

HIST 610 (DL1): The Study and Writing of History

Professor Michael Chang

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Virtual office hours on Zoom by appt

Course time and location:

online (Blackboard); synchronous meetings on Zoom
4:30-7:10 pm ET on Wednesdays

Course Description: This course is unique because it does *not* concentrate upon a specific geographic region or historical period, nor upon a particular social, political, or cultural topic. Instead, the course focuses on historiography or “the history of history.” Our main goal will be to better understand the underlying theoretical and methodological questions that have informed the study and writing of history as a professional discipline from the late nineteenth century to the present. The course’s primary purpose is to introduce new graduate students to the major ideas, problems, and schools of thought in the field of history and to thereby promote a better understanding of the implications of our own and others’ choices in framing historical questions. We will examine the way that historians *as well as some non-historians* (philosophers, anthropologists, etc.) conceptualize their topics, choose and interpret their sources, the elements that affect their interpretations, and how and why these interpretations have developed and changed over time. Students will engage with a variety of historical genres and approaches including: the “*Annales* school,” Marxist history, microhistory, the “new social history,” the “new cultural history,” (“poststructuralist” and “postcolonial”) discourse analysis, gender(ed) history, environmental/ecological history, as well as transnational histories of commodities, labor, empire, and nationalism(s).

Required Texts:

1. *Anderson, Benedict. *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. Verso, 1983, 1991 (reprint); or Revised edition Verso, 2006.
2. *Baptist, Edward E. *The Half Has Never Been Told: Slavery and the Making of American Capitalism*. Basic, 2014, 2016 (paperback edition).
3. Bloch, Marc. *Feudal Society, Volume 1: The Growth of Ties of Dependence*. Chicago, 1964, 1968.
4. Braudel, Fernand. *The Mediterranean and the Mediterranean World in the Age of Philip II, Volume 1*. California, 1996 (reprint).
5. Cronon, William. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. 20th anniversary ed. Hill and Wang, 2003.
6. Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. Vintage, [1979], 1995 (second edition).
7. Ginzburg, Carlo. *The Cheese and the Worms: the Cosmos of a Sixteenth Century Miller*. Johns Hopkins, [1976], 2013 (reprint).
8. Hunt, Lynn. *Writing History in the Global Era*. Norton, 2014.
9. *Iggers, George G. *Historiography in the Twentieth-Century*. Wesleyan, [1997] 2005 (reprint w/new epilogue).
10. Mintz, Sidney W. *Sweetness and Power: The Place of Sugar in Modern History*. Penguin, 1985.
11. *Ritter Harry. *Dictionary of Concepts in History*. Greenwood Press, 1986. [hereafter *DCH*]
12. *Rosenthal, Gregory. *Beyond Hawai'i: Native Labor in the Pacific World*. California, 2018.
13. *Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Beacon, 1995, 2015 (rev ed).

Note: Book titles (above) and readings in the course schedule (below) marked by a **single blue asterisk (*)** are accessible through the University Libraries catalog or other online sources (Internet Archive, etc.). <http://library.gmu.edu/>

Except for Iggers’s *Historiography in the Twentieth-Century* and Ritter’s *Dictionary*, all titles listed above are available for online purchase at the campus bookstore. Used copies may also be found on <http://bookfinder.com>

Grading Scale:

97-100	A+	77-79	C+	59 and below	F
94-96	A	73-76	C		
90-93	A-	70-72	C-		
87-89	B+	67-69	D+		
83-86	B	63-66	D		
80-82	B-	60-62	D-		

Requirements & Grading: You must complete (that is, demonstrate serious engagement with) every requirement in order to receive a passing grade. The instructor reserves the final right to determine what constitutes "completion" of a requirement.

Note: *Calculations of cumulative course grades that appear in Blackboard are not necessarily correctly "weighted" and thus do not accurately reflect one's overall standing in the course. If you would like to know your overall course grade at any point in the semester, please contact the instructor via e-mail.*

1. **Participation (25%):** Students are expected to attend all weekly class meetings on Zoom and to be fully prepared. This means finishing the assigned reading(s) before class. *Active and informed participation in discussion is **the** core of this seminar.* Our meetings will consist almost entirely of discussion of the assigned readings, so it is essential that you do the reading and come prepared to discuss it.

