

History 610: History: Theory and Methods
Fall 2012

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Objectives:

History 610 is part of an introductory colloquium for new graduate students intended to acquaint you with some important issues regarding the modern professional practice of history. This semester concentrates on historiography, theoretical questions, and methodological debates that today's working historians inevitably encounter. The companion course next semester is a research seminar in which new students will shape and execute their own original historical projects.

Readings: (purchase these please)

1. Iggers, Georg, *Global History of Modern Historiography*
2. Kuhn, Thomas, *Structure of Scientific Revolutions* 3rd ed.
3. Anderson, Benedict, *Imagined Communities* rev ed.
4. Jenkins, Keith, *Re-Thinking History*
5. Marwick, Arthur, *New Nature of History* (find used copy)
6. Said, Edward, *Orientalism*
7. Johnson and Wilentz, *Kingdom of Matthias*
8. Booth et al., *The Craft of Research* (for both semesters)

Articles/selections (reserve or e-files)

1. Nash, Gary, *History on Trial*, chapters 1 and 5
2. McCoy, Drew R., *The Elusive Republic*, chapter 1
3. Butterfield, Herbert, *The Whig Interpretation of History*, chapters 1-3, 5-6
4. Turner, F. J., "Significance of the Frontier in American History," (1894)
5. Marx, Karl, *The Portable Marx* (Penguin) p. 163-95, 437-61, 478-503
6. Geertz, Clifford, *The Interpretation of Cultures*, chapters 1-2
7. Scott, Joan W., "Gender as a Category in Historical Analysis," *AHR* (1986)
8. Hobsbawm, Eric, *Age of Empire* (1987), chapters 2-3
9. Haskell, Thomas L. "Objectivity is not Neutrality," *History and Theory* (1990)
10. Novick, Peter. "The Death of Ethics in Historical Practice (And Why I am not Mourning)," *Annals of Amer. Academy of Political and Social Science* (1998)
11. Smith, Daniel Scott. "Noble Dream, Dead Certainties, Sophomoric Stance: Historical Objectivity for Adults," *Historical Methods* (1993)

Writings:

- 1) **Initial position paper:** a short, personal statement answering the question, "What do historians do?" These will be introduced into discussion that week. 3 pages, typed, double spaced. 5 points

2) Weekly Reports: Everyone will write 3-4 page reports on Kuhn and Marwick. Each of you will write **three** additional reports on supplementary readings from **Blocks I-IV** below. In your reports answer each of the following questions: What does the author say? How does the author support his or her argument? What are his or her assumptions, biases, strategies, crooked goals, premeditated dishonesties? 10 points each, 5 essays total = 50

3) PRF Grants: mock grant proposals requiring you to find a topic and situate it in the literature as if you were requesting funding from a granting agency. Key elements of any grant proposal are: 1) Statement of the Problem, 2) Significance of the Problem, and 3) Plan of Research. Maximum 10 pages, typed, double spaced; due during finals week. 50 points

4) Final position paper: a longer reprise of the opening assignment in which you *may* change your mind but you *must* defend what you think it is historians do. Due Dec. 10. 5-6 pages, typed, double spaced. 10 points

Discussion:

Your participation in weekly discussions is essential and will be graded. Evaluating discussion is not an exact science—it depends upon your personality and intellectual style as well as the classroom dynamics. What I look for is evidence of preparation, engagement, curiosity, and willingness to consider different perspectives. At least twice during the semester I will give each of you a tentative grade indicating what I think of your participation to that point. Please see me at any time for feedback on this important part of the graduate experience. 50 points

Grades:

Add up the points (total 165). Assume a percentage scale unless announced otherwise.

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Cheating / Plagiarism:

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office.

Disclaimer:

In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on Blackboard or can be obtained by contacting the professor via email or phone.

Calendar of Assignments

Week	Topic	Core Readings	Topics for Discussion
Aug 20	Intro and orientation		Just look at the sources!
Aug 27	What is it that historians do?	Nash, <i>History on Trial</i> Position papers #1	What perils do we face?
Sep 03	Labor Day-No Class		
Sep 10	History before history	Iggers (to p. 270); McCoy, <i>Elusive Republic</i>, chap 1	In the beginning, what was history?
Sep 17	Heavy hitters among the ancestors	Butterfield 1-3; Turner; Marx; Block I	Whigs, German Idealists, American Progressives
Sep 24	Understanding paradigms	Kuhn	“Normal science” and historical practice.
Oct 01	People, food, farming: Annales and historical geography	Block II	Deep subtle patterns; holistic vision
Oct 08	Fall Break		
Oct 15	Liberalism: rule of reason or bourgeois trick?	Marwick; Jenkins	Marketplace of ideas? Facts? Historical constructions?
Oct 22	Cultural turn: gender, identity, and new historicism	Iggers, 270-80, 301-16; Anderson; Geertz; Scott	Interdisciplinarity and post-modernism
Oct 29	Going global I: Imperialism and Orientalism	Hobsbawm; Said; Iggers 281-300	Dangers of essentialism
Nov 05	Going global II: not just for people anymore	Iggers ch 7-8; Block III	Throw in flora and fauna
Nov 12	Scaling down	Johnson & Wilentz; Block IV	What’s up with microhistories?
Nov 19	No class	Work on PRF proposals	
Nov 26	Praxis	Haskell; Novick; Smith; Butterfield 5-6	Where do we go from here? Can we do it?
Dec 03	Grant proposal pitches	Class members	
Dec 10		PRF Grants and final position papers due	

History 598 Supplementary Readings.

BLOCK I Ancestors

Butterfield, Herbert. *The Whig Interpretation of History**(1931)
Ranke, Ludwig von. *Theory and Practice of History*,* ed. Georg Iggers (1973)
Marx, Karl. *Communist Manifesto* and selections from *Capital*
Turner, F. J. “Significance of the Frontier in American History,” AHA (1894)
Beard, Charles A. *Economic Interpretation of the Constitution of the United States** (1925)

BLOCK II Annales

Braudel, Fernand. *Mediterranean** (2 vols-sample each: 1949, trans, 1972)
Braudel, *Capitalism and Material Life** (3 vols-sample each: 1979, trans. 1982)
Laslett, Peter. *The World We Have Lost** (1965)
Meinig, D. W. *The Shaping of America** (4 vols-read #1, 1986)).
Bloch, Marc. *Feudal Society** (1961).

BLOCK III Eco-historians

Crosby, Alfred. *Ecological Imperialism: The Biological Expansion of Europe** (1983, 2004).
Schiebinger, Londa. *Plants and Empire* (2004).
Watts, S.J. *Epidemics and History: Disease, Power, and Imperialism* (1999)
Pratt, Mary Louise. *Imperial Eyes* (1992).

BLOCK IV Microhistories

Davis, Natalie Z. *Return of Martin Guerre* (1984).
Ginzburg, Carlo. *The Cheese and the Worms* (1980).
Farr, James. *Tale of Two Murders: Passion and Power in Seventeenth Century France* (2005).
Cohen, Patricia. *Murder of Helen Jewett*. (1999)