HISTORY 3376/01 – HISTORIOGRAPHICAL DEBATES  
Kennesaw State University Department of History  
Spring Semester 2013

TTh 11:00-12:15  
Social Science Building 2035

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Office hours: M 11-1, TTh 8-11, or by appointment

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. And yet, it its long gestation, history has also displayed consistent
concerns and preoccupations. 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
includes familiarizing students with the considerable reading demands of sustained historical
research.

This course is in four parts. In the first couple of weeks, we will spend our time
looking at what it is that historians do, what the questions are that they ask, and how,
generally, they go about answering them. I will challenge you to come up with your own
definition of history, or at least a selection of characteristics that you believe defines history
as a discipline. You will find that these tasks are far more difficult than they might appear at
first blush.

In the second part of the course, we will undertake a historical examination of the
practice of history, starting with history’s beginnings among the ancient Greeks, and
extending to the century just passed. I believe strongly that history majors, in order to gain a
proper appreciation and understanding of the contours of their discipline, must be familiar
with the shape and trajectory of the history of history. History is, in more than one sense of
the word, a “historical” discipline, which constantly references and dialogues with what has
been done and said by historians who have come before. You will find that a great many of
the questions that exercise historians today have been asked, in one guise or another, by
prior practitioners of the historical art.

In the third installment, we will read some provocative examples of the
historiographical departures that have characterized the writing of history in the twentieth
century. We will look at the great and varied influence of Karl Marx, as well as examples of
the fruitful (if not unproblematic) meetings of history anthropology and climate science.

In the final portion of the semester, we will focus on a historical subject that receives
as much attention as almost any other, the American Civil War. Partly because it receives so
much consideration from historians, the war has been subjected to a wide array of
historiographical approaches. We will read three particularly intriguing recent treatments of
the conflict, each of which sees the conflagration through very different lenses and comes to
different conclusions about the meaning of this epoch in American history. How is it that
the same historical period can be seen so differently by careful and competent scholars? And
how much can we really know about this excruciating passage of the country’s history?

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:

- How has the doing of history changed and echoed itself since its invention
two and a half millennia ago?
Why is it important to have an understanding of the historical development of the discipline?
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 and where students will be evaluated for the extent to which they can offer informed and sensitive reflections on the seminar material.

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. If you don’t enjoy reading large volumes of text, you probably shouldn’t be a history major.

DESIRE2LEARN:

This course is supported by DESIRE2LEARN (I agree, the name is dreadful), and students should consult the course’s DESIRE2LEARN site regularly. This syllabus is available at the course’s 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 DESIRE2LEARN, 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 DESIRE2LEARN site regularly. If you are not familiar with the DESIRE2LEARN course management program, please spend some time getting to know it.

DESIRE2LEARN may be accessed at http://d2l.kennesaw.edu/

Texts:
The texts below are available for purchase at the KSU Bookstore. 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.


The text below is my recently completed text. In order to purchase this book, you will need to go to the publisher’s website (students.universityreaders.com/store). They will send you the text directly, but will also grant you access to the first 100 pages of the text in pdf format as soon as you purchase the book. I will say more about this in class.


There are also a number of other assigned readings accessible on-line through the databases on Galileo or on the DESIRE2LEARN site – these are indicated in the schedule of classes and assignments below.

**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. 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. 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. 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 (30%):** 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. Woody Allen might opine that “80% of success is just showing up,” but that math does not apply in this course. 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 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 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.

2 Historiographical Exercises (15%): These will be assignments that test your ability to locate and utilize materials for research into a narrow historical topic. Further details on these assignments will be made available closer to the due date.

Final paper (25%): You will be required to write a review essay (due at www.turnitin.com – see below) of the works on the U.S. Civil War by Royster, Gilpin Faust and Stout that we have read as a class. You will be asked to contrast and compare the themes, method and interpretations of the three assigned texts. Further details will be provided closer to the due date.

Other considerations regarding required work:

- I do not offer extra-credit assignments.
- The two short essays and final paper must be submitted to 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 – Spring 2013 and the class ID is 5942792. 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.
- All written assignments must employ Chicago Manual of Style citation protocol. You should know how to use this by now – I will not be teaching you how to use it this semester.
- Wikipedia is not an acceptable citable source – the founder of Wikipedia, Jimmy Wales, is on record as saying: “For God sake, you’re in college; don’t cite the encyclopedia.”
- Assignments are due in class on the day indicated. Late work will be penalized 1 full letter grade for each day (i.e. class meeting) 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, texting and other use of smart phones, reading of extraneous material such as newspapers or Harlequin romances, 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. In the course of the semester, I will give you one warning regarding the use of smart phones. The second time you will be asked to leave for the remainder of the class period. 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 cruise for 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. Instantly accessible on-line readings have clickable hot links. Journal articles are accessible through databases to which the university subscribes. Readings posted on DESIRE2LEARN are indicated by D2L.