Student engagement is judged on *quality more than quantity*, but it's difficult to discern quality without a sufficient sample size. In fact, your *consistent and active* participation contributes to the quality of the course as a whole since the course is more enjoyable and intellectually rewarding when as many people as possible contribute consistently to our discussions, both online and in synchronous (live) class meetings.

For more advice on how to generate more engaging and productive discussions, please see "Discussion Tips and Suggestions" on the course menu of the Blackboard site (left-hand side of page).

2. **Facilitating Class Discussions (10%):** For each week's synchronous meeting (except the first one) a group of two or three (2-3) students will be responsible for facilitating and leading class discussion. Everyone must serve as a discussion facilitator for two (2) classes during the semester. We will discuss and decide upon the assignment of these tasks during our first synchronous meeting. Each of the two (2) classes for which you act as a discussion facilitator will count as 5% of your overall course grade. For more guidance on leading class discussions, please see "Discussion Tips and Suggestions" on the Blackboard site's course menu (left side of page).
3. **Weekly Online Posts (35%):** Students are required to submit online posts for a total of ten (10) separate Modules during the semester. *Note: Neither the "self-introduction" nor the "Module 1 Post" (which are both due before our first synchronous class meeting) will count towards this total. During the semester, there are a total of thirteen (13) substantive Modules (Modules 2-14) for which we'll be discussing assigned readings, so you may skip three (3) of these thirteen (13) substantive Modules without penalty. However, if you are so inclined, you may submit posts for more than the requisite ten (10) Modules, in which case the ten (10) strongest posts will count towards your overall course grade.* For full credit, students must **post initial comments by 11:59 pm ET on Mon.** (2 days before class).
Follow-up responses to classmates **should be posted by 12:00 pm (noon) ET on Wed.** (before class).

Your online posts for these ten (10) Modules will count as 35% of your overall course grade. In other words, each Module's post(s) will be worth 3.5% of your overall course grade. As such, your posts should be thoughtful, substantive, and intellectually engaging. Your task is to demonstrate that you have carefully read, understood, and thought about the assigned reading(s) and that you have made connections to the broader (historiographic) themes of the class. **For more detailed guidance** see the **"Weekly Online Discussions" forum** on the Discussion Board.

4. **Short (Midterm) Essay (5%):** Write a 7-8 page essay on one of the major historiographic shifts (changes in approach to the study and writing of history) in the twentieth-century that incorporates evidence and examples from assigned readings for Modules 2-6. For details, see p. 7 below. **Due (via Blackboard) by Sun. 10/10/2021.**
5. **Final Essay Project (25%):** Write a 20-25 page essay on the major historiographic shifts (changes in approach to the study and writing of history) during the twentieth- and twenty-first centuries that incorporates evidence and examples from the assigned readings for HIST 610. For details, see p. 7 below. **Due (via Blackboard) on Sun. 12/12/2021.** No late work will be accepted.

Course Policies, Reminders, and Helpful Tips

a) Basic technology requirements: This is an online course. Asynchronous work will take place primarily on Blackboard, while synchronous (live) meetings will be held weekly on the Zoom videoconferencing platform. For more details please see “What Technologies Do I Need?” on the “Start Here: Welcome” page of the Blackboard course site.

b) Basic etiquette: Although this course is being offered online, please remember that an online classroom is still, in fact, a classroom and that you are still expected to adhere to certain standards of behavior and communication. For more detailed guidance, please see: https://www.cise.ufl.edu/wp-content/uploads/2019/08/CISE_Netiquette_Guide.pdf

c) Class absences: Students are expected to attend all meetings of the course. In the event that you must miss class, you are responsible for the contents of the lecture or discussion. **Students are expected to come to class on time.** Late arrivals are disruptive, and late-comers may miss important information.

d) Submission of written work: All written work is due at the time(s) and on the day(s) indicated on the syllabus. All written assignments should be typed, double-spaced, with 1-inch margins and in a 12-point font. Your name should be on the paper, and all pages should be numbered. You should retain electronic copies of all written work, and your instructor may ask for an electronic copy of your paper in order to use it as an example in teaching or to submit to a plagiarism detection site like Turnitin.com.

