This course aims at introducing graduate students to the concept of historiography. The term historiography can be defined as the study of how historians study and write history. In that sense of the term, historiography deals with what distinguishes history from other disciplines. Historiography can also refer to specific issues or debates scholars engage in within a specific field of history (as in the debates among scholars of early Islam in explaining the rapid expansion of Islam in the seventh century). Historiography can also refer to the social, cultural, philosophical and political assumptions historians make in researching and writing history. Keeping in mind these various definitions, in the first few weeks of the semester we will consider the concept of historiography, the rise of history as a professional discipline in the 19th century, and major historiographical trends and debates of the 20th century. In the subsequent weeks we will turn to historiographical debates in specific fields, regions and time periods in European, American, Middle Eastern and Latin American history.

Students should keep in mind that this course builds on Hist 500, Historical Methods. While students will not be tested directly on the material covered in Hist 500, we will be drawing on many of the ideas, concepts, methods, approaches and categories of analysis explored in Hist 500. Together, Hist 500 and Hist 501 aim at preparing incoming graduate students to pursue their own historical research and writing and to critically engage the historiography of their selected fields in the process.

**Required readings:**


Giancarlo Casale, *The Ottoman Age of Exploration* (Oxford University Press, 2011)


Susan Dunn, *Sister Revolutions: French Lightening, American Light* (Faber & Faber, 2000)


Daniel James, *Doña Maria’s Story: Life History, Memory, and Political Identity* (Duke University Press, 2000)


**Course requirements and grading**

**Attendance and participation**

Attendance is mandatory. Students are expected to come to class regularly and be prepared to discuss the assigned weekly readings. Regular attendance and active participation are minimum requirement to pass the course. Missing more than one class meeting will result in an automatic reduction of the final grade with the exception of documented medical emergencies.

**Weekly brief response papers (50%)**

Students will submit a 2-3 page response paper at the beginning of each weekly meeting. No late response papers will be accepted.

**Response essays (50%)**

During the course of the semester students will pick 4 weeks for writing longer and more substantial response papers. These will not be formal book reviews, but rather 5 to 6 page essays that will focus on a discussion of the major historiographical debates, methods, sources, approaches and theories. The goal is not necessarily to provide a complete review of the book and its specific arguments, but to analyze it in its relevant historiographical context. No late papers will be accepted except in the event of a documented medical emergency.

**Weekly program**


**Week 2**, Jan 21. **Martin Luther King’s Birthday**, no class

**Week 3**, Jan 28. Iggers, *Historiography in the Twentieth Century*


**Week 6**, Feb 18. Norton, *In the Devil’s Snare* (Dr. Carr)
Week 7, Feb 25. Dunn, *Sister Revolutions* (Dr. Hurlburt)

Week 8, March 4. Thompson, *The Making of the English Working Class* (Dr. Sramek)

Week 9, March 11. **Spring break, no class**


Week 11, March 25. Delmont, *The Nicest Kids in Town* (Dr. Lieberman)

Week 12, April 1. Kafadar, *Between Two Worlds*

Week 13, April 8. Casale, *The Ottoman Age of Exploration*

Week 14, April 15. James, *Doña Maria’s Story* (Dr. Najar)

Week 15, April 22. Campos, *Ottoman Brothers*

Week 16, April 29. Sufian, *Healing the Land*

**The Americans with Disabilities Act** requires that reasonable allowances be made for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. Please contact me at the beginning of the semester to discuss suitable arrangements for this course.

**Plagiarism**

According to SIUC Student Conduct Code, plagiarism, defined as “representing the work of another as one’s own work” and any other form of cheating constitute acts of academic dishonesty and will be punished in accordance with the same code. Please note that plagiarism may result in failing the course, suspension or removal from the university.

**Policy on Portable Electronic Devices**

The use of portable electronic devices such as cellular phones, MP3 players, and iPods is not allowed during class time. All such devices must be turned off and stowed away during the entire class period.

**Emergency Procedures.** Southern Illinois University Carbondale is committed to providing a safe and health environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on BERT’s website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Safety’s website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down), and in Emergency Response Guideline pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.