

History 304: Historiography

Spring 2008

Section 1: TR, 4:40-6:00 p.m.

Bldg. 14-249

Prof. Tom Trice

Office: Faculty Office Bldg. 47-25P

Office hours: TR, 2:10-4:00, or by appointment

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Course Description:

This course introduces students to major theoretical and methodological approaches to the study of the past, beginning with nineteenth-century empiricism and Marxism and extending to the postmodernism of today. Emphasis is upon key themes of enduring interest to professional historians, including facts and objectivity; human agency; memory; modernity; culture; power; and identity.

Course Objectives

By the end of this course, students are expected to:

- Understand major trends in *modern historiography*
- Understand and *evaluate historical arguments*
- Understand the importance of *multiple perspectives* on the past
- Understand and *synthesize historical information*
- Understand how to *design, research, and write a historiographic essay*

Required Readings:

Anna Green and Kathleen Troup, *The Houses of History: A Critical Reader in Twentieth-Century History and Theory* (New York, 1999)

Leon Trotsky, ed. *The Essential Marx* (1939; rpt., Mineola, NY, 2006)

Paul Rabinow, ed. *The Foucault Reader* (New York, 1984)

Additional readings are available via Blackboard.

Course Evaluation:

Class Participation	50%
Historiographic Essay	50%

Completion of all assignments is required, but not sufficient, in order to receive a passing grade in this class. Please submit all materials in hard copy no later than the beginning of class on the stipulated due date. Late assignments are subject to a 5% grade penalty for each day beyond the due date. **ALL assignments must be submitted in hard copy, NOT in electronic format.**

Class Participation (50%) is an essential part of this class. Attendance of all class meetings is crucial, but does not constitute participation. You should come to class having read all assigned material and be prepared to *discuss* it. “Discussion” does not mean that you must offer profound interpretations of material, only that you ask questions of what you have read and demonstrate a willingness to talk about issues you find puzzling or interesting. To help focus your reading and facilitate discussion, each of you will assume responsibility for leading at least one class discussion by preparing **reading questions** no less than one class period in advance. In addition, each class period you will prepare typed or clearly written **notes** which provide a brief summary and analysis of all required readings for that day, along with any additional questions that you may have about a selection. I am interested in *your* ideas about the reading material, not those of contributors to Wikipedia or other online sources. Turn in a copy of these notes at the beginning of class on the day a specific assignment is discussed. You should print or photocopy these notes before coming to class so that you can refer to them during class. (Notes will NOT be accepted at any other time or in any other format). Finally, each student will assume responsibility for at least one **recommended reading** during the quarter by providing her or his classmates with a brief synopsis of the author’s major argument and how it relates to the broader topic under discussion for that day. The break-down of your class participation grade is as follows:

Daily Discussion*	20%
Reading Questions & Discussion	10%
Reading Notes	10%
Recommended Reading	10%

*To benefit from, and contribute to, a discussion class you must show up, thus each absence after the first one will result in a 3% reduction in your final grade.

Historiographic Essay (50%). Each student will prepare a thorough review of 12-15 pages on the historical literature on a given topic. You may want to use this opportunity to begin work on senior project; if so, consider carefully not only your interests, but foreign language and other research skills essential to successful completion of the proposed project. Preparation of the essay will take place in four stages, as follows:

Topic Selection 5% **DUE:** Tues., 15 April

Students must meet with me no later than Thurs., 10 April to discuss essay topics. In a few sentences, state the topic you intend to pursue, including place and periodization. Also include a list of the library cataloguing terms you intend to use to identify relevant works for your essay. For instance, if you were preparing an essay on eighteenth-century British maritime history you would most likely find the following search terms useful:

Merchant mariners—Great Britain—History—18th Century
Navigation—Great Britain—History—18th Century
Pirates—History-18th Century

Preliminary Bibliography 10% **DUE:** Tues., 22 April

Once you have selected a topic, you should prepare a preliminary bibliography by consulting online library catalogues (especially LINK+) and databases (e.g., JSTOR, Project Muse, America: History and Life) to identify monographs, articles, and review essays relevant to your project.