e) Late policy: All students are responsible for knowing and adhering to the deadlines for course assignments. Late work will be penalized **ONE FULL LETTER GRADE (10 pts.) per day (including weekends & holidays)**. The only exceptions will be when you have explicit, advance permission from your instructor. If you anticipate a problem in completing or submitting your work on time, you must contact the instructor in a timely manner. If you do not hear back from your instructor, you should assume that your work is due on the original date. Regardless of whether or not you have been granted an extension, you must contact your instructor for how to submit late work. Late assignments will not be considered as “received” until a copy is in the instructor’s hands. **No late work will be accepted for the final assignment.**

f) Plagiarism: Don’t do it. It’s easy to spot & can result in expulsion from the University and loss of degree. **What is plagiarism?** As noted by the American Historical Association (AHA), “Writers plagiarize... when they fail to use quotation marks around borrowed material and to cite the source, use an inadequate paraphrase that makes only superficial changes to a text, or neglect to cite the source of a paraphrase.” For details see pgs. 3-4 of this document: http://www.historians.org/Documents/Plagiarism/Curriculum_Plagiarism.pdf If you have any questions about what constitutes plagiarism, or about when or how to properly cite a source, talk to your instructor before you write!

g) Academic accommodations. If you are a student with a documented condition that warrants academic accommodations, please see me and contact the Office of Disability Services (ODS) at 703-993-2474. **All academic accommodations must be arranged through ODS** (<http://ods.gmu.edu/>). Additional support may be obtained through Counseling and Psychological Services (CAPS): <http://caps.gmu.edu/>

h) Recording and distribution of class materials: Any audio or visual recording by students of class meetings, lectures, discussions or other class activities is allowed only under terms and conditions as approved by George Mason University’s Office of Disability Services (ODS). If you are entitled to audio or visual recording through ODS, please communicate with me before any recording occurs. The results of a recording may only be used for personal use, unless I authorize use by other students in the course. Recordings and course material may not be reproduced or exchanged or distributed. At the end of the semester, you are required to destroy any recordings made in this course.

i) Electronic communication. It is best to contact me at [mchang5\[at\]gmu\[dot\]edu](mailto:mchang5[at]gmu[dot]edu). I usually check email during normal business hours, namely M-F, 9 am-5 pm. Please allow 24-48 hours for a reply to an email request or inquiry (excluding weekends). Please sure to indicate your course number in your email subject line and include both your first and last name in your signature. For general advice on the best way to communicate via email, see: <http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html>

j) Academic integrity: All George Mason University students have agreed to abide by the letter and the spirit of the Honor Code (<http://oai.gmu.edu/the-mason-honor-code/>) All violations of the Honor Code will be reported to the Honor Committee for review.

k) Administrative deadlines

Last day to add classes: Mon. 8/30/2021

Last day to drop (no tuition penalty): Tue. 9/7/2021

l) Final disclaimer: This syllabus is subject to revision as the semester proceeds. Announcements of changes will be made online and during class meetings. Students are responsible for being aware of any changes.

COURSE SCHEDULE

Module #0 (Wed. 8/18/2021): Course Orientation

Do: **Check** basic tech set-up, **activate** your Mason Zoom Basic account, and **verify** access to required books

Read: "Start Here: Welcome" and "Syllabus" pages on Blackboard course site.

*Handout containing "Tips for Class Preparation and Discussion."

*Peter Stearns, "Why Study History?" (1998).

*"Series Forward" and *"Preface" in Harry Ritter, *Dictionary of Concepts in History* [DCH].

Suggested (optional) Reading:

*"Introduction," p. 1-12 in Anna Greene and Kathleen Troup, *The Houses of History: A Critical Reader in History & Theory, Second Edition*. Manchester: Manchester University Press, 2016 [1999].

*"Positivism" and *"Constructionism, Constitution" in *DCH*

Module #1 (Wed. 8/25/2021): Course Introduction

Before Meeting #1: -post a brief self-introduction to the Discussion Board **by 11:59 pm ET on Mon. 8/23/2021**
 -submit Module 1 Post **by 11:59 pm ET on Tue. 8/24/2021**

Read: *George Iggers, *Historiography in the Twentieth-Century* (2005), Introduction (1-19, esp. 1-16) and Ch. 1-2 (23-35).
 *"Historiography" in *DCH*.

Suggested (optional) Reading: *George Iggers, *Historiography in the Twentieth-Century* (2005), Ch. 3-4 (36-47).

Module #2 (Wed. 9/1/2021): *Annales* School, I

Marc Bloch, *Feudal Society, Vol. 1: The Growth of Ties of Dependence* (1939, 1964).

*George Iggers, *Historiography in the Twentieth-Century* (2005), Ch. 5 (51-64).

