

**DEPARTMENT OF HISTORY
UNIVERSITY OF TORONTO**

**HIS 389H
HISTORIOGRAPHY**

Winter 2017

**Instructor: Jason Dyck – jason.dyck@utoronto.ca
Lecture Hall: Bahen Centre for Information Technology 1230
Lecture/Seminar Times: Thursdays, 3:00PM–5:00PM
Office: Sidney Smith Hall, Room 3111
Office Hours: Thursdays, 1:00PM–2:00PM (or by appointment)**

COURSE DESCRIPTION

This course is a survey of historiography, starting with the papyrus scrolls of ancient Greece and ending with the world wide web of the twenty-first century. Not only has the meaning of history changed over time, but the historian's craft has significantly evolved over the past 2500 years. Historiography, then, is a history of history itself and not of past events. Studying historiography provides historians with conceptual tools to think with, methodologies they can apply to their primary sources and to their overall understanding of the past. To gain insight into the evolving nature of the historian's craft and their tools, this course explores a sampling of important movements in historical practice from ancient to modern times. But beyond exploring the variety of historical methods, this course is also concerned with the practical elements of becoming a historian together with some of the other uses of history outside of academia.

COURSE OBJECTIVES

This course has several objectives that deal with the subject of historiography and the craft of history more generally. After having completed this course you will have gained a general knowledge of the origins of history, the multiplicity of ways in which the past has been recorded in writing, ranging methods of interpreting primary sources, and some of the basic characteristics of the historical profession in the present. By the end of this course you will have also obtained the following set of historical skills:

- Bibliographic knowledge to properly format both footnotes and bibliographies
- Research proficiencies to efficiently locate primary and secondary sources
- Critical reading skills to interpret a wide range of historical documents
- Writing techniques to persuasively communicate an argument about the past
- Oral skills to effectively convey your views to others with clarity and accuracy
- Cultural sensitivity to diverse interpretations and ways of viewing the world

COURSE FORMAT

I. LECTURE AND SEMINAR SCHEDULE

TYPE	DAY	TIME	LOCATION
Lectures/Seminars	Thursdays	3:00PM–5:00PM	Bahen Centre for Information Technology 1230

II. LECTURES AND LECTURE READING

Every week there will be one fifty-minute lecture. It is extremely important that you attend weekly lectures and read the required readings in preparation.

III. SEMINARS AND SEMINAR READINGS

Weekly lectures are accompanied by a fifty-minute mandatory seminar in which you are responsible for the following:

- reading and reflecting upon the required readings
- attending weekly seminars
- participating generously with your seminar group

Your overall seminar grade will be evaluated based upon the following two interrelated elements:

- attendance
- participation

ATTENDANCE is mandatory for all students for every seminar and only proper excuses will be considered acceptable reasons for not attending. If you are unable to participate in a seminar you should communicate with the instructor **beforehand** and not after the fact.

PARTICIPATION in weekly seminars means reading the required readings and sharing what you have learned with everyone else; it does not mean giving long discourses with the aim of racking up points. You need to respect your fellow students by giving concise responses that edify the group and provide others with the opportunity to share their opinions. Remember that listening is an important skill, but one that does not help others to learn about the topic under discussion. Those who fail to attend a weekly seminar will be assigned an **automatic zero** for their participation mark for that specific seminar. For a more detailed description of how your seminar participation is evaluated see the “**Guide to HIS389H**” posted on Blackboard.

IV. LECTURE AND SEMINAR CONDUCT

You are expected to treat the instructor and your fellow students with respect. This means arriving to class on time, keeping noise levels to a minimum, turning off cell phones during both lectures and seminars, and using personal computers for note-taking only. Personal computers will not be used for surfing the web, Facebook, games, checking email, or for watching videos.

COURSE EVALUATION

COMPONENTS	VALUE	DUE DATE	MEDIUM
Seminars	25%	N/A	In-class
Historiographical Reflections	20%	TBD	Email
The Art of the Footnote	5%	January 19, 2017	Blackboard
Proposal/Outline/Annotated Bibliography	10%	February 20, 2017	Blackboard
Historiographical Research Paper	40%	April 10, 2017	Blackboard

IMPORTANT ASSIGNMENT DETAILS

- *You must hand in ALL assignments to receive a PASSING GRADE in this course.
- *All assignments must follow the CHICAGO MANUAL OF STYLE.
- *All assignments must be WORD DOCUMENTS submitted via Blackboard.
- *Page length refers to your TEXT and does not include the title page or bibliography.

