I. COURSE DESCRIPTION AND GOALS:

This course is an introduction to historiography, a fancy word that can be simply defined as the history of history. Just as geography is the study of the natural landscape, historiography is the study of the landscape of different historical interpretations, and how they have changed over time. To use a geological metaphor, we are seeking to understand the strata of different historical interpretations. For example, if we say “the historiography of early America,” we mean the collected historical works on this subject from the 1600s to the present. The specific goals for this class are:

- To understand the philosophy of history, and how that influences how we teach history.
- To understand why historical interpretations have changed over time, and how historiography influences what we teach about history.
- To improve your content knowledge of American history, and methodological expertise through readings and discussions of histories informed by different disciplines (e.g., ethnohistory, military history, social history, music history, diplomatic history, etc.)

II. REQUIRED READING:

Jeremy Popkin, From Herodotus to H-Net
James Loewen, Lies My Teacher Told Me
Daniel Richter, Facing East from Indian Country
David Preston, Braddock's Defeat
J. William Harris, The Hanging of Thomas Jeremiah
Carol Berkin, A Brilliant Solution
Kenneth Stampp, The Causes of the Civil War
David Donald, Why the North won the Civil War
Edward Linenthal, History Wars

III. ASSIGNMENTS AND GRADES:

I. Class Contributions/Attendance (20%): This class sinks or swims together. Attendance is required for all class meetings (except in cases of religious observances, extreme emergency, and medical illness). If you are not in class, you cannot participate. Most classes will be devoted to discussion, and students must be prepared to lead discussions and to talk about the assigned readings and primary sources. Those students who contribute frequently, consistently, and insightfully will earn a high grade. Simply standing on the sidelines and saying nothing will earn a “C” grade or less. I will evaluate your contributions based on a.) your record of attendance, b.) how frequently you contribute, c.) how insightful your contributions
Discussion Questions: Students will be responsible for sustaining class discussion. I will designate a pair of students who will lead discussion for a particular week. You should come prepared to initiate questions and sustain discussion of the readings and the issues raised by them. Discussion leaders should come prepared with a series of questions designed to raise questions, problems, or issues for discussion.

2. Review Essays (20%): Students will write a 6-7 page historiographical analysis of ANY TWO of the assigned readings in the course. The format of the paper will be 1” margins, Times New Roman 12 point font, with parenthetical references [example: (p. 286)]. Essay will be due one week after we discuss the book in class. Some questions that you must consider include:
   1. How the book fits into existing historiography (you will need to look at reviews of the books, or at review essays to answer this question satisfactorily).
   2. The main arguments or themes that the work raises.
   3. The author’s methodology (research, goals, other disciplines).
   4. The weaknesses, blind spots, or gaps in the author’s analysis.
   5. Your own assessment of the strengths and contributions of the work.
   6. Broader political, cultural, or social issues or themes that the work raised.
   7. How the work compares or contrasts to other books that we’ve read.

3. Oral Presentation (10%): The goal of this assignment is to help you get your paper started, articulate your project and its significance, and to receive some initial feedback from peers. Students will deliver a 10-15-minute distillation of the research paper to the class (if you choose to write out your presentation, 7 pages will get you through 15 minutes quite easily).

4. Historiographical Research Paper (50%): You will prepare a major research paper of at least 20 pages due on Monday, December 5th, 2016. Your job is to choose a particular historical subject or event and uncover all of its historiography. What I am especially looking for is a comprehensive overview of how interpretations of the subject have changed over the centuries. Thorough and intensive research in books and journal articles is sine qua non for this paper. No websites should be cited, unless it is a professional journal article from a database such as JSTOR. You may choose any topic that you wish, in consultation with the instructor.

*A thorough bibliography and a 1-page research description/proposal is due on Thursday, October 15th, 2016.

IV. OFFICE HOURS AND APPOINTMENTS

You are always welcome to stop by my office during scheduled office hours or you may set up an appointment if you those times are inconvenient. I encourage you to talk with me about the course, lectures, readings, assignments and your concerns. I will very gladly read over drafts of your papers if you get them to me a few days before the paper's due date. You may also send me an e-mail with your questions to <david.preston@citadel.edu>.

V. COURSE POLICIES

- PLAGIARISM: Is defined as using the words or ideas of others without giving proper credit (a footnote or endnote or reference with the full bibliographic citation). ALL material (books, articles, worldwide web articles) that you consult MUST be cited in the paper in notes: otherwise, it is plagiarism and a violation of the Citadel Honor Code. Do not tempt fate: when in
doubt, CITE IT!

- All assignments must be satisfactorily completed to receive a passing grade. Failure to complete assignments will result in failure for the entire course.
- NO LATE PAPERS WILL BE ACCEPTED! Please see me in advance if there are unique emergency circumstances. A “zero” will be applied to late papers.
- Attendance is mandatory. No-shows or other unexcused classes will hurt your grade.
- All assignments must be completed successfully.
- The research paper must use footnotes or endnotes; the book reviews can have parenthetical citations (p. 35), for example.
- Do not use internet sources, unless it is a reputable, scholarly source (such as online papers, an official website, etc.). Anybody can write a Wikipedia article.
- Please feel free to come by my office or schedule an appointment to talk about either the readings or the research paper. I’m here to help.

VI. COURSE OUTLINE

August 25: Introduction to the Course: Why does Historiography Matter?

September 1: Introduction to Historiography
- Jeremy Popkin, *From Herodotus to H-Net*

September 8: Interpretations in Textbooks:
- James Loewen, *Lies My Teacher Told Me*

September 15: American Indian History

September 22: The Colonial Era
- David Preston, *Braddock’s Defeat: The Battle of the Monongahela and the Road to Revolution*

September 29: How Radical was the American Revolution?

October 6: Interpretations of the U.S. Constitution
- Carol Berkin, *A Brilliant Solution* (all) and “The Constitution: Conflict or Consensus?” in Couvares, *Interpretations*, 165-81

October 13: No Class ***Bibliography and 1-page Topic Statement Due (via email to professor)***

October 20: Causes of the Civil War
- Kenneth Stampp, *The Causes of the Civil War*

October 27: David Donald, *Why the North won the Civil War*

November 3: No Class

November 10: Edward Linenthal, *History Wars*, plus supplemental readings (pdf)

November 17: Oral Presentations on Historiography Projects

December 1: Oral Presentations on Historiography Projects

FINAL PROJECTS DUE ON MONDAY, DEC 5th: NO LATE PAPERS!