



HIST 700: Historiography

Instructor: Dr. Joshua Arthurs

Location: Woodburn G16, TR 11:30-12:45

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Course Description:

This course introduces graduate students to major perspectives, problems and debates and in modern historiography. We will consider fundamental epistemological questions regarding the discipline, such as the nature of sources and the question of objectivity; major schools of interpretation, from Marxism to post-colonial theory; and the impact of new methods and technologies upon the historical profession. Students are encouraged to relate course concepts to their own fields of study and research projects.

Readings:

The books listed below are required and available for purchase at the campus bookstore or via Amazon. All other readings, indicated by an asterisk (*), are available on eCampus, which can be accessed by logging on at ecampus.wvu.edu. I reserve the right to adjust readings according to the direction of the course.

- Antoinette Burton, ed., *Archive Stories: Facts, Fictions, and the Writing of History* (Duke University Press, 2005).
- John Lewis Gaddis, *The Landscape of History: How Historians Map the Past* (Oxford University Press, 2004).
- Anna Green and Kathleen Troup, eds. *The Houses of History: A Critical Reader in Twentieth-Century, History and Theory* (New York University Press, 1999).
- Emmanuel Le Roy Ladurie, *Montaillou: The Promised Land of Error* (George Braziller, 1978).
- Peter Novick, *That Noble Dream: The 'Objectivity Question' and the American Historical Profession* (Cambridge University Press, 1988).
- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Beacon Press, 1995).
- Jon Wiener, *Historians in Trouble: Plagiarism, Fraud, and Politics in the Ivory Tower* (New Press, 2005)

Assignments:

Writing assignments (45%): Over the course of the semester, you will write two papers – a midterm and a final – of approximately 6-8 pages, in response to a prompt distributed ahead of time. The midterm is worth 20% and the final is worth 25% of your overall grade.

Online Posts (25%): By **NOON every Wednesday**, students must post **three** questions or comments regarding the week's readings to the eCampus discussion board. These should not be informational questions (e.g. "What does Marx mean by the proletariat?"), but rather analytical and critical. They should identify aspects of the readings that require clarification, debate or dissection. Each week's response will be graded, and at the end of term your lowest grade will be dropped. You can earn additional points by commenting on your peers' posts.

Article presentation (10%) – Over the course of the semester, each student will be required to lead discussion of an assigned article. This will involve a 5-10 minute presentation to frame the reading, posing questions to frame our conversation, and coordination of discussion.

Reflection Assignments (5%): At the beginning of the semester, you will write a reflection on the themes of the course; you will then revisit this paper towards the end of term and write another piece reflecting on how your ideas have evolved over the semester. The two assignments will then be submitted and graded together at the end of the semester.

Attendance and participation (15%): Attendance is required; you should also be sure to come to class on time, prepared, with the readings in hand, and ready to contribute in a constructive fashion to our discussion. If you will be missing class due to illness etc., please email me ahead of time.

Course Expectations:

Assignments: The papers must be submitted in HARD COPY and stapled – not sent via email. It should be double-spaced, with 1-inch margins and in 12-point font. Late papers will be deducted half a grade for every day of lateness, beginning at the time at which they are due. No extensions will be given.

Communication: I will often communicate with the class via your WVU email account (MIX). Please be sure to check it regularly. Email is also the best way to contact me. When emailing, please be ensure that you are polite and professional; an unpunctuated

Blackberry message with no salutation will not be answered. I will work hard to get back to you in a timely manner.

Courtesy during Class: It is disruptive to others to arrive late to class or leave early. Please don't do it. If you know that you will have to leave class early, explain the situation to me beforehand and sit near the door so that you can exit as quietly as possible. Please turn off all cell phones, beepers, or any other wireless device that may make noise during class. I will confiscate your device if it rings in class. You may use laptops in class for taking notes, but if you are using it for email, instant-messaging, or any other activity I will ask you to stop using your computer.

