

# **History 497**

## **History and Theory**

### **Syllabus**

Dr. Sally West  
Fall 2017  
VH 1332  
M/W 3:30-4:50

Office hours: Mon. 9:00-10:00 am;  
Tues. 1:15-2:45 pm; Weds. 12:15-1:00 pm;  
Fri. 2:30-4:00 pm;  
or by appointment  
Phone: 7641; Email: [swest@truman.edu](mailto:swest@truman.edu)

#### Course description

This seminar is designed to engage history majors with the evolution of their own field, from antiquity to the present. The course is required for Departmental Honors in History, but it is open to any history major.

We will be focusing on historiography, the writing of history, from both a chronological and a philosophical perspective. How have historians perceived their purpose, and how has this perception changed over time? How have historical methodologies developed and how have the questions that historians pose changed through the centuries? Our main emphasis will be on modern western historiography.

The purpose of the course is to familiarize students with the major historians, schools of thought, and debates that have shaped the discipline of history in the past, and continue to do so today. The study of history's own history allows students to develop a more sophisticated understanding of the significance, accomplishments, and limitations of historical practice. Students taking this seminar will be better prepared for refining a research paper in Senior Seminar, as well as for graduate study and teaching history.

#### Required books

1. Norman J. Wilson, *History in Crisis? Recent Directions in Historiography*, 2nd ed. (Upper Saddle River, NJ: Pearson Prentice Hall, 2005).
2. Adam Budd, ed., *The Modern Historiography Reader: Western Sources* (New York: Routledge, 2009).
3. Anna Green and Kathleen Troup, eds., *The Houses of History: A Critical Reader in Twentieth-Century History and Theory* (New York: New York University Press, 1999)
4. Max Weber, *The Protestant Ethic and the Spirit of Capitalism* (any edition).
5. Robert Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History* (Basic Books, 2009). Originally published in 1984. Any edition will do.
6. John Lewis Gaddis, *The Landscape of History: How Historians Map the Past* (New York: Oxford University Press, 2004).

There will also be common readings posted on blackboard.

#### Course requirements

- I. This is a discussion seminar, which means that being prepared to contribute regularly to class discussion is the most important part of your grade. I will expect to hear from each of you in every class. Each day two students will take the lead

in preparing discussion questions, but everyone will hand in questions or comments demonstrating thoughts about the readings.

II. Written work will include:

a) Regular written responses to class readings and submission of questions for class discussions.

b) Short paper:

In a minimum of five pages, you will analyze the application of a theoretical approach or school of history in a scholarly work (article or book) selected in consultation with me.

c) Major paper:

This is a fifteen-page paper in which you:

i) Explore one of the historical schools of thought of the twentieth century, beyond the school you wrote about for your short paper. You should examine the school's context, considering why it emerged, how it developed, and major controversies within it.

ii) Compare applications of the theories or approaches in two works of historical scholarship. One of these works can be the one you used for your short paper. At least one of the sources should be book length. This comparison may be between authors from two different schools of thought approaching a similar issue or theme (e.g., a Marxist and cultural historian analyzing causes of the French Revolution; a gendered and a Foucauldian analysis of Victorian society; a micro-history and a Braudelian study of a region or problem).

iii) Reflect at the end of the course on your own historiographical philosophy. Which schools have most challenged or resonated with your ideas of history and its purposes? Have your own attitudes or ideas of history changed throughout the course?

III. Presentations and peer reviews:

You will each sign up for one of four presentation days, in which you will present your analysis of the works of history researched for the short paper (IIb above). Two students will be selected as peer reviewers for each presenter, and will read the papers in advance.

Grade distribution

Participation:	20%
Discussion leadership:	15%
General written discussion questions:	10%
Short paper:	15%
Presentation:	15%
Peer review:	5%
Major paper:	20%

## Academic integrity

As should go without saying, all work (including short homework) should include relevant citations in Chicago style. Footnotes are preferred to endnotes. Strive to write in your own words, rather than over-quoting. I want to see demonstrations of your thought processes, even as we tackle challenging material. In short homework, it is better to write about what you don't understand and why, than to attempt to show understanding by parroting the source.

Course schedule
-----------------

<u>Date</u>	<u>Topics and assigned readings</u>
<b>August</b>	
Mon. 21	No class
Wed. 23	Introductions Ancient and medieval historiography Wilson, ix-13; Barker, <i>Superhistorians</i> , 3-57; Origen; Pericles' Funeral speech, found at: <a href="http://www.fordham.edu/halsall/ancient/pericles-funeralspeech.asp">http://www.fordham.edu/halsall/ancient/pericles-funeralspeech.asp</a>
Mon. 28	Renaissance Barker, 58-85 Ibn Khaldun (for context, I suggest familiarizing yourself with Khaldun's significance on Wikipedia before reading the article) Lawrence Rosen, "Theorizing from within: Ibn Khaldun and the understanding of Arab political culture," in <i>Varieties of Muslim Experience</i> , Part II, 121-130 (Ebook available through Pickler)
	<b>Sign up for presentation dates</b>
Wed. 30	Enlightenment era Wilson, 14-16; Barker, 86-114; Budd, 61-71 and 106-117
<b>September</b>	
Mon. 4	No class: Labor Day
Wed. 6	Nationalist and romantic historiography Wilson, 17-27; Budd, 121-127; 140-141; Excerpts from Jules Michelet, <i>The People</i>
Mon. 11	Historicism and the professionalization of history. Green & Troup, 1-10; Budd, 159-187; Barker, 145-175
Wed. 13	Marx Green & Troup, 33-36; Budd, 199-205; Barker, 176-208; Selections from Marx: <i>German Ideology</i> ("The Materialist Conception of History," etc.)
Mon. 18	Freud and psychohistory Green & Troup, 59-86; Excerpt from Robert Tucker, <i>Stalin as Revolutionary</i>

