

HIST 780: Historiography – Fall 2017

Dr. Kurt Hackemer - Kurt.Hackemer@usd.edu - www.kurthackemer.com
203 East Hall -- 677-5569

Course Time and Place:

This course meets in East Hall 220 on Tuesdays from 6-9 pm

Office Hours:

Mondays & Wednesdays from 10-11 am, and Tuesdays from 1-2:30 pm in East Hall 203, although you can arrange to see me any time. Give me a call or send an email. If I'm in, chances are we can meet.

Catalog Description:

Study of history as a professional discipline. Required of all Master's students.

Course Objectives:

This seminar introduces students to the study of historiography at the graduate level. Simply put, historiography is the study of historical interpretation and methodology over time. Over the course of the seminar, we will examine and discuss different ways of thinking about and writing about historical issues and questions. In the end, you will be better prepared to explore the historiography associated with your individual MA thesis topics.

Over the course of the semester, you will have a chance to interact with the USD History faculty in the seminar. Faculty will periodically come to the seminar to introduce themselves and their recent work. For each of these sessions, you will read a recent article or chapter they've written (posted in advance on D2L) and then have a chance to discuss that research with them. This is a good opportunity to get to know members of the department and to consider who might serve on your MA thesis committee. The schedule below lists dates when faculty might be in the seminar; an actual schedule will be posted early in the semester on D2L.

This seminar also introduces students to the historical profession and the many ways those who have earned MA and PhD degrees can practice their craft beyond a traditional university setting. We will explore career options in archives, museums, public history venues, the national parks, and in the digital realm.

Required Readings (physical copies):

- Francis C. Blouin, Jr. and William G. Rosenberg, *Processing the Past: Contesting Authority in History and the Archives*. Oxford University Press, 2013.
- Jack Dougherty and Kristen Nawrotzki, eds., *Writing History in the Digital Age*. University of Michigan Press, 2013.
- James Oliver Horton and Lois E. Horton, *Slavery and Public History: The Tough Stuff of American Memory*. University of North Carolina Press, 2006.
- Lynn Hunt, *Writing History in the Global Era*. Norton, 2014.
- Denise D. Meringolo, *Museums, Monuments, and National Parks: Toward a New Genealogy of Public History*. University of Massachusetts Press, 2012.
- Jeremy D. Popkin, *From Herodotus to H-Net: The Story of Historiography*. Oxford University Press, 2016.
- John Tosh, *Historians on History*. 2nd ed. Routledge, 2009.

Required Readings (on D2L):

- L. Maren Wood and Robert B. Townsend, "The Many Careers of History PhDs: A Study of Job Outcomes, Spring 2013."
- Antoinette Burton, ed. *Archive Stories: Facts, Fictions, and The Writing of History*. Duke University Press, 2005.
- David E. Kyvig and Myron A. Marty, *Nearby History: Exploring the Past Around You*. Rowman & Littlefield

Publishers, 2010.

- Amy Henderson and Adrienne L. Kaepler, *Exhibiting Dilemmas: Issues of Representation at the Smithsonian*. Smithsonian Books, 1997.
- Bernard Bailyn, *Sometimes an Art: Nine Essays on History*. Alfred A. Knopf, 2015.

Recommended Readings (on D2L):

- Molly P. Rozum, "The Relational West," in William L. Barney, ed. *A Companion to 19th-Century America*, (Boston: Blackwell Publishing, 2001), 286-300.
- Kurt Hackemer, "Naval Development and Warfare," in Aaron Sheehan-Dean, ed. *A Companion to the U.S. Civil War*, 2 vols. (Boston: Blackwell Publishing, 2014), I: 386-409.

