

The University Of Toledo

Existing Graduate Course Modification Form

* denotes required fields

Contact Person*: Phone: (xxx - xxxx) Email:

Present

Supply all information asked for in this column. (Supply core, research intensive and transfer module info if applicable)

College*:

Dept/Academic Unit*:

Course Alpha/Numeric*: -

Course Title:

Credit hours: Fixed: or Variable: to

CrossListings:

To add a course, type in course ID and click the Insert button.

To remove a course, select the course on left and click the Remove button.

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Proposed

Fill in appropriate blanks only where entry differs from first column.

College:

Dept/Academic Unit:

Course Alpha/Numeric:

Course Title:

Credit Hours: Fixed: or Variable: to

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Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

Catalog Description (only if changed) 75 words max: Catalog Description (only if changed) 75 words max:

[Empty text box for Catalog Description]

[Empty text box for Catalog Description]

Has course content changed?

Yes

No

If course content is changed, give a brief topical outline of the revised course below(less than 200 words)

[Empty text box for course outline]

Proposed effective term*: (e.g. 201140 for 2011 Fall)

File Type	View File
Syllabus	View

List any course or courses to be deleted.

Effective Date:



Effective Date:



Comments/Notes:

In keeping with the change in full time credit requirements (from 12 to 9) for graduate students, we are modifying this course from 4 credit hours to 3 credit hours. This will maintain the 3 course per semester standard of our graduate programs.

Rationale:**Approval:**

Department Curriculum Authority:	<input type="text" value="Roberto Padilla"/>	Date	<input type="text" value="2015/11/12"/>
Department Chairperson:	<input type="text" value="Charles Beatty"/>	Date	<input type="text" value="2015/12/02"/>
College Curriculum Authority or Chair:	<input type="text" value="David Black"/>	Date	<input type="text" value="2017/01/27"/>
College Dean:	<input type="text" value="Barbara Schneider"/>	Date	<input type="text" value="2017/03/30"/>
Graduate Council:	<input type="text" value="Constance Schall, GC mtg 5/2/17"/>	Date	<input type="text" value="2017/05/03"/>
Dean of Graduate Studies:	<input type="text" value="Amanda C. Bryant-Friedrich"/>	Date	<input type="text" value="2017/05/04"/>
Office of the Provost :	<input type="text" value="marcia king-blandford"/>	Date	<input type="text" value="2017/05/10"/>

Administrative Use Only

Effective Date: (YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on:

Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:

HIST 6600/8600: HISTORIOGRAPHY
Spring 2015, University of Toledo
Dr. Todd M. Michney

Meeting Place/Time: University Hall 5260 W 4:30-7:30pm
Office/Office Hours: University Hall 5210G; T 9-11am, W 1-3pm
Office Phone: (419) 530-4719
E-Mail: Todd.Michney@utoledo.edu

This graduate seminar will familiarize students with the roots of history as an intellectual discipline, specifically historiography as a rhetorical, philosophical, and scientific endeavor; the development of the modern historical profession, with emphasis on the United States; and various methodological innovations influenced by the social sciences, anthropology, and literary criticism (the so-called cultural and linguistic "turns"). Students will also complete a literature review on a topic of their choice and review the mechanics and formatting for a graduate-level research paper.

Required Text (1):

- Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession* (1988)

Recommended Text (1):

- Kate L. Turabain, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed. (2013)

Weekly Class Schedule and Readings

Week 1

Jan. 14 – Introduction: "What is History?" "What is Historiography?"

Week 2

Jan. 21 – Precedents: Antiquity through the Enlightenment

Read:

- Philip A. Stadter, "Historical Thought in Ancient Greece," in *A Companion to Western Historical Thought*, ed. Lloyd Kramer & Sarah Maza (2002), 35-57
- David Morgan, "The Evolution of Two Asian Historiographical Traditions," in *Companion to Historiography*, ed. Michael Bentley (1997), 11-21
- Paula Findlen, "Historical Thought in the Renaissance," in *Companion to Western Historical Thought*, ed. Kramer & Maza, 99-119
- Johnson Kent Wright, "Historical Thought in the Era of the Enlightenment," in *ibid.*, 123-142

Week 3

Jan. 28 – Nineteenth Century Germany

Read:

- Georg G. Iggers, *The German Conception of History*, rev. ed. (1983), 63-89
- Leopold von Ranke, "On the Character of Historical Science" (1830s), in *The Theory and Practice of History*, ed. Georg Iggers & Konrad von Moltke (1973), 33-46
- Hayden White, *Metahistory: The Historical Imagination in Nineteenth-Century Europe* (1973), 163-190

Week 4

Feb. 4 – The American Historical Profession through World War II

Read: Novick, *That Noble Dream*, 1-411

Week 5

Feb. 11 – The *Annales* School and (Neo)Marxists

Read:

