

HISTORY 6010

HISTORIOGRAPHY

Fall 2009
CRN# 46042
Wednesday, 4:00-6:30 p.m.
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History Department
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Welcome to the seminar on historiography, a course required of all students in the graduate program in the Department of History at Western Michigan University. It offers an occasion to gain a better understanding of the changing contours of the discipline of history while becoming more familiar with the particular concerns of faculty in WMU's department and engaging with other students in WMU's program. The course is designed to be wide-ranging, challenging, and rigorous. Students will read and discuss material in common and will have the opportunity to tailor some assignments to topics of their choice..

An overarching goal of the course is to enhance understanding of the ways in which history--and its varied practitioners--are made and remade. By the end of the course students should have deepened their knowledge of historiographical issues, developed a greater appreciation for their own and others' fields and topics, and encountered an array of ways to approach material that should help in developing their research.

Academic Integrity:

Issues of academic integrity are of cardinal importance. Please note the following information. As a student at Western Michigan University: "You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test."

To access Western Michigan University's Code of Honor and become familiar with general academic policies on such issues as diversity, religious observance, and disabilities, please see <http://osc.wmich.edu> and www.wmich.edu/registrar. Please also note that Western Michigan University requires that all email correspondence to the instructor and graduate assistant must be conducted via students' wmich.edu accounts.

Required Books:

The following should be available in the bookstore and are required:

Peter Novick, *That Noble Dream: The 'Objectivity Question' and the Historical Profession*. Cambridge: Cambridge University Press, 1988.

Joyce Appleby, Lynn Hunt, and Margaret Jacob, *Telling the Truth about History*. New York: W. W. Norton, 1994.

George G. Iggers and Q. Edward Wang, with Supriya Mukherjee, *A Global History of Modern Historiography*. Harlow, England: Pearson Longman, 2008.

The following highly recommended book also is available at the bookstore: Ernst Breisach, *Historiography*, 3d ed. Chicago: University of Chicago Press, 2007.

Additional Readings:

The course is reading intensive and students should expect to devote considerable time each week to preparing for the seminar session. As indicated below, we will spend the first weeks of the term discussing the above required books. Readings listed for subsequent weeks are tentative and partial. The syllabus will be refined, supplemented, and edited as we develop the course together.

Course Requirements:

1. **Participation in Weekly Class Sessions:** The success of this seminar depends on each student's collegial participation at each class session. The seminar intends to model scholarly discussion, a critical activity for historians. Criticism of others' ideas and writings may be vigorous and spirited, but always should be constructive and never personal or derogatory. Each session should open up new ideas to all of us, and sessions are intended to build upon each other.
2. **Weekly Email Commentaries:** Beginning with the second week of the course, each student must contribute commentary or questions about the assigned readings prior to the class session at which the material will be discussed. These questions and comments must be emailed to all class participants no later than 5:00 p.m. the day before the appropriate class session.
3. **Class Facilitation:** This assignment has three facets. Each student will participate with one or two other students to lead the discussion of assigned course reading for a class session. These teams will be constituted during the first few weeks of the course, when the corresponding readings will be chosen. At the outset of the class session, the team will submit to me a 1,500-2000 word critical essay evaluating the assigned reading and providing a rationale for the approach chosen for the classroom facilitation. The following week each member of the team will submit a 750-1,000 word evaluation of the facilitation and revised assessment of the assigned reading that incorporates issues raised during class discussion.
4. **Historiographical Essay:** The final product of the seminar is a historiographic essay of between 6,000-8,000 words, exclusive of endnotes, bibliography, and other end matter.

We will discuss this assignment in depth during the course. The content of the assignment will be tailored to the particular reading and research program of each student, although each essay should address material central to the concerns of the seminar. Each student will consult with me on the selection of the topic for the essay. As we will discuss, models for these essays can be found in the historiographical works known as the "Blackwell Companion" series. More than forty books have been published in this series to date, and together they cover a wide range of themes, periods, and geographic areas,

5. Peer Review of Draft Historiographical Essays: Each student will participate in peer review of several other students' draft essays. Such peer review is another key feature of the practice of the discipline. One class session will be devoted to collaborative examinations of drafts of these historiographical essays and their peer reviews.

Format of Submissions:

All written work must conform to guidelines in *The Chicago Manual of Style*, 15th edition. While historians publish in many venues, most historical journals use "Chicago Style," and it is worthwhile to learn this method of scholarly citation. Submissions should be double-spaced in their entirety and use endnotes.

Evaluation and Grading:

Grades will be calculated based on the following:

Participation in Discussions and Weekly Email Commentaries	25%
Class Facilitation	25
Peer Review of Draft Essays	15
Historiographical essay	35

Schedule of Classes and Provisional Assignments

September

9 Introduction and Administration

16 Where We Stand, What We See, and What Sense We Make of It
Peter Novick, *That Noble Dream: The 'Objectivity Question' and the Historical Profession*, xi-319.

