History 491 WI / **Historiography** / Spring 2012

Class times and location: Tuesdays and Thursdays, 9:30-10:45 a.m., Evans Hall 206

Instructor: Matt Stanard

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Office hours: Mon., Wed., Fri. 10-12 & Mon. 1-5, and by appointment

Course description

Emphasis on review of the literature of historical inquiry ranging from antiquity to the present and analysis of the methodologies, interpretations, values, evidence and conclusions found in the diversity of historical writings.

Course goals

As the capstone course for history majors, the goal of History 491 WI is to introduce students to historiography, which is the principals, theory, and history of historical writing. The course will achieve this in two ways, the first being by having students read and discuss a number of key texts on historiography and writing history that demonstrate how the principals and theories of historical writing have changed over time, with an emphasis on the period since German historian Leopold von Ranke (1795-1886). Second, each student will explore the history of historical writing through practice: namely, by crafting their own historiographical essay. The course is designed such that students can develop an appreciation for the complexity of the study of history and historical writing, as well as how the study of history has changed over time. Students are expected to improve their ability to read and analyze texts, as well as their ability to express themselves orally and in writing.

Required readings

Mark T. Gilderhus, *History and Historians: A Historiographical Introduction*. 7th ed. (Upper Saddle River, N.J.: Prentice Hall, 2010).

Other readings indicated on the course calendar. Readings that are underlined are available on electronic reserve at Memorial Library.

Attendance policy

The College stipulates that students attend class and that instructors note class attendance. If you choose to use the time of our class meetings to do something else, that is up to you. Remember that participation makes up nearly half the final grade. You cannot participate if you are absent.

Accommodation statement

Students with a disability who believe they may need accommodation should contact the Academic Support Center in Memorial Library (ext. 4080).

Course requirements (grading)

Class participation 40%

2 in-class presentations of common readings 3% each

2 brief write-ups of common readings 2% each

One annotated bibliography 8%

One peer review 2%

Final paper 40%

Total 100%

Each student will present two of the non-textbook common readings in class and lead discussion of them. Each student also will write two brief reading summaries on the non-textbook course readings; these cannot be the same readings you choose for your in-class presentations. Each student is required to come prepared to every class meeting and to participate in all discussions. Each student will write an annotated bibliography and review the annotated bibliography of one of her/his peers. The annotated bibliography will serve as the basis for the final paper, which will be a historiographical essay on one person, school of thought, major historical event/development, or key historiographical debate. Instructions for the annotated bibliography and the final paper will be handed out separately.

Grading scale

The grading scale for this course is as follows:

97-100 = A+ 87-89 = B+ 77-79 = C+ 67-69 = D+

93-96 = A 83-86 = B 73-76 = C 63-66 = D

90-92 = A- 80-82 = B- 70-72 = C- 60-62 = D-

 59 and below = F

A range = superior work, i.e. exceptional university-level work

B range = above average work, i.e. very good university-level work

C range = average work, that is to say satisfactory or customary university-level work

D range = passing, yet unsatisfactory or below average work

F = failing work, that is to say insufficient, incomplete, or inferior work

Other course policies

Late assignments will not be accepted. Cheating or plagiarism will not be tolerated and occurrences of such will result in severe penalties. We will be doing some collective work—and of course you may study with your colleagues—but each student is required to work on his/her own to complete the assignments. Each student is reminded of his/her responsibilities according to the Viking Code, the full text of which is available at http://www.berry.edu/uploadedFiles/Student\_Affairs/Viking\_Code\_Handbook/VikingCode1112.pdf. The instructor reserves the right to make minor adjustments to the syllabus as necessary.

