



**Historiography and Theory
Hist 590.01E and Hist 590.1SE (81705 and 87048)
Course Syllabus: Fall 2022**

INSTRUCTOR INFORMATION

Professor:	Dr. Cynthia Ross (I go by Dr. Ross or Professor Ross)
Class Time:	M 4:30pm – 7:10pm
Class Location:	NEW LOCATION – Waters Library 174
Office Location:	Temporary office hours location - Starbucks or seating area between Waters Library and Ed North (weather permitting)
Office Hours:	MTWRF 1:00pm – 2:00pm
Instructor Email:	cynthia.ross@tamuc.edu
Response Time:	Within 24 hours, excluding weekends

Email is the best way to reach me outside of class. I typically respond to email within 24 hours during the week; emails sent after 7pm on Friday evenings may not get a response until Monday morning.

Please, click on the following link to access A&M-Commerce Covid 19 Information,
<https://new.tamuc.edu/coronavirus/>

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised Edition (New York: Verso, 2016). ISBN: 978-1784786755

Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* Revised Edition. (Princeton University Press, 2007). ISBN: 978-0691130019

Laura Lee Downs, *Writing Gender History*. Second Edition (Bloomsbury, 2010). ISBN: 978-0340975169

Michel Foucault, *The History of Sexuality, Vol 1: An Introduction* (Vintage Books, 1990). ISBN: 978-0679724698

Carlo Ginzburg, *The Cheese and the Worms: The Cosmos of a Sixteenth Century Miller*. Reprint (Baltimore: Johns Hopkins University Press, 2013). ISBN: 978-1421409887

Green and Troup, eds., *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*. Second Edition (Manchester University Press, 2016). ISBN: 978-0719096211

Lynn Hunt, *Writing History in the Global Era* (New York: W.W. Norton, 2015). ISBN: 978-0393351170

J.R. McNeill, *Mosquito Empires: Ecology and War in the Greater Caribbean, 1620-1914*. (Cambridge: Cambridge University Press, 2010) ISBN: 978-0521459105

Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession*. (New York: Cambridge University Press, 1999). ISBN: 978-0521357456

Jeremy D. Popkin, *From Herodotus to H-Net: The Story of Historiography*. Second Edition (Oxford University Press, 2020). ISBN: 978-0190077617

Kate L. Turabian, *Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. Ninth Edition (University of Chicago Press, 2018). ISBN: 978-0226430577 (Optional; Strongly recommended)

Course Description

Historiography is the study of the discipline of history. Over the course of this semester, we will learn how historians have studied and written about the past from the ancient Greeks to the present day. We will read some of the most engaging, innovative, challenging, and creative historical thinkers in the academy. We might not agree with all of them, but we need to understand how and why each of them has shaped our field of study. We will develop analytical skills to examine how historians have reconstructed the past, determined the reliability of various forms of evidence, and weighed their ethical and professional responsibilities both as academics and as human beings. Each week we will read and discuss how historians' questions, methods, and evidence had changed over time. We will examine historians' arguments and understand the methodological, theoretical, and philosophical assumptions upon which they rest.

This course is not just about studying historians. It is also critical for graduate students to become professional historians themselves. It is designed to help graduate students learn to place themselves, and their research, within the theoretical and methodological debates of the field. It will thereby help graduate students understand their research and teaching fields within the context of the larger discipline of history. It is perhaps the most important course in your graduate program.

We will meet once a week at the designated class time for an engaging and active discussion. Each week, prior to class, students will complete a common core of assigned

readings and a related short reflection writing assignment. Once this semester, each student will be responsible for leading discussion, in collaboration with a classmate. Sign up for leading discussion will occur on the first class day. Students will also complete a book review on one of the required titles in the course and a significant historiography paper.

Student Learning Outcomes

1. Students will be able to research and write an essay about one major approach to the discipline of history.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

You must be able to use MyLeo Online (D2L), Zoom (hybrid students), and Microsoft Word. All materials submitted through D2L must be composed in MS Word.

Instructional Methods

The course will require reading, writing, listening, presenting, group work, and peer review.