I. THE ART OF THE FOOTNOTE

1. Description and Purpose

The first assignment of this course is a writing exercise designed to help you master the art of the footnote. While footnotes are fundamental to the craft of history, their sheer beauty is often misunderstood by the general public and their length regularly questioned by many publishing houses. Your task is to reflect upon the history and nature of footnotes by reading the three sources listed below. After you have gone through these works, you need to write one paragraph addressing the role of footnotes in scholarship with one footnote appearing at the end. It is in this footnote that you need to provide proper bibliographic information for these three sources according to the Chicago Manual of Style. But more importantly, you should offer your reader insightful commentary that will be received as a welcomed break from the larger narrative of your paper (imagine that your paper is much larger and that your reader is utterly engrossed in its content). The purpose of this assignment is twofold: (1) to provide you with a chance to brush up on your citation skills and (2) to help you craft an informative and detailed footnote. Before writing this assignment you should review the “Guide to HIS389H” posted on Blackboard in the “Important Handouts” folder.

2. Important Details

Due Date and Time: January 19, 2017 (before midnight)

Medium: WORD DOCUMENT on Blackboard

File Name: surname_givenname_footnote_HIS389 (e.g. smith_john_footnote_HIS389)

Length: 1 page (double-spaced, 12-font, Times New Roman)

Sources:

- Grafton, Anthony. “Footnotes: The Origins of a Species.” In *The Footnote: A Curious History* (Cambridge: Harvard University Press, 1997): 1–33. **[Blackboard]**
- Himmelfarb, Gertrude. “Where Have All the Footnotes Gone?” In *On Looking into the Abyss: Untimely Thoughts on Culture and Society* (New York: Alfred A. Knopf, 1994): 122–130. **[Blackboard]**
- Bowersock, G. W. “The Art of the Footnote.” *The American Scholar* 53, no. 1 (1984): 54–62. **[e-Journal]**

II. PROPOSAL/OUTLINE/ANNOTATED BIBLIOGRAPHY

1. Description and Purpose

The second assignment of this course is a short proposal on a historiographical theme of your choosing together with an outline and annotated bibliography (see instructions for the historiographical research paper below for more details on appropriate research topics). A proposal, outline, and annotated bibliography are designed to provide you with the opportunity to do some preliminary research in preparation for writing. This will allow you to develop an initial argument, one that might change with further research. It will also provide you with the opportunity to evaluate your sources to see what is both available and useful for your particular topic. Your proposal (1 page) should briefly describe your topic and general approach. What is the historiographical theme that you are analyzing? What are the research questions you hope to address? Why did you choose your topic and why is it important? When you write your outline (1 page), briefly address how you plan to prove your arguments. What is your evidence and what is the best way to deploy it? How do you plan to organize your paper? And when you craft your annotated bibliography, include brief descriptions (2–3 sentences) of all your sources. What is the general argument of the book or article? How is it useful for your research paper? You can modify your topic and add or remove sources from your bibliography after submitting your proposal, but if you make substantial changes you should notify the instructor. Before writing your proposal you should review the “Guide to HIS389H” posted on Blackboard in the “Important Handouts” folder.

2. Important Details

Due Date and Time: February 20, 2017 (before midnight)

Medium: WORD DOCUMENT on Blackboard

File Name: surname_givename_proposal_HIS389 (e.g. smith_john_proposal_HIS389)

Length: 2 pages [Please note that this required amount of pages does not include the annotated bibliography.] (double-spaced, 12-font, Times New Roman)

Sources:

- At least 10 sources (both journal articles and books)

III. HISTORIOGRAPHICAL REFLECTIONS

1. Description and Purpose

The third and fourth assignments of this course are historiographical reflections on two of the weekly seminar topics of your choosing (excluding seminar #1). Your goal in these reflections is to consider how a particular innovation in historiography (style, methodology, or theory) has shaped the general craft of history in the present. Since this course is structured chronologically, you need to describe what changed in historical writing at a particular moment, the significance of this change, and both its positive and negative consequences. The purpose of these assignments is to both prepare you for seminars and to experience firsthand how history has evolved over time. These reflections should be written like mini-essays, which means that you need to use footnotes and that you should have a bibliography. Before writing your two reflections you should review the “Guide to HIS389H” posted on Blackboard in the “Important Handouts” folder.

