HIS 5330-700 Historiography  
Fall 2023  
Wednesday 6-8:30 pm, via Zoom

Contact Information:  
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Office Hours: Tuesday/Thursday 10:00 – 12:30 pm and by appointment via ZOOM  
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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  
Trouillot, Michel-Rolph, Silencing the Past: Power and the Production of History  
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 discussed 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.
Policies and Procedures
Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Note on Artificial Intelligence (AI): Additionally, keep in mind that the use of Artificial Intelligence, like ChatGPT and AI programs, are strictly forbidden in the course. All assignments and exams must be completed using your own words.

Withheld Grades Semester 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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.
**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 promptly may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:**
**The Dean of Students Office** (Rusk Building, 3rd floor lobby)
[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)
936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202
[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
936.468.1041

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
  - [www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)
  - 936.468.4008
  - thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Job Crisis Text Line: Text HELLO to 741-741
Tentative Course Outline and Assigned Readings

Week 1
August 30
Course Introduction

Week 2
September 6
Going Global I
Lynn Hunt, *Writing History in the Global Era*

Week 3
September 13
A Historian’s Journey
Geoff Eley, *A Crooked Line*

Week 4
September 20
Power, History and the Past
Trouillot, Michel-Rolph, *Silencing the Past: Power and the Production of History*

Week 5
September 27
History and Memory
Shahid Amin, *Event, Metaphor, Memory*

Week 6
October 4
Gender History

Week 7
October 11
Microhistory: Small is Beautiful?
Carlo Ginzburg, *The Cheese and the Worms*
Week 8
October 18

Social History

Week 9
October 25

Postcolonial History

Week 10
November 1

*** Individual Meeting to Discuss Paper Topic ***

Week 11
November 8

Going Global II
- Sebastian Conrad, *What is Global History?*

Week 12
November 15

**Paper Draft Due by 5 p.m.**

Week 13
November 22

amburger: Thanksgiving Break 🍔

Week 14
November 29

Alternative Histories
- Amitav Ghosh, *The Great Derangement: Climate Change and the Unthinkable*

Week 15
December 6

*No Class Meeting*
Revise Paper Draft

Week 16
December 13

FINAL Paper due by 5 p.m.