Suggested (optional) Reading: *"Feudalism" and *"Periodization" in *DCH*.

Module #3 (Wed. 9/8/2021): *Annales* School, II

Fernand Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II* (1949, 1966, 1996).

Please read: Table of Contents (5-10)

Preface to the English edition; Preface to the second edition; Preface to the first edition (13-22)

Part I:I The Peninsulas: Mountains, Plateaux, and Plains (23-102)

Part I:II The Heart of the Mediterranean: Seas and Coasts (103-167)

Part II:I.1 Economies: The Measure of the Century—Distance, the First Enemy (353-374 and 387-394)

Part II:II Precious Metals, Money, and Prices (462-542)

*v. 2 Part II: VIII By Way of Conclusion: Conjuncture and Conjunctures (892-900) [[available online](#)]

*v. 2 Part III: Events, Politics and People (901-903) and Conclusion (1238-1244) [[available online](#)]

Suggested (optional) Reading: *"Interdisciplinary History" and *"Social History" in *DCH*

Lynn Hunt, *Writing History in the Global Era* (2014), Intro (1-11) and Ch. 1 (13-43), esp. passages on the "Annales school" (look up this term in the book's index for exact pages).

Module #4 (Wed. 9/15/2021): Marxist History (NOTE: For purposes of discussion, both online and in class, [please focus on the works by E.P. Thompson below.](#))

*Karl Marx and Friedrich Engels, *Manifesto of the Communist Party* (1848), Chapter 1 "Bourgeois and Proletarians." ([Marxist Internet Archive](#))

*[E.P. Thompson](#), "Introduction: Custom and Culture" in E.P. Thompson, *Customs in Common* (Penguin, 1993): 1-15.

*[E.P. Thompson](#), "Time, Work-Discipline, and Industrial Capitalism," *Past & Present* 38 (1967): 56-97.

*[E.P. Thompson](#), "The Moral Economy of the English Crowd in the 18th Century," *Past & Present* 50 (1971): 76-136.

*George Iggers, *Historiography in the Twentieth-Century* (2005), Ch. 7 (78-94, esp. 85-94).

Suggested (optional) Reading:

*"Capitalism," *"Class," *"Ideology," *"Historical Materialism," and *"Radical History" in *DCH*.

Lynn Hunt, *Writing History in the Global Era* (2014), Intro (1-11) and Ch. 1 (13-43), esp. passages on "Marx" and "Marxism" (look up these terms in the book's index for exact pages).

Module #5 (Wed. 9/22/2021): From the “New Social History” to the “New Cultural History”—(Italian) Microhistory

Carlo Ginzburg, *The Cheese and the Worms: the Cosmos of a Sixteenth Century Miller* (1976).

*George Iggers, *Historiography in the Twentieth-Century* (2005), Ch. 8-9 (97-117).

Suggested (optional) Reading:

*“Biography,” * “Cultural History,” and * “Intellectual History, History of Ideas” in *DCH*.

*Stuart Woolf, “Italian Historical Writing,” Ch. 16 (333-352, esp. 344-348) in *The Oxford History of Historical Writing, Volume 5: Historical Writing Since 1945*, ed. by Axel Schneider and Daniel Woolf. (Oxford, 2011).

Module #6 (Wed. 9/29/2021): Power/Knowledge and Discursive Formations (Poststructuralist Discourse Analysis)

Michel Foucault, *Discipline and Punish: The Birth of the Prison* (1975).

*George Iggers, *Historiography in the Twentieth-Century* (2005), Ch. 10 (118-133).

Suggested (optional) Reading:

*“Enlightenment” in *DCH*.

Lynn Hunt, *Writing History in the Global Era* (2014), Introduction (1-11) and Ch. 1 (13-43), especially passages on “Foucault” and “disciplinary society” (look up these terms in the book's index for exact pages).

Module #7 (Wed. 10/6/2021): Environmental and Ecological History

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (1983, 2003).

-start by first reading the “Afterword” (171-185) of the 20th Anniversary edition (2003).

-then read the “Forward” by John Demos (xi-xiii) as well as the “Bibliographic Essay” (223-251).

*Alfred W. Crosby, “The Past and Present of Environmental History.” *American Historical Review* v. 100, n. 4 (Oct. 1995): 1177-1189.