Semester Schedule and Readings

- 22 Aug Introduction to the course
- Read: L. Maren Wood and Robert B. Townsend, "The Many Careers of History PhDs: A Study of Job Outcomes, Spring 2013." A Report to the American Historical Association.
- 29 Aug What is Historiography?
- Read:
 - Lynn Hunt, *Writing History in the Global Era*
 - Jeremy D. Popkin, *From Herodotus to H-Net*, Chapters 1 and 8
 - John Tosh, ed. *Historians on History*, "Introduction"
- 05 Sept Introduction to the Archives—Meet at Archives & Special Collections in I. D. Weeks Library
- Read selections from Kyvig and Marty, *Nearby History: Exploring the Past Around You* (each chapter available separately on D2L)
 - Ch. 4: Published Documents
 - Ch. 5: Unpublished Documents
 - Ch. 6: Oral Documents
 - Ch. 7: Visual Documents
 - Ch 8: Artifacts
- 12 Sept Historiography from Herodotus to the Twentieth Century & Archives
- Faculty Guest TBD (Read his/her article on D2L)
 - Read:
 - Jeremy D. Popkin, *From Herodotus to H-Net*, Chapters 2-5
 - Selections from Antoinette Burton, ed. *Archive Stories: Facts, Fictions, and The Writing of History* (available on D2L)
 - **Historiography paper topic due.**
- 19 Sept History: Social Science or Humanities?
- Faculty Guest TBD (Read his/her article on D2L)
 - Read: Tosh, *Historians on History*
 - Empathy and Imagination: Wedgwood, Cobb
 - New Questions & Concepts: Hofstadter, Abrams
 - Authority of Numbers: Laduire, Fogel
 - Reactions: Braudel, Stone, Zeldin
- 26 Sept Harrington Lecture – seminar will not meet, but you should plan to attend the lecture at 7 pm in Farber Hall in Old Main.
- 03 Oct Historiography in the Contemporary World & Public History I
- Faculty Guest TBD (Read his/her article on D2L)
 - Read:

- Jeremy D. Popkin, *From Herodotus to H-Net*, Chapters 6, 7 and 9
- James Oliver Horton and Lois E. Horton, eds., *Slavery and Public History: The Tough Stuff of American History*.

- **Annotated bibliography due.**

- 10 Oct XTreme Endnotes: Historiography Skills Exercise
Historical Context and Historical Imagination
- Faculty Guest TBD (Read his/her article on D2L)
 - Read: Bailyn, *Sometimes an Art* (on D2L)
 - “Context in History” and “History and the Creative Imagination”
- 17 Oct Seminar will not meet. You are strongly encouraged to attend the public viewing in Knutson Theatre of the documentary “Louisa May Alcott: The Woman Behind Little Women,” to be followed by panel discussion with faculty experts (including myself and Dr. Lampert).
- **First 5 pages of historiography paper due.**
- 24 Oct Frameworks for Interpretation: Societal Structure
- Faculty Guest TBD (Read his/her article on D2L)
 - Read: Tosh, *Historians on History*
 - Marxism: Hill, Hobsbawm, Genovese
 - From Below: Samuel, Harding, Lüdtke
 - Beyond Stereotypes: Howard, Zinn
- 31 Oct Frameworks for Interpretation: Culture, Gender, Race, and the Third World
- Faculty Guest TBD (Read his/her article on D2L)
 - Read: Tosh, *Historians on History*
 - New Cultural History: Poster, Darnton
 - Gender: Smith-Rosenberg, Scott, and Bok
 - Postcolonialism: Guha, Chakrabarty, Hall
 - Memory and Culture: Nora, Hodgkin & Radstone
- 07 Nov History for Its Own Sake and Political Histories & Museum Exhibit Dilemma
- Faculty Guest TBD (Read his/her article on D2L)
 - Read: selections from Amy Henderson and Adrienne L. Kaeppler, *Exhibiting Dilemmas* (on D2L)
 - Jane Maclaren Walsh, “Crystal Skulls and Other Problems: Or, “Don't Look It in the Eye”
 - William Yeingst and Lonnie G. Bunch, “Curating the Recent Past: The Woolworth Lunch Counter, Greensboro, North Carolina”
 - Ellen Roney Hughes, “The Unstifled Muse: The ‘All in the Family’ Exhibit and Popular Culture at the National Museum of American History”
 - William W. Fitzhugh, “Ambassadors in Sealskins: Exhibiting Eskimos at the Smithsonian”
- 14 Nov The New Radicalism and Learning Historical Perspective & Digital History I
- Faculty Guest TBD (Read his/her article on D2L)
 - Read: Dougherty and Nawrotzki, eds., *Writing in the Digital Age*
 - “Introduction”
 - Parts 1, 2, and 3
 - “Conclusion”
 - Discussion on progress/obstacles thus far in formulating historiography paper.
 - **First draft of historiography paper due.**
- 21 Nov History as Social Science, Culture and Memory & Digital History II
- Faculty Guest TBD (Read his/her article on D2L)
 - Read: Dougherty and Nawrotzki, eds., *Writing in the Digital Age*
 - Parts 4, 5, 6, and 7

28 Nov Thinking about Archives

- Read: Blouin Jr. and Rosenberg, *Processing the Past: Contesting Authority in History and the Archives*.