2. Important Details

Due Date and Time: Before the seminar you chose for your reflection begins

Medium: WORD DOCUMENT via email (jason.dyck@utoronto.ca)

File Name: surname_givenname_reflection_HIS389 (e.g. smith_john_reflection_HIS389)

Length: 3 pages each (double-spaced, 12-font, Times New Roman)

Sources:

- The seminar reading for the weekly seminar topics of your choosing

IV. HISTORIOGRAPHICAL RESEARCH PAPER

1. Description and Purpose

The fifth assignment of this course is a research paper based upon the historiographical theme you chose for your proposal. A research paper is designed to provide you with an opportunity to exercise your research and analytical skills and to refine your historical imagination. You need to be able to find relevant material on a topic in the library, organize your findings, and then construct an argument about what you discovered. But in the spirit of this course, your research paper will not be focused on a historical event but rather on a scholarly movement in historical writing or a specific methodology. For example, you might want to think about the idea of history in ancient Greece, the understanding of the past in medieval chronicles, or the rise of scientific history in the nineteenth century. But you may also choose to look at scholarly movements like the Annales School or types of history such as microhistory or photohistory. Whatever historiographical topic you choose, your task is to find sources on the type of history you are writing about together with a few examples. So if you were writing on microhistory, you would read classic works by Carlo Ginzburg and Natalie Zemon Davis together with other reflections and critiques on this style of history. Be passionate about the topic you have chosen by investigating an aspect of historiography that matches both your intellectual interests and academic curiosity. Beyond e-Books and e-Journals available through the University of Toronto Libraries, generally speaking online sources are strictly prohibited. As you carry out your research you must look for work by reputable scholars, which means performing word searches in the library catalogue and other databases of scholarly journals. Before writing your research paper you should review the “**Guide to HIS389H**” posted on Blackboard in the “Important Handouts” folder.

2. Important Details

Due Date and Time: April 10, 2017 (before midnight)

Medium: WORD DOCUMENT on Blackboard

File Name: surname_givenname_paper_HIS389 (e.g. smith_john_paper_HIS389)

Length: 10 pages (double-spaced, 12-font, Times New Roman)

Sources:

- At least 10 sources (both journal articles and books)

UNIVERSITY POLICIES

I. ACADEMIC INTEGRITY

Plagiarism—taking credit for someone else’s work, be it an idea, a citation, or an essay found on the internet—is a serious offence and will be treated accordingly. For further details on academic integrity, you should consult the Office of Student Academic Integrity (OSAI) website at <http://www.artsci.utoronto.ca/osai>. Remember that academic integrity is the foundation of learning and scholarship and essential for a degree from the University of Toronto. If you have questions or concerns about appropriate academic behaviour, research methods, or proper forms of citation, you should speak with

your instructor or visit the following website: <http://sites.utoronto.ca/academicintegrity/resourcesforstudents.html>. You are bound by the University of Toronto's Code of Behaviour on Academic Matters available at www.governingcouncil.utoronto.ca/policies/behaveac.htm. Some of the academic offenses listed in this document are the following:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.
- Looking at someone else's answers during an exam or test.
- Misrepresenting your identity.

In academic work:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

II. ACCESSIBILITY SERVICES

If you require academic accommodations related to a documented disability, you are encouraged to familiarize yourself with the services available on the Accessibility Services website at <http://www.studentlife.utoronto.ca/as>. The instructor is committed to a respectful and open learning environment, so please discuss any accommodations you might need with them **well in advance** of due dates and scheduled assessments.

III. COURSE WITHDRAWAL

If you wish to withdraw from this course without academic penalty you must do so before March 13, 2016. After this deadline a mark is recorded for this course, whether it was completed or not, and calculated into your overall GPA.