Academic Integrity: Plagiarism and other forms of academic dishonesty will be dealt with severely. At a minimum, **offenders will fail the course.** Plagiarism means "submitting, without appropriate acknowledgement, a report, notebook, speech, outline, theme, thesis, dissertation, or other written, visual, or oral material that has been copied in whole or in part from the work of others, whether such source is published or not, including (but not limited to) another individual's academic composition, compilation, or other product, or commercially prepared paper" (WVU Undergraduate Catalog, 2003-2005, p. 47). Plagiarism includes not only lifting passages word for word without using quotation marks (even if you cite the author!), but also the substantial use of anyone else's ideas without citing them. **Using material from the World Wide Web without citing it is plagiarism.** Your work is made stronger, not weaker, by showing that you are able to refer to the work of others and comment upon it critically. Whenever you use material word for word, you must use quotation marks and cite the proper author.

Writing Center: Writing is one of the most important skills in this course. You are encouraged to use the WVU Writing Center to help improve your papers. More information on the Writing Center's resources can be found via a link on the course eCampus page.

Statement of Social Justice: The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

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Schedule

Week I (Jan. 9) – Introduction to Historiography

- *Selections from Herodotus, Tacitus, the Anglo-Saxon Chronicle, Gregory of Tours, Machiavelli and Leopold Von Ranke.

Week II (Jan. 14/16) – What do Historians Do?

- Gaddis, *The Landscape of History*.

REFLECTION ASSIGNMENT #1 DUE IN CLASS ON JAN. 14TH

Week III (Jan. 21/23) – The Profession, Objectivity and Reliability

- Green & Troop, *The Houses of History*, 1-11.
- Novick, *That Noble Dream*, 1-85, 111-132, 168-205, 239-278.
- *François Bédaria, “Historical Practice and Responsibility.” *Diogenes* 42.4 (1994), 1-6.
- *Sheila Fitzpatrick, “Getting Personal: On Subjectivity in Historical Practice” in Sebastian Jobs and Alf Lüdtke, eds., *Unsettling History: Archiving and Narrating in Historiography* (Frankfurt am Main: Campus Verlag, 2010), 183-198.

Week IV (Jan. 28/Jan. 30) – Narrative, Periodization and Interpretation

- Green & Troop, *The Houses of History*, 204-213.
- *Hayden White, “The Historical Text as Literary Artifact” in *Tropics of Discourse* (1978), 81-100.
- *Jacques Revel, “Multiple Narratives: Scale and Discontinuity in History” in *Unsettling History*, 49-61.
- Trouillot, *Silencing the Past*, 70-107.
- *Eric Hobsbawm, *The Age of Extremes: A History of the World, 1914-1989* (1991), 1-17.
- *Dan Diner, “European Counterimages: Problems of Periodization and Historical Memory.” *New German Critique* 53 (1991), 163-174.
- *Charles S. Maier, “Consigning the Twentieth Century to History: Alternative Narratives for the Modern Era.” *American Historical Review* 105.3 (2000), 807-831.

Week V (Feb. 4/6) – Sources: Traces and Silences

- Trouillot, *Silencing the Past*, xvii-xix, 1-69.
- Craig Robertson, “Mechanisms of Exclusion: Historicizing the Archive and the Passport” in Antoinette Burton, ed., *Archive Stories*, 68-86.
- Durba Ghosh, “National Narratives and the Politics of Miscegenation” in Antoinette Burton, ed., *Archive Stories*, 27-44.
- *Leora Auslander, “Beyond Words” *American Historical Review* 110.4 (2005), 1015-1045.

MIDTERM ASSIGNMENT HANDED OUT FEB. 4TH

Week VI (Feb. 11/13) – History and Memory

- *Selections from Maurice Halbwachs, in Jeffrey Olick et al., eds., *The Collective Memory Reader* (2011).
- *Pierre Nora, “Between History and Memory: les lieux de mémoire.” *Representations* 26 (1989), 7-24.
- *Eric Hobsbawm, “Introduction: Inventing Traditions” in Eric Hobsbawm and Terence Ranger, eds., *The Invention of Tradition* (1983), 1-14. ***Replace? His “mass producing traditions”?
- Trouillot, *Silencing the Past*, 108-153.

