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Fall 2015

HIST 6001

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University of New Orleans

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HIST6001: Historical Writing and Thought

University of New Orleans

Fall 2014

Th.: 6:00 – 8:45pm

LA194

Professor: Andrea C. Mosterman

Email: amosterm@uno.edu

Phone: 504-280-7195

Office Hours: TW 2pm-5pm

Location: LA 111

Course Description

Welcome to HIST6001! This course serves as the gateway to MA-level graduate studies in history at UNO. In this course, we will survey and analyze historical writing and thought. Part of the two-semester sequence, this course is followed in the spring by HIST6002, which stresses historical methodology and research. Together, these two courses should launch students on a path toward most effectively approaching and analyzing the secondary and primary sources that will underpin their research and wider work in the program and beyond. In this course, we will blend theoretical and practical topics. Part of the course will be spent honing library research skills, exposing students to second-year students and their projects, and discussing topics in professional development.

In this course, students will:

- Be introduced to the History Department and graduate program
- Examine the development of the professional practice of history within Western academe
- Develop and enhance their understanding of changing historiographical debates and the wider nature of historical argument.
- Develop familiarity with the historiographical discourse in their field of interest
- Learn to write clear and well-organized historiographical papers

Course Texts:

Required:

Heiko Feldner, Kevin Passmore, and Stefan Berger, *Writing History: Theory and Practice* (New York: Bloomsbury, 2010 [Second Edition]) ISBN: 978-0-34097-515-2

Charles Beard, *An Economic Interpretation of the Constitution* (1913) ISBN: 978-0486433653

Woody Holton, *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia* (1999) ISBN: 978-0807847848

Bernard Bailyn, *The Ideological Origins of the American Revolution* (1967) ISBN: 978-0674443020

Janet Polasky, *Revolutions without Borders: The Call to Liberty in the Atlantic World* (2014)
ISBN: 978-0300208948

Brendan McConville, *The King's Three Faces: The Rise and Fall of Royal America, 1688-1776* (2007)
ISBN: 978-0807858660

Gary Nash, *The Forgotten Fifth: African Americans in the Age of Revolution* (2006)
ISBN: 978-0674021938

Recommended:

Kate L. Turabian et al., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed.
(Chicago: The University of Chicago Press, 2013).
ISBN: 0226816389

Course Requirements:

Class Participation

As a significant amount of our class time will be spent discussing the readings, I expect you to attend all classes and participate in class discussions. All reading assignments must be completed by the day under which they appear. Please arrive on time for class. If you must leave early, please let me know at the beginning of class. This course is based on discussion, and so you will be expected to share your thoughts, but courteous behavior and responses are expected, even when you do not agree with what is said or discussed in the classroom. Civility in the classroom and respect for the opinions of others is very important in an academic environment. As part of class participation, you should meet with me during week 12. I will pass out a sign up sheet for those meetings when it comes closer to the date.

Lead Discussion

You will be required to lead one of our discussions either alone or with one of your classmates. Please sign up for the date of your discussion during our first meeting. As part of the discussion preparation, discussion leaders have to meet with me a few days in advance of the discussion.

Response Papers

Most weeks you will be required to submit a 300-500 word (maximum!) response paper (6 in total). This should be a brief discussion of the readings in which you highlight important arguments, theories, and/or methods. Also identify how the different readings relate to each other and the topic of the week. As part of the response paper, you should list three questions for discussion. These Response Papers are due on Moodle at noon on the day of class. If the paper is submitted after noon but before class, it will lose 1/3 of a letter grade. I do not accept Response Papers that are submitted after the class of its due date.

Short Historiographical Papers

In addition to the short response papers, you will be expected to write three brief historiographical papers of 5-6 pages each. These short papers should link the main reading for that class with other historical writing, thus discussing a specific historiographical debate. Make sure to include at least three outside texts in this discussion. Submit these papers on Moodle before class starts and bring a hard copy to class. You will be able to sign up for these papers the first week of classes. You should *not* submit a response paper on the day that you have a historiographical paper due.

Final Historiographical Paper

Your final historiographical paper should be a 10-12 page long review of at least 6 secondary sources that pertain to your field of interest or thesis topic. The final historiographical paper should provide a coherent and relevant historiographical review of the scholarship on your topic of choice.

Grade Breakdown

Reading Responses	30% (300-500 words each)
Final Historiographical Paper	20% (10-12 pages)
Short Historiographical Papers	30% (10% each)
Leading of Discussion	5%
Class Participation and Attendance	15%

90-100 = A

60-69 = D

80-89 = B

< 60 = F

70-79 = C

Students with Disabilities

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

Academic Dishonesty

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. In short, plagiarism is using others' ideas and words without clearly acknowledging the source of that information. In order to ensure that you are not plagiarizing anybody else's work, make sure to footnote each source you use and make sure you cite the original author of any idea, phrase, or paraphrase that you include in any written work. If you do plagiarize, I will have to report this to student affairs. For more information, see the UNO Judicial Code online at <http://www.studentaffairs.uno.edu>.

