciplinary barriers, and eschewing narrative altogether (except, perhaps in his examination of the July 1914 crisis). It is probably unlike any history book you have ever read and it is certainly not unproblematic. As a class we will examine and discuss the promise and the pitfalls of Kern’s approach, and of

In the final portion of the semester, we will focus on one historiographical debate, the on-going discussion over why the Holocaust happened in Germany under the Nazis. This historical problem has been the subject of a huge body of writing, and has also prompted considerable disagreement. The differences of scholarly opinion in this emotive field have been rooted in process and interpretation but also in personality and temperament. We will see that these disagreements can become quite contentious indeed.

In the end this is not a content course. If you retain information garnered from the texts that we read, that is great, but my foremost concern is process. My wish is that students emerging from this course will have a greater sensitivity for history as a discipline of fluidity and debate. I hope that students will be comfortable in analyzing and critiquing historical writing and the methods by which it is composed. In sum, I hope to help make you sensitive and critical readers of history.

Pursuant to this desire, I hope that at the end of the semester students will be able to consider thoughtfully the following questions:

- Why do historians explain and describe historical events and episodes very differently?
- How does the choice of sources impact the histories historians tell?
- To what extent is it permissible to read into sources?
- What is the role of narrative in history?
- How does the employment of different analytical categories affect the history that historians produce?
In what ways is the writing of history shaped by external and individual social, political and cultural forces?

Course Format:

This course is a seminar, focused on discussion and debate. Seminars do not work if students are not prepared to discuss the common readings I will never give formal lectures. On four occasions throughout the course of the semester, we will conduct symposia addressing specific topics regarding our reading – these will be more formal settings where I expect that the course of discussion will be student-driven.

I will be conducting these seminars under the assumption that for 2½ hours each week, you are my historian colleagues receiving training in the discipline. I certainly intend to test your knowledge and preparation regularly, but the bulk of time we spend together I expect to be devoted to friendly and relaxed but serious conversation.

I concede that this course requires a large amount of reading. For those of you going on to take upper-level history courses, and especially those who will be taking the senior seminar, this will be good, and necessary, preparation. A great deal of reading, my friends, is an occupational hazard of the historian.

WEB CT-VISTA:

This course is supported by GEORGIAVIEW-VISTA, and students should consult VISTA regularly. This syllabus is available at the course’s VISTA site, as are additional readings and assignment guidelines. Please access the material there and print it out for your own use. I will also post your grades on VISTA, and will occasionally solicit your participation in discussion forums. From time to time, I will post additional materials of interest to the class on the site. I will announce when we do this in class, but please also check the class VISTA site regularly. If you are not familiar with the VISTA course management program, please spend some time getting to know it.

VISTA may be accessed at https://web.kennesaw.edu/vista/

Texts:

All of the texts below are available for purchase at the KSU Bookstore. I recognize that this is a long list, but I have ordered only paperbacks and have asked the Bookstore to order used books. Please let me know if any of these books is unavailable or the supply runs out.


Selections from Herodotus’ *Histories* and Thucydides’ *History of the Peloponnesian War* (on GeorgiaView VISTA)

**Required Work:**

**NB There are no examinations in this course.**

**Attendance:** Full attendance is expected in this course – note the weighting placed on participation below. It is your responsibility to make sure your name appears on the class roll – do not ask to be placed on the roll after the fact. Excused absences are granted only for family and medical emergencies and appropriate documentation will be required. Any student who exceeds four unexcused absences in the course of the semester will have a full letter grade deducted from her or his final grade. You are expected to arrive on time; if you are more than 20 minutes late, I will consider you absent. If you arrive late, do not slam the door and please sit in empty seats close to the door. Do not wander in and out of class; unless you have a compelling health reason, use the restroom before class.