05 Dec Beyond Academia and Public History II

- Read: Meringolo, *Museums, Monuments, and National Parks: Toward a New Genealogy of Public History*.
- **Final historiography paper due.**

Course Requirements:

By definition, a seminar is a discussion-intensive environment, and so each student is expected to contribute to the conversation every week. As a seminar, we will discuss each week's readings and what they tell us about the practice of history. To help keep the conversation going, every student will be assigned to function as the conversation facilitator three times during the semester. As facilitator, you will be responsible for leading that week's discussion, which means you must be intimately familiar with your assigned reading and its implications for our ongoing discussion of historical interpretation and methods. Given the size of the seminar, most facilitators will lead the discussion by themselves, but there will be weeks with two assigned facilitators.

For the weeks when you are serving as a facilitator, you will write a critical analysis of what you have identified as the key issues in those readings. Each analytical paper will be 4-5 pages long, double-spaced, typed in a standard 12-point font with 1-inch margins, and have page numbers in the upper right-hand corner of the page. The paper will be submitted via D2L by the start of that day's seminar.

This seminar will also provide you with the opportunity to explore the historiography of a potential MA thesis topic and prepare you to explore that topic in more detail next semester in HIST 782: Research Methods. The paper should reflect the history of debates and knowledge accumulated on a given subject, the way historians have interpreted that subject over time, and the theories applied to the subject. Ideally, this paper will be related to the research topic for your MA thesis. The assignment may help you frame your research project or even to identify your research question(s) and may help you identify useful approaches or theories. This paper may become part of one or more chapters in and MA thesis or be useful for interpreting primary sources on the topic. Students are not bound to a thesis subject chosen for this class. Students frequently change topics. In that case, the end product will have served as an exercise in the historiographic process, required for the research of any M.A. thesis. I have added two recent historiographic essays to D2L, one written by Dr. Rozum and one written by me, so you can get a feel for what one looks like.

Requirements/assignments associated with your historiography paper include:

- Your final paper will be 20-25 pages long. It must be double spaced, typed in a standard 12-point font with 1-inch margins, and have page numbers in the upper right-hand corner of the page. The 20-25 pages includes a single-spaced bibliography (not annotated) at the end.
- The process will start with topic selection, and you will want to discuss potential topics with members of the faculty who will chair or serve on your MA thesis committee. All topics must be cleared with me by September 12th.
- Your next step will be the creation of an annotated bibliography where you identify potential source materials for your research topic. Each annotation will be 3-5 sentences long and will summarize the source's potential contribution to your topic. Your annotated bibliography is due on October 3rd.
- By October 17th, you will turn in the first 5 pages of your draft.
- By November 7th, you will turn in a complete first draft of your paper. The paper will include a non-annotated bibliography at the end.
- Your final historiography paper is due on December 5th.

Your course grade is determined by the following:

- Three analytical papers (50 points each = 150 points total);
- Historiography paper: Annotated bibliography (25 points);
- Historiography paper: First 5 pages (25 points);
- Historiography paper: First draft (100 points);

- Historiography paper: Final version (400 points);
- Active participation in the seminar throughout the semester (10 points/week = 140 points total).

Diversity and Inclusive Excellence:

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. To learn more about USD's diversity and inclusiveness initiatives, please visit the website for the Office of Diversity.

Freedom in Learning:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodation:

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Disability Services
 Service Center North, R119B
 (605) 677-6389
 Web Site: www.usd.edu/ds
 E-mail: disabilityservices@usd.edu

College of Arts & Sciences Academic Integrity Policy:

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- Given a zero for that assignment.
- Allowed to rewrite and resubmit the assignment for credit.
- Assigned a reduced grade for the course.
- Dropped from the course.
- Failed in the course.