Annotated Bibliography 15% **DUE:** Thurs., 15 May

Beginning in the fourth week of classes (21-25 April), you must provide an annotation for at least two of the sources listed on your preliminary bibliography or ones that you have added since completion of that initial exercise. A proper annotation makes clear the *thesis* of the work and may include a reference to how the work forces you to rethink, revise, or expand your own thoughts on the topic of study. In your review of the literature, you should also pay attention to which *theories* or *methodological approaches* discussed in class have had the greatest influence on the historiography for your particular topic. This weekly exercise will expedite successful completion of the annotated bibliography due on 15 May.

Final Essay 20% **DUE:** Thurs., 6 June

A good historiographic essay provides a comprehensive, clear overview of the *major issues, theoretical or methodological approaches, and interpretations* in the scholarship on a specific historical topic. More than a mere summary of arguments, it endeavors to delineate the dialogue and debate that takes place between scholars working in related fields of study.

Cal Poly Policy on Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references, i.e. quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing, without credit or originality; use of another's project or programs or part thereof without giving credit (CAM, 683.4).

History Department Addendum

The History Department considers submission of a work completed for another class either in a previous or concurrent term as plagiarism. Also, keep in mind that if you lend your work to others, who plagiarize it with or without your knowledge, you too are subject to judicial censure as state below.

Repercussions

As on the highway, so it is in the classroom: ignorance of the law is not a defensible position. Know your rights and responsibilities.

If I suspect that plagiarism has occurred, I will request that the student provide me a copy of his/her notes and/or list of sources. In accordance with university policy, I will also submit the assignment in question along with any supporting evidence to Judicial Affairs for final determination, which may lead to the student's failure in the course and/or expulsion from the university.

Communication:

If you have questions or concerns about your overall progress in this class, please do not wait until late in the quarter to raise them. Stop by during office hours or make an appointment with me early on so that we can discuss them in person. The best way to reach me outside of office hours is by e-mail. I will answer messages as promptly as possible, Monday through Friday, 8 a.m.-5 p.m.

Class Schedule:

T 4/1 **Introduction**

Required reading:

Simon Gunn, "Historicizing Theory" in *History and Cultural Theory* (2006), 1-25.

R 4/3 **Empiricism: The "Fact"**

Required reading:

Green & Troup, "The Empiricists," in *Houses of History*, 1-11

Leopold von Ranke, Preface to "Histories of Romance and Germanic Peoples," in *The Varieties of History: From Voltaire to the Present*, ed. Georg Iggers (1973), 54-62.

G. R. Elton, "Henry VII: Securing the Dynasty," selection from *England Under the Tudors*, 3rd ed. (1991), 18-35, in Green & Troup, *Houses of History*, 12-32.

Recommended reading:

Charles Beard, "That Noble Dream," *The American Historical Review* 41:1 (1935): 74-87.

E. H. Carr, *What is History?* 2nd ed. (1961; rpt., 1988).

Richard J. Evans, *In Defense of History* (2000), 65-88, 193-220.

Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession* (1988), 21-60.

Thomas Haskell, "Objectivity is Not Neutrality: Rhetoric versus Practice in Novick's *That Noble Dream*," in *History and Theory: Contemporary Readings*, ed. by Philip Pomper, et al. (1998), 299-319.

Theodore Clarke Smith, "The Writing of American History in America, from 1884-1934," *The American Historical Review* 40:3 (1935): 439-49.

T 4/8 **Marxism I: "Class" and the "Dialectic"**

Required readings:

Green & Troup, "Marxist Historians," in *Houses of History*, 33-43.

Karl Marx, "Commodities and Money," in *The Essential Marx* ([1939] 2006), 47-64.

Karl Marx & Friedrich Engels, excerpts from *The Communist Manifesto* in *From Marx to Gramsci: A Reader in Revolutionary Marxist Politics* (1996), 124-46.

_____. "From the German Ideology," in *Cultural Resistance Reader*, ed. by Stephen Duncombe (2002), 41-49.

Paul LeBlanc, "The Revolutionary Marxist Synthesis," in *From Marx to Gramsci: A Reader in Revolutionary Marxist Politics* (1996), 2-19.

T 4/15 **The Annales Group: the *longue dureé* and *mentalité***

Required reading:

Green & Troup, "The Annales," in *Houses of History*, 87-97.

Marc Bloch, "The Advent and Triumph of the Watermill," in *Land and Work in Mediaeval Europe: Selected Papers by Marc Bloch*, trans. by J. E. Anderson in (1969), 136-68.

Fernand Braudel, selection from *The Mediterranean and the Mediterranean World in the Age of Philip II*, vol. I, 2nd ed. (1972), 38-47, in Green & Troup, *Houses of History*, 98-109.