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<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Reading</th>
<th>Details</th>
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<tbody>
<tr>
<td>Thursday, Jan 10</td>
<td>Introduction &amp; Introductions</td>
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<tr>
<td>Tuesday, Jan 15</td>
<td>What is History?</td>
<td>George Trevelyan, “Clio, A Muse” (read at the Open Library, pages 1-55):</td>
<td><a href="http://openlibrary.org/books/OL7160255M/Clio_a_muse_and_other_essays_literary_and_pedestrian">http://openlibrary.org/books/OL7160255M/Clio_a_muse_and_other_essays_literary_and_pedestrian</a></td>
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<tr>
<td>Thursday, Jan 17</td>
<td>What is History?</td>
<td>March Bloch, extracts from The Historian’s Craft (D2L)</td>
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<td>Tuesday, Jan 22</td>
<td>Everyman His Own Historian?</td>
<td>Carl Becker, “Everyman His Own Historian” (<a href="http://www.historians.org/info/aha_history/elbecker.htm">http://www.historians.org/info/aha_history/elbecker.htm</a>); Robin Collingwood, “Who Killed John Doe?” (D2L)</td>
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<tr>
<td>Tuesday, Jan 29</td>
<td>The Invention of History</td>
<td>Book of Samuel and Herodotus (Changing Face, 24-52); <strong>First essay due</strong></td>
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<tr>
<td>Thursday, Jan 31</td>
<td>The Invention of History</td>
<td>Thucydides and Polybius (Changing Face, 53-74)</td>
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<tr>
<td>Tuesday, Feb 5</td>
<td>Roman History</td>
<td><em>Changing Face</em>, 75-82; Sallust and Livy (Changing Face, 83-98)</td>
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<tr>
<td>Thursday, Feb 7</td>
<td>Roman History</td>
<td>Tacitus and Lucian (Changing Face, 99-119); <strong>First historiographical exercise due</strong></td>
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<tr>
<td>Tuesday, Feb 12</td>
<td>Medieval History</td>
<td><em>Changing Face</em>, 121-129; Eusebius and Augustine (Changing Face, 130-147)</td>
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<tr>
<td>Thursday, Feb 14</td>
<td>Medieval History</td>
<td>Bede and William of Malmesbury (Changing Face, 148-164)</td>
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<td>Tuesday, Feb 19</td>
<td>History in the Dock: The Vices and Virtues of Pre-modern Historiography</td>
<td><em>Changing Face</em>, 165-174</td>
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<tr>
<td>Thursday, Feb 21</td>
<td>Early Modern Historiography</td>
<td>Valla, Machiavelli and Bodin</td>
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<td>Date</td>
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<td>Tuesday, Feb 26</td>
<td>History and Enlightenment</td>
<td><em>Changing Face</em>, 201-207; Vico (<em>Changing Face</em>, 208-210) and Voltaire (<em>Changing Face</em>, 217-223)</td>
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<tr>
<td>Thursday, Feb 28</td>
<td>History and Enlightenment</td>
<td>Montesquieu (<em>Changing Face</em>, 211-216) and Gibbon (224-231); <strong>Second essay due</strong></td>
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**SPRING BREAK**

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<tr>
<th>Date</th>
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<th>Reading Material</th>
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<tr>
<td>Tuesday, Mar 12</td>
<td>Historicism and Empiricism</td>
<td><em>Changing Face</em>, 233-243; Macaulay and Ranke (<em>Changing Face</em>, 249-261)</td>
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<tr>
<td>Wednesday, Mar 13</td>
<td>Last day to withdraw w/o penalty</td>
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<tr>
<td>Thursday, Mar 14</td>
<td>Historical Materialism</td>
<td>Marx (<em>Changing Face</em>, 262-274)</td>
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<tr>
<td>Thursday, Mar 21</td>
<td>Anthropology and History</td>
<td>Clifford Geertz, “Deep Play: Notes on the Balinese Cockfight” <em>Daedalus</em> 101.1 (1972), 1-37; Robert Darnton, “Workers Revolt: the Great Cat Massacre of the Rue St-Séverin” (D2L)</td>
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<td>Thursday, Mar 28</td>
<td><strong>History in the Dock:</strong> Modern Historiography</td>
<td><strong>Second historiographical exercise due</strong></td>
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<tr>
<td>Tuesday, April 2</td>
<td>Royster I</td>
<td><em>The Destructive War</em>, 3-78</td>
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<tr>
<td>Thursday, April 4</td>
<td><strong>NO CLASS</strong></td>
<td>Instructor away</td>
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<tr>
<td>Tuesday, April 9</td>
<td>Royster II</td>
<td><em>The Destructive War</em>, 79-192, 232-295</td>
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<tr>
<td>Thursday, April 11</td>
<td>Royster III</td>
<td><em>The Destructive War</em>, 296-404</td>
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<tr>
<td>Tuesday, April 16</td>
<td>Stout I</td>
<td><em>Upon the Altar of the Nation</em>, Introduction 1-60, 167-219</td>
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<tr>
<td>Thursday, April 18</td>
<td>Stout II</td>
<td><em>Upon the Altar of the Nation</em>, 295-422, 457-461</td>
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<td>Tuesday, April 23</td>
<td>Faust I</td>
<td><em>This Republic of Suffering</em>, Preface, 1-101</td>
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<tr>
<td>Thursday, April 25</td>
<td>Faust II</td>
<td><em>This Republic of Suffering</em>, 102-271</td>
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<tr>
<td>Tuesday, April 30</td>
<td><strong>History in the Dock:</strong> Understanding the American Civil War</td>
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<tr>
<td>Thursday, May 2</td>
<td><strong>Final Essay due</strong></td>
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