Class Meeting Agenda

The class meeting begins promptly at 4:30pm. Please try not to come in late: entering into a graduate seminar already in progress is disruptive. On selected weeks, student pairs will lead discussion for the first hour of class. We will take one 15 minute break midway through the class. Please return promptly from the break.

Learning Activities and Assessments

1. Participation

You should come to class prepared to discuss the reading. Have your book with you. Have reading notes in whatever form you take them. You are encouraged to ask questions and it is helpful to prepare them ahead of time. Unprepared attendance may be treated as an absence. Students are expected to create and sustain an open intellectual classroom environment, which fosters discussion - you should listen to each other's comments and questions with an open mind and respect viewpoints other than your own.

Students must also be open to understanding why people of the past did what they did, and should not dismiss these actors' views because they might be perceived as "wrong."

*Part of your participation is a short informal reflection exercise for each book – after class is over, upload a one to two page Word document to D2L with a brief summary of the work, what the author's argument is, and if you found it convincing. Also include any further insights gained from class discussion or questions.

Your participation grade will be based on the following criteria:

A = Student is always prepared; makes frequent voluntary contributions to classroom discussion

B = Student is generally prepared; makes occasional voluntary contributions to discussion or participates only when called on

C = Student is usually prepared but rarely voluntarily speaks

D = Student is generally unprepared and does not contribute to discussion

F = Student is unprepared and appears disinterested in contributing to discussion

Graduate students should not skip classes. Students are expected to attend every class session; attendance will be taken. Each unexcused absence beyond two (2) instances will result in a 10% reduction in the participation grade; excessive unexcused absences (more than 4) may be cause for a failing grade in this course, at the professor's discretion.

2. Leading a Discussion

During selected weeks, there will be two assigned discussion leaders who will be responsible for summarizing the assigned book and for guiding the overall discussion for the first hour of class. Prepare to spend about twenty to twenty-five minutes summarizing the book and thirty to thirty-five minutes leading discussion. The two leaders must work together. (Note: Depending on enrollment, some weeks may have three discussion leaders)

Focus on (1) the interpretive school (if any) to which the book belongs; (2) its thesis; (3) its use of sources; and (4) an evaluation of the success or failure of the book considered as an example of its type.

It is acceptable to use book reviews to prepare, but if used in any way in class, they must be presented as the work of the reviewer, not as your own. Follow up assessments from book reviews with your own reasoned assessment of the reviewer's remarks.

All students are expected to complete the weekly reading assignments and to participate actively in class discussion even when student-led.

3. Book Review

All students will write a book review on a title of their choice from the class reading list (exception: Popkin, Green and Troup, and Turabian) according to the Book Review Guidelines included here. Reviews are due in D2L the Sunday before the book is discussed in class.

Book Review Guidelines

Fall 2022

Purpose:

Book reviews provide students an opportunity to summarize, evaluate, and reflect on published secondary works within the work's larger historiographical context. In addition to being part of historians' professional practice, book reviews help students cultivate active reading, critical thinking, and analytical writing skills.

What a review should do:

A book review should describe the scope, purpose, and argument of the book as well as provide an explanation of its significance within its larger historiographical context. The review should evaluate the author's use of available sources, their organizational structure, and how they present the material. Finally, the review should assess the extent to which the author achieved his or her overall purpose and the broader significance of the work.

Additional advice:

- Before starting this assignment, read ten to twenty reviews of books from the Journal of World History, World History Connected, H-Net Book Reviews, Journal of World History, Journal of Asian Studies, Middle Ground Journal, Global South Studies Journal, Environmental History, Journal of Military History, Global Food History, or any other academic history journal of your choice. This will allow you to learn the formulaic way reviews are written. This will guide you in developing your own review.
- When reading your book of choice, pay attention to the way the author constructs their argument (interpretation of sources) and frames their argument (organization). Both will provide insight into the originality, effectiveness, and limitations of the work.
- A book review should engage primarily with interpretation and historiography. While factual information is important, it is the author's selection and interpretation of the facts that makes the book distinctive.
- As much as possible include specific examples (including short quotations) to support your characterization of the book. This also helps prove you read the book.
- Organize the review around what you think is important in the book. Do not allow the author's organization to determine the organization of your review.
- Do not review the book you think the author should have written. Review the book they wrote.
- Your evaluation of the book may be favorable or unfavorable, but the review should express criticism in respectful terms and provide a balanced account of the book without digressions.
- While an examination of the author's credentials and background can be helpful for situating a text, *ad hominem* attacks on the author's interpretation are inappropriate in a review.
- While you may examine reviews of the book in question by other scholars, your book review should represent your original engagement with the text in question.