Discussion of Class Facilitation Teams and Schedules

23 Where We Stand, What We See, and What Sense We Make of It, ctd.

Novick, *That Noble Dream*, 320-629.

"AHR Forum: Peter Novick's *That Noble Dream: The Objectivity Question and the Future of the Historical Profession*," *AHR* 96 (June 1991).

Joan W. Scott, "Symptomatic Politics: The Banning of Islamic Head Scarves in French Public Schools," *French Politics, Culture and Society* 23 (Winter 2005): 106-22.

Discussion of Class Facilitation Teams and Schedules, ctd.

30 Beyond Absolutism

Joyce Appleby, Lynn Hunt, and Margaret Jacob, *Telling the Truth about History*.

Confirmation of Class Facilitation Schedules and Associated Readings

October

7 A Global View

George G. Iggers and Q. Edward Wang, with Supriya Mukherjee. *A Global History of Modern Historiography*

14 Perspectives on Europe

Marc Bloch, *The Historian's Craft*, 1953. Reprint. New York: Vintage Books, 1984; v-19.

John Clive, *Not by Fact Alone: Essays on the Writing and Reading of History*. New York: Alfred A. Knopf, 1989; "Why Read the Great Historians?" ix-52.

E. P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," *Past and Present* 38 (December 1967): 56-97.

Fernand Braudel, *The Structures of Everyday Life: The Limits of the Possible*. vol. 1, *Civilization and. Capitalism, 5th-18th Century*. New York: Harper & Row, 1979; 23-183.

Emmanuel Le Roy Ladurie, *Montaillou: The Promised Land of Error*. Tr. Barbara Bray. New York: Vintage Books, 1979, excerpts tba. "AHR Forum: Negotiating Power," *AHR* 109 (June 2004).

Paul Freedman and Gabrielle M. Spiegel, "The Rediscovery of Alterity in North American Medieval Studies," *AHR* 13 (June 1998): 677-704

Gabrielle M. Spiegel, "In the Mirror's Eye: The Writing of Medieval History in America," in Anthony Molho and Gordon S. Wood, eds., *Imagined Histories: American Historians Interpret the Past*. Princeton, NJ: Princeton University Press, 1998; 238-62.

Marcus Graham Bull, *Thinking Medieval: An Introduction to the Study of the Middle Ages*. Basingstoke, England, and New York: Palgrave Macmillan, 2005; excerpts tba.

AHR Forum: The General Crisis of the Seventeenth Century Revisited," *AHR* 113 (October 2008).

H. Glenn Penny, "Review Article: The Fate of the Nineteenth Century in German Historiography," *Journal of Modern History* 80 (March 2008): 81-108.

Topic for Historiographical Essay Due

21

The West in the World, The West and the World, The World and the West

Edward W. Said, *Orientalism*. New York: Pantheon, 1978; 1-110; 284-328 (and notes, 329-35; 347-50).

"Review Essays: Orientalism Twenty Years On," *AHR* 105 (October 2000).

"Review Essays: Explaining European Dominance," *AHR* 104 (October 1999).

"*AHR Forum*: Asia and Europe in the World Economy: Introduction," *AHR* 107 (April 2002).

"*AHR Forum*: Entangled Empires in the Atlantic World," *AHR* 112 (June 2007).

Ranajit Guha and Gayatri Chakravorty Spivak, eds., *Selected Subaltern Studies*. New York: Oxford University Press, 1988; excerpts, including Edward Said, "Foreword," v-x; Gayatri Chakravorty Spivak, "Subaltern Studies: Deconstructing Historiography," 332; Ranajit Guha, "On Some Aspects of the Historiography of Colonial India," 37-43; David Arnold, "Touching the Body: Perspectives on the Indian Plague, 1896-1900," 391-426.

Velcheru Narayana Rao, David Shulman, and Sanjay Subrahmanyam, *Textures of Time: Writing History in South India, 1600-1800*. New York: Other Press, 2003; "Preface," x-xiii; "Introduction," 1-23; "On the Battle of Bobbili, January 1757," 24-92; "Conclusion," 252-70.

Cynthia Talbot, "Review of Velcheru Narayana Rao, David Shulman, and Sanjay Subrahmanyam, *Textures of Time: Writing History in South India, 1600-1800*," *AHR* 110 (December 2005).

Bryan Ward-Perkins, *The Fall of Rome and the End of Civilization*. Oxford: Oxford University Press, 2005; "Did Rome Ever Fall?" 1-10; "The Horrors of War," 13-32; "The Death of a Civilization?" 138-68; "All for the Best in the Best of All Possible Worlds?" 169-83; "Appendix: From Potsherds to People," 183-87.