ADMINISTRATIVE/ACADEMIC MATTERS

I. EMAIL POLICY

Emails will be checked weekly between Monday and Friday and students should expect a response within 48 hours (excluding weekends). You may feel free to email the instructor about any questions you may have concerning the course, but every message should indicate in the subject line "HIS 389H" or it may be placed into junk mail. Not only this, but according to the **Policy on Official Correspondence with Students** all students must use a current University of Toronto email address.

II. BLACKBOARD

The syllabus, readings, important handouts, internet links, and lecture outlines will all be available for consultation on Blackboard. It should be noted, however, that you are

responsible for either printing off the lecture outlines and bringing them with you to class or pulling them up on your laptops or smart phones. Lecture outlines will appear on Blackboard on the Wednesday night before lecture and seminar on Thursday.

III. SUBMISSION AND LATE POLICY

All assignments must be **word documents** and submitted via Blackboard before the established due date. Assignments that are handed in late without the instructor's permission will be penalized 5% of the assignment's worth per day after the due date (including weekends). When an assignment is more than five days overdue it will not receive written comments. All extensions must be approved by the instructor **beforehand** and only valid excuses will result in permission to hand in an assignment late. In order to receive an extension you need to provide a **Verification of Student Illness or Injury** form and establish a new due date in consultation with the instructor.

IV. INTELLECTUAL PROPERTY

All lectures and course materials are the intellectual property of the instructor. One must acquire written permission to tape, photograph, video-record or digitally reproduce anything from the course. Students requiring accommodations will be granted permission based upon their specific needs in consultation with the instructor.

V. ACADEMIC ASSISTANCE

There are several services available at the University of Toronto to help you with essay writing and all matters of academic life. All students are encouraged to familiarize themselves with the resources available on the Academic Success Centre (ASC) website at **<http://www.studentlife.utoronto.ca/asc>**. Also helpful for writing history papers is the Essay Writing Guide available on the Department of History website at **<http://history.utoronto.ca/undergraduate/essays/>**.

VI. GRADING

To earn a passing grade in this course you must hand in all of the writing assignments. All submitted papers that do not have a bibliography and/or are more or less than the required length (even a paragraph under or over) will be penalized accordingly. For more information on how to write an essay and on how they are evaluated see the "**Guide to HIS389H**" posted on Blackboard. Here are some of the general characteristics your papers should have:

- A title page with the title of your paper, your name, course code, instructor, and the date
- An introduction clearly stating the theme of your paper and its general argument
- A proper use of sentences, paragraphs, punctuation, spelling, and grammar
- A manageable topic and organized structure
- An intelligent use of sources and signs of original research
- A quality of analysis and a general demonstration of effort
- An informative conclusion concisely summing up your paper
- A bibliography and footnotes according to the Chicago Manual of Style
- A format using 12-font and Times New Roman letters on double-spaced pages
- A page number at the top or bottom of every page (excluding the title page)
- A total page count that is no more or no less than the requested number of pages

REQUIRED TEXTS

*Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography*. Oxford: Oxford University Press, 2016. [Available at the University of Toronto Bookstore: <http://uoftbookstore.com/>]

*All other readings (whether scans or internet links) for this course are available on Blackboard (with the exception of e-Books and e-Journals available through the University of Toronto Libraries Catalogue).

LECTURE SCHEDULE

[Course Text] = Book available for sale at the University of Toronto Bookstore

[Blackboard] = Article/book chapter available on Blackboard

[e-Book] = Book available through the University of Toronto Libraries Catalogue

[e-Journal] = Journal article available through the University of Toronto Libraries Catalogue

[Google Books] = Book is available for viewing on Google Books

[Library Reserves] = Book is available for viewing at the Robarts Library

WEEK I: INTRODUCTION (JANUARY 5)

LECTURE #1: REVIEW OF THE COURSE OUTLINE

SEMINAR #1: THE TOOLS OF THE CRAFT

WEEK II: CALLING ON CLIO (JANUARY 12)

LECTURE #2: DEFINING THE CRAFT

Lecture Readings:

- Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016): x–xiv, 3–36. [Course Text]
- *Statement on Standards of Professional Conduct* (The American Historical Association, 2011). [https://www.historians.org/Documents/Statement-on-Standards-2011_FINAL.pdf]

SEMINAR #2: ANCIENT HISTORIES

Seminar Readings:

- Herodotus. *The Histories*, trans. Aubrey de Sélincourt (Harmondsworth: Penguin Books, 1996): 3–5 [I:1–5], 55–58 [I:131–140], 86–92 [II:2–18], 102–106 [II:43–53]. [Blackboard]
- Thucydides. *History of the Peloponnesian War* (Harmondsworth: Penguin Books, 1972): 35–49. [Blackboard]
- Momigliano, Arnaldo. “The Herodotean and the Thucydidean Tradition.” In *The Classical Foundations of Modern Historiography* (Berkeley: University of California Press, 1990): 29–53. [Blackboard]

WEEK III: PROVIDENCE AND THE PAST (JANUARY 19)

LECTURE #3: ECCLESIASTICAL HISTORY

Lecture Readings:

- Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016): 36–46. [Course Text]
- Eusebius, Isidore of Seville, and Augustine of Hippo. “The Judeo-Christian Tradition.” In *Versions of History from Antiquity to the Enlightenment*, ed. Donald R. Kelley (New Haven: Yale University Press, 1991): 117–118, 128–131, 140–148. [e-Book]

SEMINAR #3: HISTORY AND HAGIOGRAPHY

Seminar Readings:

- Bede. *A History of the English People*, trans. Leo Sherley-Price (Harmondsworth: Penguin Books, 1955): 33–35, 37–42, 58–71, 84–93, 332–338 [Blackboard]
- Tours, Gregory of. *The History of the Franks*, trans. Lewis Thorpe (Harmondsworth: Penguin Books, 1974): 63, 65–69, 103, 604 [Blackboard]
- Spiegel, Gabrielle M. “Historical Thought in Medieval Europe.” In *A Companion to Western Historical Thought*, eds. Lloyd Kramer and Sarah Maza (Malden: Blackwell Publishing, 2002): 78–98. [Blackboard]

WEEK IV: EARLY MODERN HISTORY (JANUARY 26)

LECTURE #4: THE RENAISSANCE SENSE OF THE PAST

Lecture Readings:

- Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016): 47–67. [Course Text]
- Petrarch and Lorenzo Valla. “The Renaissance.” In *Versions of History from Antiquity to the Enlightenment*, ed. Donald R. Kelley (New Haven: Yale University Press, 1991): 218–221, 246–251. [e-Book]

SEMINAR #4: ENLIGHTENED HISTORY

Seminar Readings:

- Voltaire, François-Marie Arouet de. “History.” In *The Encyclopedia of Diderot & d’Alembert Collaborative Translation Project*, trans. Jeremy Caradonna (Ann Arbor: Michigan Publishing, University of Michigan Library, 2006). [<http://quod.lib.umich.edu/d/did/did2222.0000.088/--history?rgn=main;view=fulltext;q1=history>]
- Gibbon, Edward. “The Empire of the Antonines,” “The Rise of Christianity,” “The End of the Western Empire,” and “Medieval Rome.” In *The Decline and Fall of the Roman Empire and Other Selected Writings*, ed. Hugh R. Trevor-Roper (New York: Twayne Publishers, 1963): 54–59, 86–88, 108–112, 273–282, 436–439. [Blackboard]
- Trevor-Roper, Hugh. “The Historical Philosophy of the Enlightenment.” In *History and the Enlightenment* (New Haven: Yale University Press, 2010): 1–16. [Blackboard]

WEEK V: HOW IT REALLY WAS (FEBRUARY 2)

LECTURE #5: SCIENTIFIC HISTORY

Lecture Readings:

- Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016): 69–96. [Course Text]
- von Ranke, Leopold. “On the Character of Historical Science (A Manuscript of the 1830s).” In *The Theory and Practice of History*, ed. Georg G. Iggers and trans. Wilma A. Iggers (New York: Routledge, 2011): 8–16. [e-Book]