*Visit and explore the website of the American Society of Environmental Historians (ASEH): <https://aseh.org/>
-in particular, under the “ASEH” menu, look at: “About Us” → “Mission” and “History”

Suggested (optional) Reading:

*J. R. McNeill, “The Historiography of Environmental History,” Ch. 8 (159-176) in *The Oxford History of Historical Writing, Volume 5: Historical Writing Since 1945*, ed. by Axel Schneider and Daniel Woolf. (Oxford, 2011).

Module #8 (Wed. 10/13/2021): Nationalism(s), a Global Perspective—Circulation of a Cultural Idea

Short (Midterm) Essay due (via Blackboard) by Sun. 10/10/2021. For more details see p. 7 below.

*Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism* (1983, 1991, 2006).

-“Travel and Traffic: On the Geo-biography of *Imagined Communities*” (207-229) of the new edition (Verso, 2006).

*George Iggers, *Historiography in the Twentieth-Century* (2005), Ch. 11 (134-140).

Suggested (optional) Reading: * “Nation, Nationality,” * “Nationalism,” * “National Character,” and * “Fascism” in *DCH*.

Module #9 (Wed. 10/20/2021): Commodity History and Imperial Formations (Empires)

Sidney W. Mintz, *Sweetness and Power: The Place of Sugar in Modern History* (1985).

* “Imperialism,” and * “Modernization, Modernity.” in *DCH*.

Module #10 (Wed. 10/27/2021): Gender, Gender(ed) History, and Women’s History

(NOTE: For purposes of discussion, both online and in class, **please focus on the works by Scott and Meyerowitz below.**)

*Joan W. Scott, “Gender: A Useful Category of Historical Analysis.” *American Historical Review* 91:5 (Dec. 1986): 1053-1075.

*Joanne Meyerowitz, “A History of ‘Gender’.” *American Historical Review* 113:5 (Dec. 2008): 1346-1356.

*Joan W. Scott, “Unanswered Questions.” *American Historical Review* 113:5 (Dec. 2008): 1422-1430.

*Joan W. Scott, *Gender and the Politics of History*. 30th Anniversary Edition. Columbia, 2018.
-“Preface to the Thirtieth Anniversary Edition,” p. ix-xvi

Suggested (optional) Reading:

Lynn Hunt, *Writing History in the Global Era* (2014), especially passages on "gender" and "Scott, Joan" (see index).

*Julie Des Jardins, "Women's and Gender History," Ch. 7 (136-158) in *The Oxford History of Historical Writing, Volume 5: Historical Writing Since 1945*, ed. by Axel Schneider and Daniel Woolf. (Oxford, 2011).

Module #11 (Wed. 11/3/2021): Knowledge Production & Questions of Power (Postcolonial Discourse Analysis)

*Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (1995).

*"History," *"Positivism," and *"Constructionism, Constitution" in *DCH*

*George Iggers, *Historiography in the Twentieth-Century* (2005), "Concluding Remarks" (141-47) & "Epilogue" (149-60).

Suggested (optional) Reading:

*"Postcolonialism," *Encyclopedia Britannica* (online; 10 November 2020).

*"Event," *"Fact," *"Narrative," and *"Philosophy of History" in *DCH*.

Module #12 (Wed. 11/10/2021): Slavery, Capitalism, and Economic History

*Edward E. Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (2014).
-read *"Afterword to the Paperback Edition," p. 421-437 first.

*"Pain of the Past: Lessons from a Fight between Economists and Historians." *The Economist* (9 Dec. 2016).

*Marc Parry, "Shackles and Dollars: Historians and Economists Clash Over Slavery." *Chronicle of Higher Education* (8 December 2016).

Suggested (optional) Reading:

*Burnard, Trevor and Giorgio Riello. "Slavery and the New History of Capitalism." *Journal of Global History* 15.2 (July 2020): 225-244.

*"Capitalism," *"Econometric History, New Economic History, Cliometrics;" *"Economic History;" *"Industrial Revolution, Industrialization;" and *"Race, Racism, Racialism" in *DCH*.

Module #13 (Wed. 11/17/2021): Labor and Globalization

*Rosenthal, Gregory. *Beyond Hawai'i: Native Labor in the Pacific World*. California, 2018.

THANKSGIVING BREAK (Wed. 11/24/2021 – Sun. 11/28/2021)—work on Final Essay**Module #14 (Wed. 12/1/2021): Historiography**

Lynn Hunt, *Writing History in the Global Era* (2014).