Emmanuel Le Roy Ladurie, "The Shepherds' Mental Outlook" in *Montaillou: The Promised Land of Error*, trans. by Barbara Bray (1978), 121-35.

Essay Topic DUE

Recommended reading:

Marc Bloch, *The Historian's Craft* (1964; rpt., 1992).

Peter Burke, *The French Historical Revolution: The Annales School, 1929-89* (1990)

J. H. Hexter, "Fernand Braudel and the Monde Braudellien," *Journal of Modern History* 44 (1972): 480-539.

Lynn Hunt, "French History in the Last Twenty Years: The Rise and Fall of the Annales Paradigm," *Journal of Contemporary History* 21: 2 (1986): 209-24.

Emmanuel Le Roy Ladurie, *Carnival in Romans: A People's Uprising at Romans 1579-1580*, trans. Mary Feeney (1979)

_____. *Love, Death and Money in the Pays d'Oc*, trans. Alan Sheridan (1980).

Jacques Le Goff, *The Birth of Purgatory*, trans. Arthur Goldhammer ([1981], 1984)

R 4/17 Library Day: Prepare Preliminary Bibliography

T 4/22 **Modernity and Its (Dis)contents I: Weber & Wallerstein**

Required reading:

Green & Troup, "Historical Sociology," in *Houses of History*, 110-20.

Max Weber, "Asceticism and the Spirit of Capitalism" in *The Protestant Ethic and the Spirit of Capitalism* ([1930] 2001), 102-25

Immanuel Wallerstein, excerpt from *The Modern World System: Capitalist Agriculture and the Origins of the European World-Economy in the Sixteenth Century* (1976), 229-33.

Preliminary Bibliography DUE

Recommended readings:

The British Journal of Sociology 27:3 (1976)—Special issue on History and Sociology

Peter Baehr, “The ‘Iron Cage’ and the ‘Shell as Hard as Steel’: Parsons, Weber, and the Stahlhartes Gehäuse Metaphor in the Protestant Ethic and the Spirit of Capitalism,” *History and Theory* 40:2 (2001): 153-69.

Barrington Moore, Jr., *Social Origins of Dictatorship and Democracy: Lord and Peasant in the Making of the Modern World* (1966)

Theda Skocpol, “France, Russia, China: A Structural Analysis of Social Revolutions,” selection from *Social Revolutions in the Modern World* (1994), 133-46, in Green & Troup, *Houses of History*, 121-40.

Immanuel Wallerstein, “The Rise and Future Demise of the World Capitalist System: Concepts for Comparative Analysis,” *Comparative Studies in Society and History* 16:4 (1974): 387-415.

_____. “A World-System Perspective on the Social Sciences,” *The British Journal of Sociology* 27:3 (1976): 343-52.

R 4/24 **Modernity and Its (Dis)contents II: Jürgen Habermas – the “Public Sphere”**

Required readings:

Jürgen Habermas, *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society*, trans. Thomas Burger (1991), 1-26.

Joanna Brooks, “The Early American Public Sphere and the Emergence of a Black Print Counterpublic,” *William and Mary Quarterly* 62:1 (2005): 67-92.

Recommended reading:

New German Critique 35 (1985), special issue on Jürgen Habermas

John L. Brooke, “Reason and Passion in the Public Sphere: Habermas and the Cultural Historians,” *Journal of Interdisciplinary History* 29:1 (1998): 43-67.

Craig Calhoun, ed., *Habermas and the Public Sphere* (1993), Calhoun’s introduction and any additional essay.

Harold Mah, “Phantasies of the Public Sphere: Rethinking the Habermas of Historians,” *Journal of Modern History* 72:1 (2000): 153-82.

Mary Ryan, “The American Parade: Representations of the Nineteenth-Century Social Order, in *The New Cultural History*, ed. Lynn Hunt (1991), 131-53.

T 4/29 **“Culture” (Re)considered I: Clifford Geertz – “Thick Description”**

Required reading:

Green & Troup, “Anthropology and Ethnohistorians,” in *Houses of History*, 172-82.

Clifford Geertz, “Thick Description: Toward an Interpretative Theory of Culture,” in *The Interpretation of Cultures*, 2nd ed. (2000), 3-31.

Robert Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History* (1985), 75-106.