- Georg G. Iggers, *Historiography in the Twentieth Century* (1997), 51-64
- Fernand Braudel, "History and the Social Sciences: The *Longue Durée*," in *On History*, trans. Sarah Matthews (1980), 25-54
- Walter L. Adamson, "Marxism and Historical Thought," in *Companion to Western Historical Thought*, ed. Kramer & Maza, 205-222
- E.P. Thompson, *The Making of the English Working Class* (1963), 269-313

Week 6

Feb. 18 – The Collapse of Consensus and Ascendancy of Social History

Read: Novick, *That Noble Dream*, 412-629

- Alice Kessler-Harris, "Social History," in *The New American History*, ed. Eric Foner (1990), 163-184
- Richard J. Evans, *In Defense of History* (1997), 139-163

Week 7

Feb. 25 – Cultural History and the Linguistic Turn

Read:

- Joyce Appleby et al., *Telling the Truth about History* (1994), 198-237
- Patricia O'Brien, "Michel Foucault's History of Culture," in *The New Cultural History*, ed. Lynn Hunt (1989), 25-46
- Aletta Biersack, "Local Knowledge, Local History: Geertz and Beyond," in *ibid.*, 72-96
- Partha Chatterjee, *The Nation and Its Fragments: Colonial and Postcolonial Histories* (1993), 14-34

Week 8

March 4 – Recent Historiographical Discussions #1

Read:

- "AHR Forum: Negotiating Power," with essays by Caroline Castiglione, Giovanni Benadusi, and Cornelia Hughes Dayton, in *American Historical Review* 109:3 (June 2004): 782-843

NO CLASS MARCH 11; SPRING BREAK

Week 9

March 18 – Recent Historiographical Discussions #2

Read:

- "AHR Forum: Oceans of History," with essays by Kären Wigen, Peregrine Horden & Nicholas Purcell, Alison Games, and Matt K. Matsuda, in *American Historical Review* 111:3 (June 2006): 717-780

Week 10

March 25 – Recent Historiographical Discussions #3

Read:

- "AHR Forum: The Senses in History," with essays by Martin Jay, Sophia Rosenfeld, Mark S.R. Jenner, Jessica Riskin, Priscilla Parkhurst Ferguson, and Elizabeth D. Harvey, in *American Historical Review* 116:2 (April 2011): 307-400

**** Initial Bibliography Due ****

Week 11

April 1 – Individual Consultations on Historiographical Review Paper Topics

Week 12

April 8 – NO CLASS; Individual Research and Writing

Week 13

April 15 – NO CLASS; Individual Research and Writing

Week 14

April 22 – Exchange Drafts for Peer Review; Further Consultation (optional)

Week 15

April 29 – Return Drafts and Discuss Historiographical Review Paper Topics

**** Historiographical Reviews Due May 6, 5:00 p.m. (my mailbox) ****

Grade Breakdown:

Class Participation	20%
Reading Reflections (5)	40% (8% each)
Research Paper	40%

Paper Assignments: For this course, you will write five short papers on the assigned course readings, as well as a research paper (historiographical review) on a topic of your own choosing.

Each of the five “reading reflections” is to be a 3-5 page long exercise in which you compare, combine, and/or critique the most important points you have identified in the assigned readings for that week. THESE PAPERS WILL BE DUE AT CLASS TIME THE FOLLOWING WEEK. Note: there are nine weekly reading assignments, so you will be picking five out of the total on which to write. Also, at least one of these reflections MUST be from the “Recent Historiographical Discussions” portion (Weeks 8, 9, and 10).

The research paper should be 12-15 pages, on a historiographical debate of your own choosing. The idea is to summarize the research, debate, and discussion around the topic to date, and weigh in on where future research should focus. If you are writing a Master’s or Ph.D. thesis, this exercise could potentially help you to identify and introduce your topic (traditionally, theses begin with a “literature review”).

You should start the process of identifying your topic as soon as possible; an initial bibliography is due on March 25.

Potentially useful resources include:

- America: History and Life (database)
- Historical Abstracts (database)
- WorldCat (database)
- Francis Couvares et al., eds., *Interpretations of American History*, 2 vols. (Boston: Bedford/St. Martin’s Press, 2009)
- James M. Banner, Jr., ed., *A Century of American Historiography* (Boston: Bedford/ St. Martin’s Press, 2010)
- *AHA’s Guide to Historical Literature*, 3rd ed., 2 vols. (1995; in Michney’s possession, bibliographies with brief annotations)
- Bibliographical essays (or suggested readings) following chapters in: Blackwell Reference guides; Harlan Davidson’s *American History* series; Bedford Series on History and Culture; *Major Problems* textbook series (Cengage)

The research paper will be due on May 6.

All papers should be typewritten, in a 12-point font, double-spaced (or 1.5), with 1-inch margins, and conform to the *Chicago Manual of Style* (consult your copy of Turabian, *Manual*). THERE IS TO BE NO SUBMISSION OF PAPER ASSIGNMENTS VIA E-MAIL WITHOUT MY EXPLICIT AND PRIOR APPROVAL.

Disabilities: If you have a disability and require special accommodations, please notify me after consulting with the Office of Accessibility (530-4981). Their website is: <http://www.utoledo.edu/utlc/accessibility/>