

History 610-001: The Study and Writing of History
Fall 2015
Syllabus

Instructor: Dr. Stamatina McGrath
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Office Hours: Wed. 6:00-7:00pm
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Class: Research Hall 202

This course will introduce the graduate student to the methods of historical analysis developed by twentieth-century historians. We will focus on examining the ways in which ideological trends influence how historians pose questions, do research, use evidence and synthesize their results when writing history.

Schedule

September 2	Introduction
September 9	Robert Townsend, <i>History's Babel</i>
September 16	Peter Novick, <i>That Noble Dream</i> p. 1-278 Topics for final paper due
September 23	Peter Novick, <i>That Noble Dream</i> p. 281-648
September 30	Studs Terkel, <i>Hard Times</i>
October 7	E.P. Thompson, <i>The Making of the English Working Class</i>
October 14	Kirk Savage, <i>Monument Wars</i> Annotated bibliography for final paper due
October 21	Thomas Kuhn, <i>The Structure of Scientific Revolutions</i>
October 28	Carol Karlsen, <i>The Devil in the Shape of a Woman: Witchcraft in Colonial New England.</i> Outline for final paper due
November 4	Dipesh Chakrabarty, <i>Provincializing Europe</i>

November 11	Eugene Genovese, <i>Roll, Jordan, Roll: The World the Slaves Made</i>
November 18	Richard Kagan, <i>Lucretia's Dreams: Politics and Prophecy in Sixteenth-Century Spain</i> .
November 25	Thanksgiving Holiday – No Class
December 2	Natalie Zemon Davis, <i>The Return of Martin Guerre</i> Rough drafts of final papers
December 9	Oral presentations on final papers
December 16	Final papers due

Required Texts

Chakrabarty, Dipesh. *Provincializing Europe*. Princeton University Press, 2nd edition, 2007

Genovese, Eugene. *Roll, Jordan, Roll: The World the Slaves Made*. Vintage Press, 1976

Kagan, Richard. *Lucretia's Dreams: Politics and Prophecy in Sixteenth-Century Spain*. University of California Press, 1990

Karlsen, Carol F. *The Devil in the Shape of a Woman: Witchcraft in Colonial New England*. W. W. Norton & Company, 1998

Kuhn, Thomas. *The Structure of Scientific Revolutions*. University of Chicago Press, 4th edition, 2012

Novick, Peter. *That Noble Dream: The "Objectivity Question" and the American Historical Profession*. Cambridge University Press, 4th edition, 1990

Savage, Kirk. *Monument Wars*. University of California Press, 9th Edition, 2011

Terkel, Studs. *Hard Times*. The New Press, 2005

Thompson, E.P. *The Making of the English Working Class*. Random House, 1966

Townsend, Robert. *History's Babel*. University of Chicago Press, 2013

Zemon Davis, Natalie. *The Return of Martin Guerre*. Harvard University Press, 1983

A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing) by Kate L. Turabian, Wayne G. Booth, Gregory G. Colomb, and Joseph M. Williams (Paperback - **March 28, 2013**).

Assignments and Grades

1. Class participation counts for 10% of the grade. It includes contribution class discussions and preparation of weekly readings. [10% of total grade]
2. Reaction Essays: Each student must turn in a brief reaction essay (no longer than one page) on each week's readings. The types of questions you might address are:
Do you agree or disagree with in the book's thesis and approach?
Can you identify the ideological framework behind the reading?
Does the author (or authors) accomplish his/her intended goal(s)?
Obtaining a library card from the Library of Congress can substitute for one essay (please provide copy of the card and indicate which week's reaction you wish to skip). **You are not required to write a reaction on the books you present in oral reports.** [10% of total grade]
2. Class Presentations: Each student will participate in two twenty minute group oral presentations from the books on the Required Texts list. [Each 5% of total grade] You will need to coordinate the presentation with the other members of your group. Along with an evaluation of the book each team is required to present a brief biography of the author and summarize 2-3 academic reviews on the publication.
3. Book Review: Each student must also submit a five page book review **one week** after his/her presentation on the same topic. Book reviews should briefly summarize the book's argument, but should also focus on a critical appraisal of the author's sources and approach and should attempt to place the piece within the corpus of literature of its time and type. The review essay must include a bibliography and footnotes. [Each 20% of total class grade]

4. The Final paper will be a historiographic essay due no later than **December 16**. The paper should be approximately 15 pages in length, double spaced, with footnotes and bibliography. [30% of total grade] This paper will present the discussion of the historiographic tradition of a particular topic and should reflect the area of interest or specialization of each student. Topics must be presented to the instructor by **September 16**. Bibliographies and Outlines should be turned in by **October 14** and **October 28** respectively. On **December 2** drafts of the final paper are due and on **December 9** you will be responsible for a 5 minute oral presentation on your paper discussing the results of your study.

If you cannot attend class please notify the instructor in advance and make every effort to keep up with each week's reading assignments.