**Participation in Class Discussions and Symposia (35%):** As this is a seminar course, it is essential that you are prepared to participate in daily discussions and in the 4 symposia that we will hold in the course of the semester. A student who shows up to every class, but who is consistently unprepared and/or unwilling to participate will receive a D for this grade. Good participation does not mean always having the right answer, but it does mean being prepared, curious and willing to ask questions and engage colleagues. On a few occasions throughout the course of the semester, I will ask each student, alone or in conjunction with another student, either to take leadership of seminar discussion or to give oral presentations on material pertinent to the topic of discussion. All students will be asked to do these.

**2 Short Papers (30%):** These three reasonably short assignments will require that you engage the historiography of particular themes and episodes that have been contested by historians. Further details on these assignments will be made available closer to the due dates.

**1 Historiographical Exercise (10%):** This will be a short exercise that tests your ability to locate and utilize materials for research into a narrow historical topic. Further details on this assignment will be made available closer to the due date.

**Final paper (25%):** You will choose one of the titles listed below and then write a review essay (due 12/2 in hard copy and at [www.turnitin.com](http://www.turnitin.com) – see below) in which you discuss the book in relation to the works of Browning, Goldhagen and Aly that we have read as a class. You will be asked to contrast and compare the themes, method and interpretations of the book that you read in conjunction with those of the three assigned texts. Further details will be provided closer to the due date, but you are welcome to identify your text as soon as you wish. The list of titles follows:

Raul Hilberg, *The Destruction of the European Jews*

Karl Schleunes, *The Twisted Road to Auschwitz: Nazi Policy Toward German Jews,*
1933-1939
Lucy S. Dawidowicz, *The War Against the Jews, 1933-1945*
Henry Friedlander, *The Origins of Nazi Genocide: From Euthanasia to the Final Solution*
Saul Friedländer, *Nazi Germany and the Jews*
Peter Longerich, *Holocaust: the Nazi Persecution and Murder of the Jews*
David Bankier, *The Germans and the Final Solution: Public Opinion under Nazism*
John Weiss, *Ideology of Death: Why the Holocaust Happened in Germany*
Robert Wistrich, *Hitler and the Holocaust*
Robert Gellately, *Backing Hitler: Consent and Coercion in Nazi Germany*
Ian Kershaw, *Hitler, the Germans, and the Final Solution*
Jeffrey Herf, *The Jewish Enemy: Nazi Propaganda during World War II and the Holocaust*
Christopher Browning, *The Origins of the Final Solution: the evolution of Nazi Jewish Policy, September 1939-March 1942*
Christopher Browning, *Nazi Policy, Jewish Workers, German Killers*
Omer Bartov, *Germany’s War and the Holocaust: Disputed Histories*
Claudia Koonz, *The Nazi Conscience*
Michael Thad Allen, *The Business of Genocide: the SS, Slave Labor and the Concentration Camps*
Rita Botwinick, *A History of the Holocaust: from Ideology to Annihilation*
Wolfgang Benz, *The Holocaust: A German Historian Examines the Genocide*
Jost Dülffer, *Nazi Germany 1933-1945: Faith and Annihilation*
Michael Berkowitz, *The Crime of My Very Existence: Nazism and the Myth of Jewish Criminality*
Philippe Burin, *Nazi Anti-semitism: from Prejudice to the Holocaust*
Doris Bergen, *War and Genocide: A Concise History of the Holocaust*
Deborah Dwork and Robert Jan Van Pelt, *The Holocaust: a History*
Sarah Ann Gordon, *Hitler, Germans and the “Jewish Question”*
Robert Shandley, *Unwilling Germans?: The Goldhagen Debate*
Max Weinreich, *Hitler’s Professors: the Part of Scholarship in Germany’s Crimes against the Jewish People*
Heather Pringle, *Master Plan: Himmler’s Scholars and the Holocaust*
Han Safran, *Himmler’s Men*
Adam Tooze, *The Wages of Destruction: the Making and Breaking of the Nazi Economy*
Timothy Snyder, *Bloodlands: Europe between Hitler and Stalin*
Daniel Blatman, *Death Marches: the Final Phase of Nazi Genocide*
Hans Safran, *Eichmann’s Men*