Formatting:

- The body of the review should be 12pt Times New Roman, double-spaced, with one-inch margins on all sides.
- The review should use Turabian footnotes for citations, page numbers.
- Your review should be 1500 words (+/- 10%)
- Your review does not need a title page. Instead include a brief heading on the first page in the following format:

Gregory A. Barton. *The Global History of Organic Farming*. New York: Oxford University Press, 2018. V, 242 pp. ISBN 978-0-19-964253-3.

4. Historiography Paper

Historiography is the study of how historical interpretations have changed over time. For example, think about the war the American Civil War might have been interpreted in the first couple of decades after Reconstruction; then again after the spread of segregation out of the south in the 1910s; after the Double V campaign during World War II; later, in the wake of the Civil Rights movement; and perhaps even as it is changing now during Black Lives Matter. In another case, consider how Cold War historians thought about their topic a few years after the fall of the Berlin Wall, as democracy seemed to be within reach and post-2000, with the rise of a once again authoritarian Russia. The work of historians intersects with changes in the discipline, the times they are living in, and the world around them.

Historiography is also about the dialog between historians. In effect, all the historical works on a given topic are in a conversation with each other, challenging or supporting theories, refuting or supporting evidence, arriving at different or similar conclusions. All of the books in this course discuss historiography to some extent but Hopkins, Green and Troup, and Novick are the best for understanding what this means. For this paper you will choose a topic that interests you from a previous graduate course or, if this is your first graduate course, a topic from an upper level undergraduate course or one of personal interest. You will examine the historiography of that topic in an essay of seven to ten pages.

Think broadly in terms of topic. This is not an exhaustive list but, for example, any of these would be fine:

- The Military Revolution
- The American Revolution
- The French Revolution
- The Haitian Revolution
- The Mexican Revolution
- The Russian Revolution
- The Texas Revolution
- The Industrial Revolution
- The Napoleonic Wars
- The Spanish-American War
- The English Civil War
- The American Civil War
- World War I
- World War II
- The Korean War
- The Vietnam War
- American Empire
- Decline of the Western Roman Empire
- British Imperialism in Africa/Asia
- The Rise of the West
- The Second Great Awakening
- Slavery in the Atlantic World
- The Anthropocene
- The Great Depression
- Indian Partition

Your paper will explore how historians have approached this topic and thus, shaped the way we understand it over time. First, begin with a brief summary of the topic and the particular historiographical debate you are engaging. What sort of questions shaped their research process?

Were particular historical approaches (say, an environmental approach or gender analysis) or theories (for example, historical materialism or structuralism) shaping their analysis? What types of methods and sources are they using? What sort of causative explanations do they give? What sort of periodization or time scales are they using? How do works respond to each other on the topic (that dialog I mentioned above)? How did each work reflect the particular concerns of the time? Can you identify particular strengths and weaknesses when comparing all the works in your paper? Developing a paper that responds to these questions results in creating a historiography.

This paper will require going to the stacks (physically or electronically), requesting secondary sources through Inter Library Loan, or obtaining them in the method of your choice, a significant amount of reading, and writing annotated bibs for each book and/or article before you even begin writing the paper. This is not a paper of original research. You should have no primary resources, only secondary resources, that is research and analysis conducted by historians. Start this project early.

Along the way, you may encounter some of the theories listed below. They are part of the course readings and, even if some do not factor into your paper, you need to recognize them.

- Historical Materialism
- Psychohistory
- Gender / Sexuality
- Critical Race Theory
- Annales School
- Environmentalism
- Structuralism
- Microhistory
- Poststructuralism
- Postcolonialism
- Subaltern Studies

Turabian full note/bibliography style must be used for the footnotes and bibliography. Do not use parenthetical notes. Remember that all information taken from another source must be cited, whether or not it is quoted. Failure to cite constitutes plagiarism.

