HIS 5330-700 Historiography
Fall 2021
Wednesday 6-8:30 pm, via Zoom

Contact Information:
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Liberal Arts North 355
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Course Description
A survey of the literature of history; intensive studies of the style and philosophy of leading historians; the nature and extent of material for writing history.

This course focuses on the nature and development of the discipline of history and how historians have understood and interpreted historical events. The course will concentrate on historiography, theoretical questions, and methodological debates. Reading and writing assignments will be used to focus on topics such as definitions of history, methods of assessing the past, and recent approaches to writing history. More specifically, the course will develop an understanding of the global approaches to history, and also examine the importance of race, class, gender, colonialism and culture in formulating historical interpretation. Over the course of the semester the seminar will provide you a more complete understanding of the various interpretations and methodological approaches to the writing of history.

Readings
Lynn Hunt, *Writing History in the Global Era*
Benedict Anderson, *Imagined Communities*
Shahid Amin, *Event, Metaphor, Memory*
Carlo Ginzburg, *The Cheese and the Worms*
Geoff Eley, *A Crooked Line: From Cultural History to the History of Society*
Sebastian Conrad, *What is Global History?*
Amitav Ghosh: *The Great Derangement: Climate Change and the Unthinkable*
COURSE REQUIREMENTS

Attendance: I consider regular attendance and active participation in this class, as in all graduate seminars, to be mandatory. Serious emergency would be the only reason for an absence from class or for coming to class not fully prepared.

Participation: While in-class discussion is an integral part of this class, given the small size of the class, the onus on the students to make meaningful contribution is even greater. Thoughtful contributions to the discussion and your active and willing participation are what the success of the seminar will depend on. This and attendance together will be 10% of the grade for the class.

Assignments:
Reports: Students will write a three-page (double-spaced) report on 5 of the main readings from Weeks 2 to 12. The report should provide a brief summary or overview of the reading; it should also raise ONE substantive question relating to the theme of that week. Be prepared to elaborate on the report orally in class.
- This will count for 40% of the grade for the class. (Students are welcome to write more than 5 reports so that you can select the best FIVE to count towards your grade).
- Reviews are due before class – in NO CASE will reviews be accepted after the discussion of the material in class. Email your reviews to me at chakravaa@sfasu.edu

Student-led Discussion: Each student will lead a class discussion on a particular week. Student leading the discussion should come with questions that speak to the theme of the week, and should also try to relate the assigned reading to the other readings for the class. This will be 10% of your grade.

Final Paper: The Final Paper for this class will be a substantial review of about 10-12 pages that will focus on a particular historiographical issue. You will be able frame the paper in a manner that speaks to one of the particular themes and methodology discussed in the seminar.
- Students will submit a draft of their papers during Week 13. This will be 10% of the grade.
- Final paper will be due on December 8. This will be 30% of the grade.

Attendance and Class Participation: 10%
Reports: (5 x 8%) 40%
Student Discussion: 10%
Paper Draft: 10%
Final Paper: 30%
ASSessment

Program Learning Outcomes:
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning an M.A. degree in History:
(1) The student will analyze the main historiographical trends and issues associated with an event or period.
(2) The student will engage in historical research and analysis.
This course will focus on PLO 1.

Student Learning Outcomes:
The more specific outcomes for this particular course are as follows:

(1) The student will explain the various methodologies and approaches to studying the past.
(2) The student will be able to trace the various schools of historical thought discusses in class.
(3) The student will be able to explain the role and value of different historical perspectives, including various theoretical models of understanding the past.

Explanation of credit hours awarded for course:
This is a graduate-level history course. SFA Graduate courses in history generally meet 2,250 minutes (37.5 hours), including examination times and seminar presentations, during the course of a semester. Students are expected to complete weekly reading assignments of primary and secondary sources (books, scholarly articles, book reviews, etc.). Completion and comprehension of the readings is assessed through seminar style discussions, in-class presentations, and out-of-class writing assignments, including response papers, historiographical essays, annotated bibliographies, and research papers. Students are typically required to conduct a significant research project, including a research plan, an assessment of sources relevant to the project, class presentations in which they report on the progress of their project, and a final research paper. Formal written work over the course of the semester ranges from 30-35 pages. Course instructors are required to hold regular scheduled office hours to make themselves available to consult with students as needed. Doing the required reading, completing out-of-class writing assignments, and consulting with course instructors generally averages at least 10-12 hours of work each week. Online sections of graduate courses contain extensive written content within modules, and instructors hold "electronic office hours" to consult with students as needed, generally responding to student inquiries within twenty-four hours. Online course content includes the same information students in a face-to-face lecture course receive, requiring students to engage the online modules for at least 2,250 minutes per term. Besides engaging the material in the modules, online students have outside reading assignments similar to those mentioned above for face-to-face students.

Academic Integrity (Student Academic Dishonesty, Policy 4.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.
Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

Withheld Grades (Course Grades, Policy 5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Mental Health Statement
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
## Tentative Course Outline and Assigned Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>August 25</td>
<td>Course Introduction</td>
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<tr>
<td>2</td>
<td>September 1</td>
<td>Going Global I</td>
<td>Lynn Hunt, <em>Writing History in the Global Era</em></td>
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<tr>
<td>3</td>
<td>September 8</td>
<td>A Historian’s Journey</td>
<td>Geoff Eley, <em>A Crooked Line</em></td>
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<td>4</td>
<td>September 15</td>
<td>Nation and Nationalism</td>
<td>Benedict Anderson, <em>Imagined Communities</em></td>
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<td>5</td>
<td>September 22</td>
<td>History and Memory</td>
<td>Shahid Amin, <em>Event, Metaphor, Memory</em></td>
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<td>7</td>
<td>October 6</td>
<td>Microhistory: Small is Beautiful?</td>
<td>Carlo Ginzburg, <em>The Cheese and the Worms</em></td>
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Week 8
October 13
Social History

Week 9
October 20
Postcolonial History

Week 10
October 27
*** Individual Meeting to Discuss Paper Topic ***

Week 11
November 3
Going Global II
❖ Sebastian Conrad, *What is Global History?*

Week 12
November 10
Alternative Histories
❖ Amitav Ghosh, *The Great Derangement: Climate Change and the Unthinkable*

Week 13
November 17
**Paper Draft Due by 5 p.m.**

Week 14
November 24
غرب Thanksgiving Break شرق

Week 15
December 1
*No Class Meeting*
Revise Paper Draft

Week 16
December 8
FINAL Paper due by 5 p.m.