Recommended reading:

Aletta Biersack, “Local Knowledge, Local History: Geertz and Beyond,” in *The New Cultural History*, ed. Lynn Hunt (1991), 72-96.

Suzanne Desan, “Crowds, Community and Ritual in the Work of E. P. Thompson and Natalie Davis,” in *The New Cultural History*, ed. Lynn Hunt (1991), 47-71.

Dominick Lacapra, “Is Everyone a Mentalité Case? Transference and the Culture Concept,” *History & Theory* 23:3 (1984): 296-311.

William H. Sewell, Jr., “The Concept(s) of Culture,” in *Beyond the Cultural Turn: New Directions in the Study of Society and Culture*, ed. Victoria E. Bonnell and Lynn Hunt (1999), 35-61.

R 5/1 **“Culture” (Re)considered II: Mikhail Bakhtin – “Carnavalesque”**

Required reading:

Mikhail Bakhtin, *Rabelais and His World* (1984), 1-30.

Thomas Laqueur, “Crowds, Carnival and the State in English Executions, 1604-1868,” in A. L. Beier, et al. (eds.), *The First Modern Society: Essays in English History in Honour of Lawrence Stone* (1989), 305-56.

Recommended reading:

Natalie Zemon Davis, “The Reasons of Misrule: Youth Groups and Charivaris in Sixteenth-Century France,” *Past and Present* 50 (1971): 41-75.

Glenn Ehrstein, “Of Peasants, Women, and Bears: Political Agency and the Demise of Carnival Transgression in Bernese Reformation Drama,” *Sixteenth Century Journal* 31:3 (2000): 675-97.

David Graeber, “Manners, Deference, and Private Property in Early Modern Europe,” *Comparative Studies in Society and History* 39:4 (1997): 694-728.

Dominick Lacapra, “Bakhtin, Marxism, and the Carnavalesque,” in *Rethinking Intellectual History* (1983)

Renate Lachmann, Raoul Eshelman, and Marc Davis, “Bakhtin and Carnival: Culture as Counter-Culture,” *Cultural Critique* 11 (Winter 1988-89): 115-52.

Arthur Mitzman, "Roads, Vulgarity, Rebellion, and Pure Art: The Inner Space in Flaubert and French Culture," *The Journal of Modern History* 51:3 (1979): 504-24.

Peter Stallybrass and Allon White, "Bourgeois Hysteria and the Carnavalesque," in *The Cultural Studies Reader*, ed. Simon During, 2nd ed. (1999), 284-94.

T 5/6 **Culture (Re)considered III: Pierre Bourdieu-- "Habitus"**

Required reading:

Pierre Bourdieu, *Outline of a Theory of Practice*, trans. Richard Nice (1977), 78-87, 159-71.

Lynn Walter, "The Embodiment of Ugliness and the Logic of Love: The Danish Redstocking Movement," *Feminist Review* 36 (1990): 103-26.

Recommended reading:

British Journal of Sociology 56:1 (2005): 1-169. Special issue on Cultural Capital

Theory and Society 32:5/6 (2003), Special issue on Bourdieu

Theory, Culture and Society 23:6 (2006), Special issue on Bourdieu

Simon Gunn, "Translating Bourdieu: Cultural Capital and the English Middle Class in Historical Perspective," *The British Journal of Sociology* 56 (2005): 49-64.

Karin J. MacHardy, "Cultural Capital, Family Strategies and Noble Identity in Early Modern Habsburg Austria, 1579-1620," *Past and Present* 163 (1999): 36-75.

Peter Shapely, "Charity, Status and Leadership: Charitable Image and the Manchester Man," *Journal of Social History* 32:1 (1998): 157-77.

Julien Vincent, "The Sociologist and the Republic: Pierre Bourdieu and the Virtues of Social History," *History Workshop Journal* 58 (2004): 128-48.

R 5/8 **Representation(s): Hayden White -- "Narrativity"**

Required reading:

Green & Troup, "The Question of Narrative," in *Houses of History*, 204-213.

Hayden White, "The Fictions of Factual Representation," in *The Literature of Fact*, ed. by Angus Fletcher (1976), 21-44, in *Houses of History*, 214-29.

Karen Haltunnen, "Cultural History and the Challenge of Narrativity," in *Beyond the Cultural Turn: New Directions in the Study of Society and Culture*, ed. Victoria E. Bonnell and Lynn Hunt (1999), 165-81.