**Comparative History, International History, Transnational History,
World History, Global History**

- Daniel T. Rodgers, "Exceptionalism," in Anthony Molho and Gordon S. Wood, eds. *Imagined Histories: American Historians Interpret the Past*. Princeton, NJ: Princeton University Press, 1998; 21-40.
- Carol Gluck, "House of Mirrors: American Historical Writing on Japan," in Molho and Wood, eds., *Imagined Histories*, 434-54.
- "*AHR Forum*: Amalgamation and the Historical Distinctiveness of the United States," *AHR* 108 (December 2003).
- Walter LaFeber, "The World and the United States," *AHR* 100 (October 1995): 1015-33.
- Michael Geyer and Charles Bright, "World History in a Global Age," *AHR* (October 1995): 1034-60.
- "*AHR Forum*: Historical Perspectives on Anti-Americanism," *AHR* 111 (June 2006).
- Patrick Manning. *Navigating World History: Historians Create a Global Past*. New York: Palgrave Macmillan, 2003; vii-118,
- Thomas Bender,, ed. *Rethinking American History in a Global Age*. Berkeley: University of California Press, 2002; excerpts: Bender, "Preface," vii-ix and "Introduction," 1-21; Pransanjit Duara, "Transnationalism and the Challenge to National Histories," 25-46; Akira Iriye, "Internationalizing International History," 47-62; "Charles Bright and Michael Geyer, "Where in the World is America," 63-99; Robin D. G. Kelley, "How the West was One: The African Diaspora and the Re-Mapping of U.S. History," 123-47; Dirk Hoerder, "From Euro- and Afro-Atlantic to Pacific Migration System: A Comparative Migration Approach to North American History," 195-235; David Hollinger, "The Historian's Use of the United States and Vice Versa," 381-95.

Preliminary Bibliography for Historiographical Essay Due

November

4

Varieties of Memory

- Michael Stanford, *A Companion to the Study of History*, Oxford, U.K.: Blackwell, 1994; "Introduction," 1-9.
- Eric Hobsbawm and Terence Ranger, eds., *The Invention of Tradition*. New York: Cambridge University Press, 1983; excerpts, tba.
- "*AHR Forum*: The Return of *Martin Guerre* by Natalie Zemon Davis], "*AHR* 93 (December 1988).
- Michael Kammen, *Mystic Chords of Memory: The Transformation of Tradition in American Culture*. New York: Knopf, 1991.
- Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. New York: Verso, 1991; excerpts, tba.

- "*AHR Forum: The Folklore of Industrial Society: Popular Culture and Its Audiences*," *AHR* 97 (December 1992).
- John Bodnar, *Remaking America: Public Memory, Commemoration, and Patriotism in the Twentieth Century*. Princeton, NJ: Princeton University Press, 1992; excerpts, tba.
- "*AHR Forum: History and Memory*," *AHR* 102 (December 1997).
- David Glassberg, "Public History and the Study of Memory," *The Public Historian* 18 (Spring 1996): 7-23.
- "Roundtable: Responses to David Glassberg's 'Public History and the Study of Memory,'" *The Public Historian* 19 (Spring 1997): 3072.
- "*AHR Forum: How Revolutionary Was the Print Revolution*," *AHR* 107 (February 2002).

11

Power, Politics, and Perspectives on the United States

- Anthony Molho and Gordon S. Wood, eds. *Imagined Histories: American Historians Interpret the Past*. Princeton, NJ: Princeton University Press, 1998; excerpts, including: Molho and Wood, "Introduction," 3-20; Wood, "The Relevance and Irrelevance of American Colonial History," 144-63; George M. Fredrickson, "Nineteenth-Century American History," 164-85; James T. Patterson, "Americans and the Writing of Twentieth-Century United States History," 185-205.
- Ronald P. Formisano, "The 'Party Period' Revisited," *JAH* 86 (June 1999): 93-120 and responses, 121-66.
- Melanie Gustafson, "The Historiography of Gendered Political Cultures," *Organization of American Historians Magazine of History* 19 (March 2005): 10-13.
- Michael P. Johnson, "Denmark Vesey and His Co-Conspirators," *William and Mary Quarterly*, 3d Series, 58 (October 2001): 915-76. "Forum: The Making of a Slave Conspiracy, part 2," *William and Mary Quarterly*, 3d Series, 59 (January 2002): 135-201.
- "*AHR Forum: The Debate over the Constitutional Revolution of 1937*," *AHR* 110 (October 2005).
- Robert M. Citino, "Review Essay: Military Histories Old and New: A Reintroduction," *AHR* 112 (October 2007).
- "*AHR Forum Essay: The Century as a Historical Period*," *AHR* 105 (June 2000).
- Thomas Bender, "Wholes and Parts: The Need for Synthesis in American History," *JAH* 73 (June 1986): 120-36.
- "Roundtable: Synthesis in American History," *JAH* 74 (June 1987): 10730.
- Thomas Bender, "Strategies of Narrative Synthesis in American History," *AHR* 107 (February 2002): 129-53.
- "Roundtable: What We See and Can't See in the Past," *JAH* 83 (March 1997).
- Thomas Bender, "Venturesome and Cautious," *JAH* 81, The Practice of American History: A Special Issue (December 1994): 992-1003.
- Revised Bibliography for Historiographical Essay Due**