Exact quotations must be brief and few. Do not use any exact quotes longer than two lines.

The paper must use one-inch margins, a 12-point font, and be double-spaced.

The pages must be numbered, except the cover page. Page numbers must be on the bottom of the page. No headers are permitted.

The paper must be submitted in a single .doc or .docx (MS Word) file through D2L. Failure to submit in the proper file format may result in a failing grade.

The bibliography must consist only of peer-reviewed articles and scholarly books; at least ten sources. No primary sources. Remember, this is not a research paper.

Late papers will be accepted only in very unusual cases. Requests for extensions will be considered, if made by email prior to the due date.

A = Follows all instructions; follows the format; accurate; insightful; well-organized paragraphs; generally correct mechanics.

B = Follows all instructions; follows the format; few errors regarding accuracy; well-expressed; some organizational weaknesses; generally correct mechanics.

C = Follows all instructions; some mistakes in following format; few errors regarding accuracy; some organizational weaknesses; some errors in mechanics.

D = Does not follow all instructions; several errors in regard to format; or is weak regarding accuracy, organization, or mechanics.

F = Does not follow all instructions; several errors in regard to format; not required length; errors in accuracy; poor organization; several errors in mechanics; quotes or paraphrases

4. Peer Review

Students will be assigned one theory paper to review. The process will be double blind, as is common in academic journals. This means, the author and reviewer are kept anonymous to each other. Peer reviewers should not change the text of the drafts they read, but instead use the comment function in Word and write out any additional or overall comments on a separate page at the end. The purpose of the peer review is to provide constructive feedback focused on specific suggestions for improvement. Describe the ways in which you, as a reader, found the paper successful and the ways in which it did not seem to work. Your goal is to help the writer revise.

Please note: if your paper has not been submitted by the time papers are assigned for peer reviews, you will not be assigned any papers to review and will earn a zero for this assignment.

5. Theory Paper Revision and Final Submission

Students must revise their theory paper based on both the professor's comments and the peer reviews. Please note that revision does not merely mean editing: global revisions may require substantial re-writing. Grades will be based on the initial paper, thoroughness of the revisions, degree that the comments were read and understood, and the final paper submission.

Student Responsibilities or Tips for Success in the Course

Please read the syllabus and adhere to the schedule. Attend class. It is imperative that you complete the assigned readings; the texts will drive classroom discussion, a crucial course requirement. You are responsible for all the material contained in the readings; if you do not read them, you will have a difficult semester. Professional and polite interactions with everyone in the class is expected.

GRADING

Final grades in this course will be based on the following scale:

900-1000 = A

800-899 = B

700-799 = C

600-699 = D

599 or less = F

THIS COURSE USES A POINT-BASED SYSTEM

Participation (discussion and reflection exercises) 300

Leading a Discussion 200

Book Review 100

Peer Review 100

Theory Paper (graded after revision) 300
Total: 1000 points

D2L TECHNOLOGY REQUIREMENTS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your professor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement:

Students are encouraged to email the professor with questions, concerns, or comments. Students must provide a valid return email address for replies. Unless otherwise announced, students can expect replies within 24 hours during the week.

When sending an email always do the following:

- 1) Use a subject line. This tells me what the topic is and prevents your message from ending up in my junk mail.
- 2) Include your class and section (or class time). I need to know exactly which of my courses you are in.
- 3) End the email with your name, that is “sign” your message. I also need to know who you are.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Citation Style:

Turabian or Chicago (15th or 16th edition) required; footnotes with bibliography. For a Turabian style guide visit <https://www.chicagomanualofstyle.org/turabian/turabian-notes-and-bibliography-citation-quick-guide.html>

Reference Manager (Highly Recommended, Not Required):

Zotero is free and will save your life, at least when it comes to storing and citing references for papers. It also blends seamlessly with Word and digital sources. For instructions and downloads visit <https://www.zotero.org/>

Late Work:

Papers may be granted extensions. Please email me to let me know what is going on and request an extension **before the due date**. Without an extension, late papers will not be accepted except in the event of a major catastrophe, such as unexpected emergency hospitalization or regional catastrophe. Late papers may prevent participation in peer review.