*"Historiography" in *DCH*

Suggested (optional) Reading:

*Jürgen Osterhammel, "World History," Ch. 5 (93-112) in *The Oxford History of Historical Writing, Volume 5: Historical Writing Since 1945*, ed. by Axel Schneider and Daniel Woolf. (Oxford, 2011).

Exam Period: Wed. 12/8/2021 – Wed. 12/15/2021

FINAL ESSAY DUE by 11:59 p.m. EST on Sun. 12/12/2021 (via Blackboard).

No late work will be accepted for this assignment.

Guidelines and Suggestions for Midterm and Final Essays

In addition to weekly assigned readings and online assignments, you are also responsible for completing a short (midterm) essay and a final essay, both of which are meant to help you consolidate and demonstrate:

- 1) your understanding of the main historiographic themes and developments explored in HIST 610, and
- 2) your comprehension of the works we've read—that is, your ability to analyze and contextualize the assigned material in a clear, accurate, and comprehensive manner.

It may be helpful to approach the online assignments and the short (midterm) essay as opportunities to develop your thoughts and ideas for the final essay. In other words, you may find it useful to treat the online posts and the short (midterm) essay as “building-block” exercises for a semester-long project which will culminate in the longer final essay. With this in mind, it would probably be beneficial to keep good reading and class notes for each Module to which you may refer when working on the short (midterm) essay and the final essay. If you have any questions, or would like to discuss your thoughts and ideas for either of the essays, please feel free to contact me to schedule an individual meeting.

Short (Midterm) Essay (5%): 7-8 pages, **due (via Blackboard) by Sun. 10/10/21** (Module 8).

Please write a 7-8 page essay (1-inch margins, double-spaced) **which addresses the following sets of questions:**

1. Based on the assigned readings for the first six (6) modules of HIST 610, please identify and discuss one major historiographic shift (change in approach to the study and writing of history) in the twentieth-century. How would you describe this major historiographic shift? When and where did it occur? What is, or how would you explain, its scholarly or historiographic significance? How did it differ from (and perhaps sometimes overlap with) earlier or preceding traditions of historical thought and study?
2. In assigned readings for the first part of HIST 610, where can one find evidence that exemplifies or illustrates this historiographic shift? In your midterm essay, please cite and discuss (compare and contrast) supporting evidence and examples from at least three (3) of the assigned works for Modules 2-6 (by Bloch, Braudel, E. P. Thompson, Ginzburg, and Foucault). Please note that material from Ritter's *Dictionary of Concepts in History* (1986), Iggers' *Historiography in the Twentieth-Century* (2005), and Hunt's *Writing History in the Global Era* (2014) **will not** count towards this total; however, you should feel free to cite these works as well as texts and ideas from your other classes, past and present.
3. Why do you think this historiographical shift occurred when it did? In other words, to your mind, what are some of the events and broader historical contexts or circumstances that we might need to consider in order to better understand and explain the historiographic shift (change in approach to the study and writing of history) that's under discussion?

Final Essay (25%): 20-25 pages, **due (via Blackboard) by Sun. 12/12/21**. No late work accepted.

Please write a 20-25 page essay (1-inch margins, double-spaced) **which addresses the following sets of questions:**

1. What have been the most significant historiographic shifts (changes in approach to the study and writing of history) during the twentieth- and twenty-first centuries? How would you describe each of these major historiographic shifts? Where and when did they occur? What is, or how would you explain, each shift's scholarly or historiographic significance? How did each shift differ from (and perhaps sometimes overlap with) earlier or preceding traditions of historical thought and study?
2. In the assigned readings for HIST 610, where can one find evidence that exemplifies or illustrates each of these major historiographic shifts? In your essay, please cite and discuss (compare and contrast) supporting evidence and examples from at least seven (7) assigned readings for HIST 610—that is, the main works of historical scholarship assigned for Modules 2-13. Please note that material from Ritter's *Dictionary of Concepts in History* (1986), Iggers' *Historiography in the Twentieth-Century* (2005), and Hunt's *Writing History in the Global Era* (2014) **will not** count towards this total; however, you should feel free to cite these works as well as texts and ideas from your other classes, past and present.
3. Why do you think each of these major historiographical shifts occurred when they did? In other words, to your mind, what are some of the events and broader historical contexts or circumstances that we might need to consider in order to better understand and explain each of the major changes in the study and writing of history that occurred during the twentieth- and twenty-first centuries?