18 --No Class: Reading and Writing Break--

25 --No Class: Thanksgiving Recess begins at noon--

December

2 Gender and Sexuality

Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *AHR* 91 (December 1986): 1053-75.

"*AHR Forum*: Revisiting 'Gender: A Useful Category of Historical Analysis,'" *AHR* 113 (December 2008): 1344-1429.

Joan W. Scott, "Women's History," in Peter Burke, ed. *New Perspectives on Historical Writing*. 2d ed. University Park: Pennsylvania State University Press, 2001, 43-70.

Bonnie G. Smith, *The Gender of History: Men, Women, and Historical Practice*. Cambridge, Mass.: Harvard University Press, 1998; excerpts, including "Introduction: Gender and the Mirror of History," 1-13; "Women Professionals: A Third Sex?" 185-212; "Modernism, Relativism, and Everyday Life," 213-40; and notes (243-45; 288-98). Electronic resource.

Linda Kerber, "Gender," in Anthony Molho and Gordon S. Wood, eds. *Imagined Histories: American Historians Interpret the Past*. Princeton, NJ: Princeton University Press, 1998; 41-58.

Kathleen Canning, *Gender History in Practice and Historical Perspectives on Bodies, Class, and Citizenship*, Ithaca, NY: Cornell University Press, 2006; excerpts, including: "Introduction," ix-xiii; "Part I: Bringing History to Theory," 3-120.

George Chauncey, *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940*. New York: Basic Books, 1994; excerpts, tba.

Elizabeth Lapovsky Kennedy and Madeline D. Davis, *Boots of Leather, Slippers of Gold: The History of a Lesbian Community*. New York: Routledge, 1993; excerpts, tba.

Marc Stein, "*Boutilier* and the U.S. Supreme Court's Sexual Revolution," *Law and History Review*, 23 (Fall 2005): 491-536.

Drafts of Historiographical Essays Due

9 Society, Culture, Language, Postmodernism, and Ensuing Twists and Turns

Clifford Geertz, *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, 1973; vii-30.

Michel Foucault, *Discipline and Punish: The Birth of the Prison*. Tr. Alan Sheridan. New York: Pantheon, 1977; excerpts, tba

- Cario Ginzburg, *Clues, Myths, and the Historical Method*. Baltimore and London: Johns Hopkins University Press, 1989; John and Anne C. Tedeschi, tr.; Torino: Giulio Einaudi editore, 1986; vii-16; 156-64 (and notes, 165-70, 220-21).
- Lynn Hunt, ed., *The New Cultural History: Essays*. Berkeley: University of California Press, 1989; excerpts, tba.
Electronic resource.
- George G. Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. Hanover, NH, and London: University Press of New England, 1997; 118-47 (and notes, 169-75).
- Victoria E. Bonnell and Lynn Hunt, eds. *Beyond the Cultural Turn: New Directions in the Study of Society and Culture*. Berkeley and Los Angeles: University of California Press, 1999; excerpts, tba.
- "Review Essays: What's Beyond the Cultural Turn?" *AHR* 107 (December 2002).
- William H. Sewell, Jr., *Logics of History: Social Theory and Social Transformation*. Chicago: University of Chicago Press, 2005; excerpts, tba.
- "Special Section: *Logics of History* [by William H. Sewell, Jr.]," *Social Science History* 32 (Winter 2008): 535-593.
- Geoff Eley, *A Crooked Line: From Cultural History to the History of Society*. Ann Arbor: University of Michigan Press, 2005; excerpts, tba.
- "*AHR* Forum: Geoff Eley's *A Crooked Line*," *AHR* 113 (April 2008): 391-437.
- Peter Burke, ed. *New Perspectives on Historical Writing*. 2d ed. University Park: Pennsylvania State University Press, 2001; excerpts, including: Burke, "Overture: The New History: Its Past and Its Future," 1-24; Jim Sharpe, "History from Below," 25-42; Burke, "History of Events and the Revival of Narrative," 284-300.

Peer Review of Draft Essays