

HISTORY 6000: HISTORIOGRAPHY

Fall 2015

**Professor Paul Harvey. <http://paulharvey.org/about>
COB 2055; Office hours W 3-5
Email: pharvey@uccs.edu**

This course is intended to introduce M.A. students to the professional study of history. We will learn about the history of the discipline of history, and analyze some critiques of the assumptions of the discipline. We will also investigate the patterns of historiographical controversy using a variety of examples, including for example recent scholarship on the culture wars, history and memory of the Civil War, interpretations of slave plots in antebellum Charleston, and the relationship of “history” and “myth” in academic study and the public imagination. We will also pursue research on the careers and writings of individual classic historians, and particular styles/types of history. The intent through the semester is to have "theory" and "practice" talk to each other. We will also investigate contemporary forms of the digital humanities, “big data” in history, and other new forms of research and analysis affecting all fields in the humanities and the sciences.

PAPER, CLASSROOM ASSIGNMENTS, GRADING

1. Short discussions and papers: 33%

a) Research/Reference Tool Exercise: due Sept. 2 and 9: see instructions at end of syllabus

b) Five brief (2 pp.) "brief summary and critique" responses:
due on alternate weeks starting Sept. 9, divided up alphabetically (see syllabus weekly schedule).

c) Class Discussion Leadership:

Each student (in tandem with a partner) will be responsible for "leading off" and guiding the class through one week of discussion, by reading a short summary and critique, along with providing discussion questions, for the article or book in question, and then leading class together with your partner. I will provide you a separate sheet with instructions on this.

d) short report on any history blog or #twitterstorian or MOOC that you have followed through the semester. AND short report on sites in the “Digital Humanities. Due at various times in the semester, we will create a schedule for this early in the course

2. Critical Essay: 33%

Use concepts from either Carr or Wineburg to summarize, analyze, and critique at least four of the works of history that we have read from Sept. 9 to Oct. 28 (excepting Wineburg). Due Nov. 4th. Two of those four should be the works we are reading Oct. 7 – Oct. 28th.

3. Final Project: 33%

Paper on a Historian or School of History, to be discussed and that we have read or read about, including (but not limited to) those in *Houses of History*. More details TBA. 8 – 10 pp.

SPECIAL NOTE

All students will be expected to participate in classroom discussion weekly and vocally. **Class attendance is absolutely mandatory except in case of significant illness; class “skips” will result in grade penalty, and after more than two you will need to drop the class or receive a failing grade. If you have a work conflict with this class, work that conflict out now. If you can’t work it out, drop the class now. If you have a family/babysitter/eldercare/military conflict with this class, work that out now.**

REQUIRED BOOKS

E. H. Carr, *What is History* (Penguin)
Lynn Hunt, *Writing History in the Global Era* (Norton)
Sam Wineburg, *Historical Thinking and Other Unnatural Acts* (Temple)
Anna Green and Kathleen Trup, ed., *The Houses of History: A critical Reader in Twentieth-Century History and Theory* (New York University Press)
Ari Kelman, *A Misplaced Massacre: Struggling Over the Memory of Sand Creek* (Harvard)
Paul Cohen, *History in Three Keys: The Boxers in History, Memory, and Myth* (Columbia)
David Blight, *Race and Reunion: The Civil War in American Memory* (Harvard)
Susan Schulten, *Mapping the Nation: History and Cartography in Nineteenth-Century America* (Chicago)
Andrew Hartman, *War for the Soul of America: A History of the Culture Wars* (Chicago)

Various articles (provided to you via pdf, or to be downloaded via J-STOR or online):

Louis Menand, “The Historical Romance” (from *New Yorker*):
<http://www.newyorker.com/magazine/2003/03/24/the-historical-romance>
Joan Kelly-Gadol, “Did Women Have a Renaissance,” from *The Dominant and the Dormant*:
http://sites.harvard.edu/fs/docs/icb.topic205827.files/October_22/Kelly_Did_Women_Have_a_Renaissance.pdf
William Cronon, “A Place for Stories: Nature, History, and Narrative,” from *Journal of American History* (pdf will be provided to you)
Drew Gilpin Faust, “Altars of Sacrifice: Confederate Women and Narratives of War,” from *Divided Houses: Gender and the Civil War*
Bonnie Smith, “What is a Historian,” from *The Gender of History: Men, Women, and Historical Practice* (pdf will be provided to you)
Thomas Kuhn, an excerpt from *The Structure of Scientific Revolutions* (pdf to be provided to you)
American Historical Association *Amici Curiae* Brief in Obergefell v. Hodges “Gay Marriage” Case,
http://www.supremecourt.gov/ObergefellHodges/AmicusBriefs/14-556_Historians_of_Marriage_and_the_American_Historical_Association.pdf
Claire Potter, “Gay Marriage in (Out) Historical Context,”
<http://outhistory.org/blog/author/potterc/>
Kevin Kruse, “Why I Wrote This Book,” <http://hamilton-griffin.com/why-i-wrote-this-book-kevin-m-kruse-one-nation-under-god-how-corporate-america-invented-christian-america/>
Note: I will select a few other very short readings for us, blog posts and the like, as we go through the semester, and assign those to you. These will be very short, though, so don’t freak.