Course calendar

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| Date | Class meeting subject | Reading | Assignment due |
| Jan. 10 | Course introduction | none |  |
| Jan. 12 | What is history? What is historiography? | Gilderhus, *History and Historians*, 1-11; Ian Kershaw, “Hitler: ‘master in the Third Reich’ or ‘weak dictator’?” from *The Nazi Dictatorship* (2000), 69-92. |  |
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| Jan. 17 | 1) Early historiography2) Choosing and discussing paper topics | Gilderhus, 12-28. |  |
| Jan. 19 | 1) Historiography to the 19th Century2) Choosing and discussing paper topics | Gilderhus, 29-49. |  |
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| Jan. 24 | Speculative approaches to history | Gilderhus, 50-69; begin Christopher Hill, *The English Revolution 1640* (also available online at http://www.marxists.org/archive/hill-christopher/english-revolution/index.htm) |  |
| Jan. 26 | Marx & history writing | Finish Hill, *The English Revolution 1640*. |  |
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| Jan. 31 | The empiricists  | Anna Green and Kathleen Troup, “The empiricists,” and G. R. Elton, *England under the Tudors* (excerpt) from *The Houses of History: A Critical Reader in Twentieth-Century History and Theory* (New York, 1999).  |  |
| Feb. 2 | Objectivity (?) | Gilderhus, 70-85; Peter Novick, “Introduction: Nailing Jelly to the Wall,” from *That Noble Dream: The “Objectivity Question” and the American Historical Profession* (Cambridge, 1988), 1-17. |  |
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| Feb. 7 | The *longue durée*: the Annales school | Gilderhus, 86-110; Green and Troup, “The Annales,” from *The Houses of History*; John Thornton, Intro. and Chapters 1-2 from *The Kingdom of Kongo: Civil War and Transition 1641-1718* (Madison, 1983), xiii-xxi, 1-27, 131-143. |  |
| Feb. 9 | Social history | E. P. Thompson, “Exploitation,” chapter six of *The Making of the English Working Class* (Vintage, 1966), 189-212. |  |
| Feb. 14 | Quantitative history  | Stephen Nicholas, Richard H. Steckel, “Heights and Living Standards of English Workers during the Early Years of Industrialization, 1770-1815,” *Journal of Economic History* 51, no. 4 (Dec. 1991): 937-957.  |  |
| Feb. 16 | Psychohistory  | Green and Troup, “Freud and psychohistory,” from *The Houses of History*; Robert C. Tucker, “Djugashvili as Stalin,” from *Stalin as Revolutionary 1879 1929: A Study in History and Personality* (New York, 1973), 115-143.  |  |
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| Feb. 21 | Anthropology and history | Clifford Geertz, “Deep Play: Notes on the Balinese Cockfight,” from *The Interpretation of Cultures* (New York, 1973), 412-454. |  |
| Feb. 23 | Anthropology and history, continued | Robert Darnton, “Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin,” from *The Great Cat Massacre and Other Episodes in French Cultural History* (New York, 1985), 75-104. |  |
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| Feb. 28 | Structuralism - Foucault | “Michel Foucault -- Biography”; Ann Laura Stoler, “Cultivating bourgeois bodies and racial selves,” in *Cultures of Empire: Colonizers in Britain and the Empire in the Nineteenth and Twentieth Centuries, A Reader*, ed. Catherine Hall (New York, 2000), 87-119. |  |
| Mar. 1 | Structuralism - Hayden White | Gilderhus, 111-125; H. White, “The Historical Text as Literary Artifact” and “The Fictions of Factual Representation,” from *Tropics of Discourse: Essays in Cultural Criticism* (Baltimore, 1978), 81-100, 121-134. |  |
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| Mar. 6 & 8 | No class. Spring break.  |  |  |
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| Mar. 13 & 15 | Discussion of bibliographic essays. | No reading. | Bibliographic essays due in class on Tues., March 13. |
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| Mar. 20 & 22 | No class. Individual student-instructor meetings. | Continue reading for final paper. | Peer reviews due to instructor’s mailbox in Evans Hall 109 B by 5:00 p.m. on Tues., March 20. |
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| Mar. 27 | Gender and history | Joan Scott, “Gender: A Useful Category of Historical Analysis,” *American Historical Review* 91, no. 5 (Dec. 1986): 1053-1075. |  |
| Mar. 29 | Gender and history, continued | Londa Schiebinger, “Why Mammals Are Called Mammals: Gender Politics in Eighteenth-Century Natural History,” *American Historical Review* 98, no. 2 (1993): 382-411. |  |
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| Apr. 3 | Discussion of progress on essays.  | Continue reading for, and working on, final paper.  | Each student should be prepared to discuss their paper. |
| Apr. 5 | Inventions, Fabrications, Creations, and Forgeries | Hugh Trevor-Roper, “The Invention of Tradition: The Highland Tradition of Scotland,” in *The Invention of Tradition*, eds. E. J. Hobsbawm and Terence O. Ranger (Cambridge, 1983), 15-41, and Nick Cullather, “Parable of Seeds: The Green Revolution in the Modernizing Imagination,” in *The Transformation of Southeast Asia*, eds. Frey, Pruessen, Tan (2003), 257-267. |  |
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| Apr. 10 | No class. |  |  |
| Apr. 12 | Fiction in the archives | Joan W. Scott, “Statistical Representations of Work: The Politics of the Chamber of Commerce’s *Statistique de l’Industrie à Paris, 1847-48*,” from *Work in France: Representations, Meaning, Organization, and Practice*, eds. Steven Kaplan and Cynthia Koepp (1986), 335-363; Natalie Zemon Davis, “Introduction,” from *Fiction in the Archives: Pardon Tales and Their Tellers in Sixteenth Century France* (Stanford, 1987), 1-6. |  |
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| Apr. 18 | Postcolonialism and subaltern studies | Dipesh Chakrabarty, “Postcoloniality and the Artifice of History: Who Speaks for ‘Indian’ Pasts?” *Representations*, no. 37 (winter 1992), 1-26. |  |
| Apr. 19 | Public history | Edward Linenthal, “Anatomy of a Controversy,” from *History Wars: The Enola Gay and Other Battles for the American Past*, eds. Edward Linenthal and Tom Engelhardt (New York, 1996), 9-62. |  |
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| Apr. 24 | Discussion of final papers | none | Final essays due at start of class, Tues., April 24. |