**Other considerations regarding required work:**

- I do not offer extra-credit assignments.
- The final paper must be submitted to [www.turnitin.com](http://www.turnitin.com). If you do not have an account there, please set one up immediately. Once there, you can access this course. The course title is History 3376/01 – Fall 2011 and the class ID is 4200412. The enrollment password is “Herodotus.” Papers will not be considered submitted until I receive both a hard copy in class on the due date and an electronic copy on turnitin with a timestamp before the due date.
- Assignments are due in class on the day indicated. Late work will be penalized 1 full letter grade for each day it is late. Work that is a week or more late will not be accepted.
Completion of all the assignments is required in order to pass the course.

INC is granted only in cases of dire personal and family emergencies. In all cases, the student must be carrying a grade of C or higher at the time of the request.

There is no final exam in this course.

Accommodations for Disabled Students:

A number of services are available to aid disabled students with their academic work. In order to make arrangements for such services, students should visit the Office of Disabled Student Support Services (Student Center 286A) and arrange an individual assistance plan. This must be done at the very beginning of the semester in order for proper accommodations to be made. Please note that appropriate documentation will be required.

Academic Integrity:

Research has indicated that 40-60% of American college students reported cheating on examinations in college. Over half of the students who reported cheating in college were repeat offenders who used a variety of nefarious techniques to achieve their objective. While we assume the best of all students, we are also well aware of these realities.

Please read the statement on Academic Honesty in the Kennesaw State University Undergraduate Catalog on pages 243-4. Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

We take instances of plagiarism very seriously. If we have questions about the integrity of your work, we will ask to meet with you. If outstanding questions remain, we will adhere to the policies above. Please note: the penalty for cheating and/or plagiarism in this course is a failing grade for the semester. I will report all incidents of plagiarism to the Office of Student Affairs, and the incident will become part of your official record.

Student Deportment:

In striving to create a scholarly, collegial and efficient classroom environment for my students, I cannot and will not tolerate rude and obnoxious behavior such as talking, use of cell phones, pagers and Blackberries, reading of extraneous material such as newspapers,
sleeping, and other antisocial activities. Please also consult the guidelines for the use of electronic devices below,

**Electronic Devices in Class:**

Tape recording of class sessions is permitted, but beepers and cell phones are to be turned off in class. Devices that ring or beep in class will be run through the department paper shredder – no joke. If these devices are needed for emergency use, please let the instructors know before class and set them to silent or pulse. You may use laptop computers during class time, but under no circumstances use them to send e-mail, consult Facebook, check box scores, gamble, or set up dates. If I find you using them for any non-scholarly purposes, I reserve the right to rescind your laptop privileges.

**Class, Reading & Assignment Schedule:**

Please note: this schedule is subject to change, at the instructor's discretion. Students are responsible for keeping abreast of announced changes in the class and assignment schedule. The reading list is