SEMINAR #5: HISTORICAL MATERIALISM

Seminar Readings:

- Marx, Karl and Friedrich Engels. *The Communist Manifesto*, trans. Samuel Moore (London: Penguin Books, 2002): 189–258. [e-Book]
- Singer, Peter. “The First Marxism,” “Alienation as a Theory of History,” and “The Goal of History.” In *Marx: A Very Short Introduction* (Oxford: Oxford University Press, 2000): 32–58. [e-Book]

WEEK VI: TOTAL HISTORY (FEBRUARY 9)

LECTURE #6: SOCIAL HISTORY

Lecture Readings:

- Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016): 97–124. [Course Text]
- Thompson, E. P. “Preface from *The Making of the English Working Class*.” In *The Essential E. P. Thompson*, ed. Dorothy Thompson (New York: The New Press, 2001): 3–8. [Google Books]

SEMINAR #6: THE ANNALES SCHOOL

Seminar Readings:

- Bloch, Marc. “Introduction,” “The Main Occupation of the Soil,” and “Agrarian Life.” In *French Rural History: An Essay on Its Characteristics*, trans. Janet Sondheim (Berkeley: University of California Press, 1966): xxiii–xxx, 1–5, 21–26. [Blackboard]
- Braudel, Fernand. “Preface to the First Edition.” In *The Mediterranean and the Mediterranean World in the Age of Philip II*, trans. Siân Reynolds (Berkeley: University of California Press, 1995): 17–30, 34–41, 51–53 [Google Books]
- Burke, Peter. “The Annales Paradigm.” *Encyclopedia of European Social History*, ed. Peter Stearns (New York: Charles Scribner's Sons, 2000): 1:41–48. [Blackboard]

WEEK VII: HISTORY AND ANTHROPOLOGY (FEBRUARY 16)

LECTURE #7: THE NEW CULTURAL HISTORY

Lecture Readings:

- Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016): 127–142. [Course Text]
- Hunt, Lynn. “Introduction.” In *The New Cultural History*, ed. Lynn Hunt (Berkeley: University of California Press, 1989): 1–22. [e-Book]

SEMINAR #7: MICROHISTORY

Seminar Readings:

- Davis, Natalie Zemon. *The Return of Martin Guerre* (Cambridge: Harvard University Press, 1983). [Library Reserves]

*** * * WINTER READING WEEK * * ***

WEEK VIII: VOICES OF THE MARGINALIZED (MARCH 2)

LECTURE #8: POSTCOLONIALISM

Lecture Readings:

- Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016): 142–153. [Course Text]
- Chakrabarty, Dipesh. “Postcoloniality and the Artifice of History: Who Speaks for “Indian” Pasts? *Representations* no. 37 (1992): 1–26. [e-Journal]

SEMINAR #8: GENDER HISTORY

Seminar Readings:

- Scott, Joan Wallach. “Gender: A Useful Category of Historical Analysis.” *American Historical Review* 91, no. 5 (1986): 1053–1076. [e-Journal]
- Smith, Bonnie G. “Introduction: Gender and the Mirror of History.” In *The Gender of History: Men, Women, and Historical Practice* (Cambridge: Harvard University Press, 2000): 1–17. [e-Book]

WEEK IX: CLIO ON TRIAL (MARCH 9)

LECTURE #9: HISTORY WARS

Lecture Readings:

- Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016): 153–170. [Course Text]
- Appleby, Joyce, Lynn Hunt, and Margaret Jacob. “Telling the Truth about History.” In *The Postmodern History Reader*, ed. Keith Jenkins (London: Routledge, 1997): 209–218. [Blackboard]

SEMINAR #9: POSTMODERNISM

Seminar Readings:

- White, Hayden. “The Question of Narrative.” In *The Houses of History: A Critical Reader in Twentieth-Century History and Theory*, eds. Anna Green and Kathleen Troup (Oxford: Manchester University Press, 1999): 204–229. [Blackboard]
- Himmelfarb, Gertrude. “Telling It as You Like It: Postmodernist History and the Flight from Fact.” In *The Postmodern History Reader*, ed. Keith Jenkins (London: Routledge, 1997): 158–174. [Blackboard]