- Wed. 20 Historical sociology  
Green & Troup, 110-140; Budd, 219-226; Excerpt from Paul Kecskemeti's introduction to Karl Mannheim, *Essays on the Sociology of Knowledge*; Mannheim, "The Problem of Generations" from the same book.
- Mon. 25 Max Weber, *The Protestant Ethic and the Spirit of Capitalism*  
Wed. 27 Marxist adaptations in the 20<sup>th</sup> century  
Budd, 267-297; Excerpt from Antonio Gramsci.  
The Frankfurt School  
Max Horkheimer and Theodor Adorno, "The Culture Industry: Enlightenment as Mass Deception," selection from the *Dialectic of the Enlightenment* (1944), in *An Anthology of Western Marxism*, 179-193.
- October**
- Mon. 2 The Annales School  
Budd, 233-237 and 251-261; Green & Troup, 87-109;  
J.H. Hexter, "Fernand Braudel and the Monde Braudellien," *Journal of Modern History* 44, no. 4 (December 1972): 481-539  
Selections from Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II*
- Wed. 4 Crossing disciplines  
Wilson, 28-104; Budd, 421-424; 431-442; Green & Troup, 172-180
- Mon. 9 The cultural turn  
Darnton, *Great Cat Massacre*, introduction and chapters 1 and 2
- Wed. 11 Women's history and gender history  
Wilson, 105-119; Claus & Marriot, *History: An Introduction to Theory, Method and Practice*, 196-208; Budd, 389-397; Green & Troup, 253-276;  
Joanne Meyerowitz, "A History of Gender," *American Historical Review* 113, no. 5 (December 2008): 1346-1356; Joan Kelly, "Did Women Have a Renaissance?"  
**Papers due for Presentations I** (historical sociology; psychohistory; Marxist history)
- Mon. 16 Postmodernism and the linguistic turn  
Budd, 343-378; Green & Troup, 204-213; 297-301;  
Perez Zagorin, "History, the Referent, and Narrative: Reflections on Postmodernism Now," *History and Theory* 38, no. 1 (February 1999): 1-24.
- Wed. 18 Postmodernism  
Wilson, 126-137;  
Elizabeth Clark, "The Lady Vanishes: Dilemmas of a Feminist Historian after the 'Linguistic Turn,'" *Church History* 67, no. 1 (March 1998): 1-31  
**Return peer-reviewed papers for Pres. I**
- Mon. 23 **Presentations I** (historical sociology; psychohistory; Marxist history)  
**Papers due for Presentations II** (Annales; cultural history)

Wed. 25 Postcolonialism  
Wilson 138-163; Green & Troup, 277-296; Budd, 424-429; 443-448;  
Pier M. Larson, “‘Capacities and Modes of Thinking’: Intellectual Engagements  
and Subaltern Hegemony in the Early History of Malagasy Christianity,”  
*American Historical Review* 102, no. 4 (October 1997): 969-1002.

Mon. 30 Foucault  
Wilson, 119-125; Green & Troup, 301-325;  
Excerpts from *Discipline and Punish* and *The History of Sexuality*, vol. 1.  
**Return peer-reviewed papers for Pres. II**

### November

Wed. 1 **Presentations II** (Annales; cultural history)  
**Papers due for Presentations III** (gender; postmodernism)

Mon. 6 “Imagined communities”  
Selections from: Benedict Anderson, *Imagined Communities*; and  
*The Invention of Tradition*, ed. Eric J. Hobsbawm and Terence Ranger.

Wed. 8 World history  
Selected readings  
**Return peer-reviewed papers for Pres. III**

Mon. 13 **Presentations III** (gender; postmodernism)  
**Papers due for Presentations IV** (postcolonialism: Foucault)

Wed. 15 No class

### November 20 & 22: Thanksgiving break

Mon. 27 John Lewis Gaddis, *Landscape of History*, chs. 1-4  
**Return peer-reviewed papers for Pres. IV**

Wed. 29 **Presentations IV**

### December

Mon. 4 *Landscape of History*, chs. 5-8

Weds. 6 Class does not meet. **Major papers due by noon Thursday 12/7**

Papers will be returned during the final exam period, Monday December 11 at 3:30

### ADA accommodations

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Services office (x4478) as soon as possible.

### Title IX

Truman State University and its faculty are committed to supporting our students and fostering an environment that is free from bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g., sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member is a “mandated reporter” and must notify Truman State University’s Title IX Coordinator, Jamie Ball (McClain Hall, 101, [jball@truman.edu](mailto:jball@truman.edu), 785-4354) and share the basic fact of your experience with her. The Title IX Coordinator will then be available to assist you in understanding all your options and in connecting you with resources both on and off campus.

If you would prefer to have a confidential conversation about an experience, the counselors at University Counseling Services are NOT mandated reporters and they can be reached at 660-785-4014. For after-hours crisis counseling, call 660-665-5621.

For more information regarding Truman’s policies and procedures relating to any form of gender discrimination, please see <http://eoaa.truman.edu/university-non-discrimination-policy/> and <http://eoaa.truman.edu/complaint-reporting-resolution-procedure/>.