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Thursday, Aug 18</td>
<td>Introduction &amp; Introductions</td>
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<tr>
<td>Tuesday, Aug 23</td>
<td>Clio’s infancy: Herodotus</td>
<td>Reading on GeorgiaView VISTA</td>
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<tr>
<td>Thursday, Aug 25</td>
<td>Clio’s infancy: Thucydides</td>
<td>Reading on GeorgiaView VISTA</td>
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<tr>
<td>Tuesday, Aug 30</td>
<td>Keegan I</td>
<td>The Face of Battle, 13-116</td>
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<tr>
<td>Thursday, Sep 1</td>
<td>Keegan II</td>
<td>The Face of Battle, 117-206 Paper One Due</td>
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<tr>
<td>Tuesday, Sep 6</td>
<td>Keegan III</td>
<td>The Face of Battle, 207-289</td>
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<tr>
<td>Thursday, Sep 8</td>
<td>Keegan IV</td>
<td>The Face of Battle, 290-343</td>
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<tr>
<td>Tuesday, Sep 13</td>
<td>Spence I</td>
<td>The Question of Hu, Preface, 4-134</td>
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<tr>
<td>Thursday, Sep 15</td>
<td>Spence II</td>
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<tr>
<td>Tuesday, Sep 20</td>
<td>History in the Dock: The challenges of portraying past experience</td>
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<tr>
<td>Thursday, Sep 22</td>
<td>Davis I</td>
<td>The Return of Martin Guerre, 1-61</td>
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<td>Tuesday, Sep 27</td>
<td>Davis II</td>
<td>The Return of Martin Guerre, 62-125</td>
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<td>Thursday, Sep 29</td>
<td>Davis Debate</td>
<td>American Historical Review Forum on The Return of Martin Guerre (American Historical Review, Vol. 93, No. 3 (June 1988), 553-603: access via JSTOR)</td>
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<tr>
<td>Tuesday, Oct 4</td>
<td>FILM: Le Retour de Martin Guerre</td>
<td>Paper Two Due</td>
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<tr>
<td>Thursday, Oct 6</td>
<td>Ginzburg I</td>
<td>The Cheese and the Worms, vii-61</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading References</td>
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<td>Tuesday, Oct 11</td>
<td>Ginzburg II</td>
<td><em>The Cheese and the Worms</em>, 62-128</td>
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<td>Friday, Oct 12</td>
<td><strong>Last day to withdraw w/o penalty</strong></td>
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<tr>
<td>Thursday, Oct 13</td>
<td><strong>History in the Dock</strong>: The pleasures and perils of microhistory</td>
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<tr>
<td>Tuesday, Oct 18</td>
<td>Kern I</td>
<td><em>The Culture of Time and Space</em>, 1-108</td>
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<tr>
<td>Thursday, Oct 20</td>
<td>Kern II</td>
<td><em>The Culture of Time and Space</em>, 109-257</td>
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<tr>
<td>Tuesday, Oct 25</td>
<td>Kern III</td>
<td><em>The Culture of Time and Space</em>, 259-318; Robert Wohl’s review essay in <em>The Journal of Social History</em>, Vol 18.4 (Summer 1985) and two other reviews of the book</td>
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<td>Thursday, Oct 27</td>
<td><strong>NO CLASS</strong></td>
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<tr>
<td>Tuesday, Nov 1</td>
<td><strong>History in the Dock</strong>: History as time and space</td>
<td><em>Historiographical Exercise Due</em></td>
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<tr>
<td>Thursday, Nov 3</td>
<td>Browning I</td>
<td><em>Ordinary Men</em>, xv-77</td>
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<tr>
<td>Tuesday, Nov 8</td>
<td>Browning II</td>
<td><em>Ordinary Men</em>, 78-189</td>
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<tr>
<td>Thursday, Nov 10</td>
<td>Goldhagen I</td>
<td><em>Hitler's Willing Executioners</em>, 1-128</td>
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<td>Tuesday, Nov 15</td>
<td>Goldhagen II</td>
<td><em>Hitler's Willing Executioners</em>, 181-280</td>
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<td>Thursday, Nov 17</td>
<td>Goldhagen III</td>
<td><em>Hitler's Willing Executioners</em>, 416-461</td>
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<tr>
<td>Tuesday, Nov 29</td>
<td>Aly I</td>
<td><em>Hitler's Beneficiaries</em>, 1-134</td>
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<tr>
<td>Thursday, Dec 1</td>
<td>Aly II</td>
<td><em>Hitler's Beneficiaries</em>, 135-332</td>
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<tr>
<td>Tuesday, Dec 6</td>
<td><strong>History in the Dock</strong>: Why did the Holocaust happen?</td>
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