WEEK X: THE PICTORIAL TURN (MARCH 16)

LECTURE #10: VISUAL HISTORY

Lecture Readings:

- Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016): 176–185. [Course Text]
- Burke, Peter. “Introduction.” In *Eyewitnessing: The Uses of Images as Historical Evidence* (Ithaca: Cornell University Press, 2001): 9–20. [Blackboard]

SEMINAR #10: HISTORY AND FILM

Seminar Readings:

- Davis, Natalie Zemon. “Film as Historical Narrative.” In *Slaves on Screen: Film and Historical Vision* (Cambridge: Harvard University Press, 2000): 1–15. [Blackboard]
- Rosenstone, Robert A. “History on Film.” In *History on Film/Film on History*, 2nd ed. (New York: Routledge, 2012): 1–10. [Blackboard]
- Saeger, James Schofield. “The Mission and Historical Missions: Film and the Writing of History.” *The Americas* 51, no. 3 (1995): 63–84. [e-Journal]

WEEK XI: HISTORY IN A GLOBAL AGE (MARCH 23)

LECTURE #11: WORLD HISTORY

Lecture Readings:

- Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016): 170–176, 185–195. [Course Text]
- Bentley, Jerry H. “The Task of World History.” In *The Oxford Handbook of World History*, ed. Jerry H. Bentley (Oxford: Oxford University Press, 2011): 1–16. [e-Book]

SEMINAR #11: DIGITAL HISTORY

Seminar Readings:

- Seefeldt, Douglas and William G. Thomas. *What is Digital History?* (American Historical Association, 2009). [<https://www.historians.org/publications-and-directories/perspectives-on-history/may-2009/intersections-history-and-new-media/what-is-digital-history/>]
- Rosenzweig, Roy. “Wikipedia: Can History Be Open Source?” In *Clio Wired: The Future of the Past in the Digital Age* (New York: Columbia University Press, 2011): 51–84. [Blackboard]
- Cohen, Daniel J. and Roy Rosenzweig. “Introduction.” In *Digital History: A Guide to Gathering, Preserving, and Presenting the Past on the Web* (Philadelphia: University of Pennsylvania Press, 2006). [<http://chnm.gmu.edu/digitalhistory/>]

WEEK XII: CONCLUSION (MARCH 30)

LECTURE #12: FINAL REFLECTIONS

SEMINAR #12: THE USES OF THE CRAFT

Seminar Readings:

- Popkin, Jeremy D. *From Herodotus to H-Net: The Story of Historiography* (Oxford: Oxford University Press, 2016): 196–232. [**Course Text**]
- Schulz, Constance, Page Putnam Miller, Aaron Marrs, and Kevin Allen. “Introduction.” In *Careers for Students of History* (American Historical Association, 2002): [Browse through the other sections of this document that are of interest to you]. [<http://www.historians.org/jobs-and-professional-development/career-resources/careers-for-students-of-history>]
- McNeil, William H. *Why Study History?* (American Historical Association, 1985). [[https://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-\(1985\)](https://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-(1985))]
- Stearns, Peter N. *Why Study History?* (American Historical Association, 1998). [[http://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-\(1998\)](http://www.historians.org/about-aha-and-membership/aha-history-and-archives/archives/why-study-history-(1998))]

LECTURE OVERVIEW

WINTER TERM (2016)			
WEEK	LECTURE	SEMINAR	DATE
1	#1: Review of the Course Outline	#1: The Tools of the Craft	January 5
2	#2: Defining the Craft	#2: Ancient Histories	January 12
3	#3: Ecclesiastical History	#3: History and Hagiography	January 19
4	#4: The Renaissance Sense of the Past	#4: Enlightened History	January 26
5	#5: Scientific History	#5: Historical Materialism	February 2
6	#6: Social History	#6: The Annales School	February 9
7	#7: The New Cultural History	#7: Microhistory	February 16
8	#8: Postcolonialism	#8: Gender History	March 2
9	#9: History Wars	#9: Postmodernism	March 9
10	#10: Visual History	#10: History and Film	March 16
11	#11: World History	#11: Digital History	March 23
12	#12: Final Reflections	#12: The Uses of the Craft	March 30