Week VII (Feb. 18/20) – Marxism and Historical Materialism

- Green & Troop, *The Houses of History*, 33-43.
- *Selections from *The Marx-Engels Reader*.
- *E.P. Thompson, “The Moral Economy of the English Crowd in the Eighteenth Century.” *Past and Present* 50 (1971), 76-136.

Week VIII (Feb. 25/27) – the Annales

- Green & Troop, *The Houses of History*, 87-109.
- Fernand Braudel, “The Mediterranean and the Mediterranean World in the Age of Philip II” in Green & Troop, 98-109.
- Emmanuel Le Roy Ladurie, *Montaillou: The Promised Land of Error*, iii-xvii, 3-52, 103-135, 139-152, 179-191, 218-230, 251-276, 353-356.

Week IX (Mar. 4/6) – Historical Sociology

- Green & Troop, *The Houses of History*, 110-120.
- *Selections from Max Weber.
- Theda Skocpol, “France, Russia, China: A Structural Analysis of Social Revolutions” in Green & Troop, 121-140.
- * Zygmunt Bauman, “Sociology after the Holocaust,” *The British Journal of Sociology* 39.4 (1988), 469-497.

SPRING BREAK – MARCH 11/13

Week X (Mar. 18/20) – Social History

- Green & Troop, *The Houses of History*, 141-150, 230-238.
- *Selections from Carlo Ginzburg, *The Cheese and the Worms* (1980).
- *Brian Luskey, “Jumping Counters in White Collars: Manliness, Respectability, and Work in the Antebellum City.” *Journal of the Early Republic* 26 (2006), 173-219.
- Richard Wall, “The Household: Demographic and Economic Change in England, 1650-1970” in Green & Troop, 151-171.
- Discussion with Dr. Brian Luskey.

Week XI (Mar. 25/27) – The “Cultural Turn”

- Green & Troop, *The Houses of History*, 172-182, 297-307.
- *Clifford Geertz, “Thick Description: Toward an Interpretive Theory of Culture” in *The Interpretation of Cultures* (1973), 3-33.
- *Selections from Michel Foucault.
- **The Onion*, “Grad Student Deconstructs Take-Out Menu.”
- *Robert Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History* (1985), 75-104.

Week XII (Apr. 1/3) – Gender History

- Green & Troop, *The Houses of History*, 253-262.
- *Joan Wallach Scott, “Gender: A Useful Category of Historical Analysis.” *American Historical Review* 91.5 (1986), 1053-1075.
- *Judith M. Bennett, *History Matters: Patriarchy and the Challenge of Feminism* (2006), 6-29.
- *Joan Wallach Scott, “Women in The Making of the English Working Class” in *Gender and the Politics of History* (1988), 68-90.
- *John Tosh, “What Should Historians Do with Masculinity? Reflections on Nineteenth Century Britain.” *History Workshop* 38 (1994), 179-202.
- Discussion with Dr. Kate Staples.

Week XIII (Apr. 8/10) – Postcolonial History

- Green & Troop, *The Houses of History*, 277-296.
- *Selections from Edward Said, *Orientalism* (1978).
- *Selections from Dipesh Chakrabarty, *Provincializing Europe: Postcolonial Thought and Historical Difference* (2000).
- Reading to be selected by Dr. M’bayo.
- Discussion with Dr. Tamba M’bayo.

Week XIV (April 15/17) – History in the Digital Age

- *Roy Rosenzweig, “Scarcity or Abundance? Preserving the Past in a Digital Era.” *American Historical Review* 108.3, 735-762.
- Renée M. Sentilles, “Toiling in the Archives of Cyberspace” in Antoinette Burton, ed., *Archive Stories*, 136-156.
- Discussion of the Hurricane Digital Memory Bank (hurricanearchive.org)

FINAL ASSIGNMENT HANDED OUT APRIL 17TH

Week XV (Apr. 22/24) – Scandal! Historical Controversies

- Wiener, *Historians in Trouble*, 58-69, 94-105, 168-200.

REFLECTION ASSIGNMENT #2 DUE APRIL 22ND

NO CLASS APR. 24TH

FINAL PAPER DUE AT NOON ON TUESDAY, APR. 29TH