Students who miss their assigned slot to be discussion leader will be reassigned, if possible.

Please be advised that rescheduling may not be possible. Late peer-reviews will be accepted for four days after the due date, for half credit.

Plagiarism Policy:

In all courses, I expect that all work that you turn in is your own. It is the policy of the University, the History Department, and me that no form of plagiarism, cheating, collusion or any other form of academic dishonesty will be tolerated. Academic dishonesty may result in a grade of zero for the assignment or in a failing grade for the entire course. Plagiarism is defined as taking the words or ideas of someone else and passing them off as your own. Cheating is obtaining unauthorized assistance on any assignment. Collusion is the selling or sharing of academic products with the intention that they be submitted to satisfy an academic requirement.

Extra Credit:

There is no extra credit.

Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9-12 hours per week of their own time in course-related

activities, including reading required materials, completing assignments, preparing for exams, etc.

Students are encouraged to take advantage of the resources of the Online Writing Center for assistance with drafting their papers. The Writing Center is a resource for you. The tutors will not write your paper; they will help you improve your writing skills. If you use the Writing Center, please plan ahead. They can only help you if you see them in advance and have time to incorporate their suggestions into the final paper.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events may make it necessary for the professor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as soon as possible.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1. 12

Statement on Student Grievances

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE OUTLINE / CALENDAR

WEEK ONE August 29

Review syllabus, introduce course, assign books to discussion leaders, expectations

WEEK TWO September 5

No Class, Labor Day

"Intellectual darkness is essential to industrial slavery." ~ Eugene V. Debs

WEEK THREE September 12

Popkin, *From Herodotus to H-Net*

Green and Troup, eds., *The Houses of History*, chs. 1 - 2

Reflection exercise due Monday by midnight

WEEK FOUR September 19

Green and Troup, eds., *The Houses of History*, chs. 3 - 6

Reflection exercise due Monday by midnight

WEEK FIVE September 26

Green and Troup, eds., *The Houses of History*, chs. 7 - 11

Reflection exercise due Monday by midnight

WEEK SIX October 3

Green and Troup, eds., *The Houses of History*, chs. 12 - 16

Reflection exercise due Monday by midnight

Historiography topic due

WEEK SEVEN October 10

Novick, *That Noble Dream*

Discussion Leaders:

Reflection exercise due Monday by midnight

Novick review due Oct 9

WEEK EIGHT October 17

Ginzburg, *The Cheese and the Worms*

Discussion Leaders:

Reflection exercise due Monday by midnight

Ginzburg review due Oct 16

WEEK NINE October 24

Anderson, *Imagined Communities*

Discussion Leaders:

Reflection exercise due Monday by midnight

Anderson review due Oct 23

Historiography tentative bibliography due

WEEK TEN October 31

Working Day – begin reading Foucault; work on historiography paper

WEEK ELEVEN November 7

Foucault, *History of Sexuality*

Discussion Leaders:

Reflection exercise due Monday by midnight

Foucault review due Nov 6

WEEK TWELVE November 14

Downs, *Writing Gender History*

Discussion Leaders:

Reflection exercise due Monday by midnight

Downs review due Nov 13

WEEK THIRTEEN November 21

Hunt, *Writing History in the Global Era*

Discussion Leaders:

Reflection exercise due Monday by midnight

Hunt review due Nov 20

WEEK FOURTEEN November 28

Chakrabarty, *Provincializing Europe*

Discussion Leaders:

Reflection exercise due Monday by midnight

Chakrabarty review due Nov 27

Theory Paper due Nov 27, Professor to distribute for double blind peer review Nov 28

WEEK FIFTEEN December 5

McNeill, *Mosquito Empires*

Discussion Leaders:

Reflection exercise due Monday by midnight

Wright review due Dec 4

Peer review due Dec 4, Professor to distribute back to authors for revision Dec 5

FINAL EXAM WEEK December 12

Historical Navel Gazing; discussion of papers; wrap up

Final theory paper submission due Dec 12