WEEKLY COURSE SCHEDULE

Week 1 (8/20): Introduction

Professional Discussion: What do professional Historians *do*?

Week 2 (8/27): The Professionalization of History

Professional Discussion: The value of professional organizations

Read: Stefan Berger, Heiko Feldner, and Kevin Passmore, *Writing History: Theory and Practice*, pp. 3-58; Natalie Zemon Davis, "History in the Profession," *Perspectives on History* (1996); Natalie Zemon Davis, "'Being speculative is better than to not do it at all': an interview with Natalie Zemon Davis," *Itinerario* (2015)

Assignments: Response Paper due at noon; Submit short Bio (History students only)

Week 3 (9/3): Envisioning the Thesis

Professional Discussion: Finding a Thesis Topic (Early)

Read: Alison G. Laurence, "Patriot, Pet, and Pest: America Debates the Dog's Worth During World War I" and Jennifer Conerly, "'Your Majesty's Friend': Foreign Alliances in the Reign of Henri Christophe"; Zachary Schrag, "The Anatomy of a 30-Page Paper"

Assignments: Response Paper due at noon

Familiarize yourself with the HIST6005 Moodle page

Week 4 (9/10): HIST7000 Presentations

Read: HIST7000 Abstracts.

Week 5 (9/17): Graduate-level Library Training

Professional Discussion: Finding & Evaluating Sources

Read: "The turn to online research," *Boston Globe* (2008); Stephen Campbell, "Improving Wikipedia: Notes from an Informed Skeptic," *Perspectives on History* (May 2014); Richard Deswarte, "Growing the 'Faith in Numbers': Quantitative Resources and Historical Research in the Twenty-First Century."

Assignments: Response Paper due at noon

Week 6 (9/24): Economic History

Professional Discussion: Finding & Evaluating Sources

Read: Charles Beard, *An Economic Interpretation of the Constitution* (1913); Berger et al., *Writing History*, chapter 13.

Assignments: Response Paper due at noon

Week 7 (10/1): Marxist and Social History

Professional Discussion: Writing and Research Habits

Read: Berger et al., *Writing History*, chapter 4 and 12; Selections from Linebaugh and Rediker, *The Many Headed Hydra*; Woody Holton, *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia* (1999)

Assignments: Response Paper due at noon

Week 8 (10/8): Intellectual and Political History

Professional Discussion: Plagiarism & Ethical Conduct

Read: Bernard Bailyn, *The Ideological Origins of the American Revolution* (1967); Berger et al., *Writing History*, chapter 11 and 14.

Assignments: Response Paper due at noon

Week 9 (10/15): Mid-Semester Break – No Class**Week 10 (10/22): Atlantic and World History**

Professional Discussion: Publishing and the Politics of History Writing

Read: Janet Polasky, *Revolutions without Borders: The Call to Liberty in the Atlantic World* (2014); Bernard Bailyn, "The Idea of Atlantic History," *Itinerario* Vol. 20, Nr. 1 (1996), 19-44; Bruce Mazlish, "Global History and World History," *The Global History Reader*, pp. 16-20.

Assignments: Response Paper due at noon

Week 11 (10/29): The Annales School/Microhistory

Professional Discussion: Grants and Conferences

Read: Selections from Gordon S. Wood, *The Americanization of Benjamin Franklin* (2004); Berger et al., *Writing History*, chapter 6; Jill Lepore, "Historians Who Love Too Much: Reflections on Microhistory and Biography," *The Journal of American History*, Vol. 88, No. 1 (Jun., 2001), pp. 129-144.

Assignments: Response Paper due at noon

Week 12 (11/5): Lecture by Tara Zahra at the World War II Museum

Assignments: Schedule a 10 minute meeting with me to discuss the final historiographical paper.

Week 13 (11/12): Cultural History & Anthropology (Social Sciences)

Professional Discussion: Teaching History in the Classroom and the Public Sphere

Read: Brendan McConville, *The King's Three Faces: The Rise & Fall of Royal America, 1688-1776* (2006); Berger et al., *Writing History*, chapter 9.

Assignments: Response Paper due at noon

Week 14 (11/19): Race, ethnicity

Professional Discussion: Dealing with Controversial Topics

Read: Gary Nash, *The Forgotten Fifth: African Americans in the Age of Revolution*; Berger et al., *Writing History*, chapter 16.

Assignments: Response Paper due at noon

Week 15 (11/26): Thanksgiving Holiday – No Class

Week 16 (12/4): Women’s and Gender History; Conclusions

Professional Discussion: Long-term planning (what to do with the M.A.?)

Read: Selections from Carol Berkin, *Revolutionary Mothers: Women and the Struggle for America’s Independence* (2005); Berger et al., *Writing History*, chapter 15.

Assignments: Response Paper due at noon

*** Final historiographical paper due at 5pm on Thursday, December 11 (both Moodle and hard copy in my mailbox).**