COURSE SCHEDULE

PART ONE: INTRODUCTION TO THE DISCIPLINE AND THE HISTORY OF HISTORY

Aug. 26: Introduction. Drew Faust, “Altars of Sacrifice,” Discussion and Assessment exercise

Sept. 2 The Discipline and Practice of History: An Introduction and Practical Guide
Reports on Research and Reference Tools Exercise
Read: Carr, *What Is History* (**skip final chapter**)
Menand, “The Historical Romance,” from *New Yorker*

Weekly Discussion Question (WDQ): For Carr, what *is* History? For you, what *is* History? Are those answers pretty much the same, or very different?

Sept 9 Globalization and History
Read: Hunt, *Writing History in a Global Era*

WDQ: Can there ever be such a thing as Global History? And if so, what should be its premises/goals?

Sept. 16 The Houses of History, Part I
Read: *The Houses of History*, chaps. 1-8 (**skip chapter 3**)
Cronon, “A Place for Stories,” pdf provided to you

WDQ – I’ll give each of you a separate question based on one chapter/”type” of history covered here

Sept. 23 The Houses of History, Part II
Read: *The Houses of History*, chapters 9-12.
Selection from Thomas Kuhn, “The Structure of Scientific Revolutions”

WDQ: Same as Sept. 16

Sept. 30 History as an Unnatural Act
Read: Wineburg, *Historical Thinking* (**skip chapters 2 and 8**)
short case study, to be given to individual students, TBA

WDQ: Why is thinking historically an “unnatural act,” and if that is the case, how in the world are we supposed to teach it?

PART TWO: HISTORY/HISTORIANS IN ACTION. CASE STUDIES

Oct 7 The Sand Creek Massacre and Public History
Read: Kelman, *Misplaced Massacre*
short selection from *Silencing the Past*

WDQ: true or false – when academic history meets public history meets historical memory, all hell is always going to break loose.

Oct. 14 The Boxer Rebellion in History, Myth, and Memory
Read: Cohen, *History in Three Keys*

WDQ: how do we understand a group so “unnatural” to us as the Boxers? Is there a way truly to comprehend their worldview, or is the past destined always to be a foreign country?

Oct. 21 History and Memory
Read: Blight, *Race and Reunion*

WDQ: who won the civil war for control of the public memory of The Civil War, and why?

Oct. 28 The Culture Wars: Who Won?
 Read: Hartman, *War for the Soul of America*
 Kruse, "Why I Wrote This Book"
WDQ: Who (if anyone) won the culture wars, and should the victor be celebrating? Or is it that free-market capitalism won, making the "victor" in the culture wars unimportant?

Nov 4 ***History Department Graduate Student Happy Hour at BJ's***
Midterm essay due – bring it to the happy hour!!

Part 3 RETHINKING HISTORICAL WRITING AND THE FUTURE OF HISTORY

Nov 11 Gender in History/Gendered Histories
 Read: AHA Brief for *Obergefell v. Hodges*, and Potter, "Gay Marriage in (Out) Historical Context"
 Kelly-Gadol, "Did Women Have a Renaissance?"
 Smith, "What is a Historian?"
WDQ: Are the premises of History as a discipline gendered? IF so, how do we escape that?

Nov 18 Maps as Historical Documents, and Geo-History
 Read: Schulten, *Mapping the Nation*
 Guest lecture on Maps as Historical Documents
WDQ: What happens to our traditional notions of "History" once we start using GIS and taking landforms and landscapes seriously as historical documents?

Dec. 2 GRADUATE STUDENT RESEARCH PRESENTATION NIGHT!! Students from History 7630 and 7810 Research Seminars will be presenting their work. **MEET IN HELLER CENTER AT 4:30.**

Dec 9 Report on Digital History Sites

Dec 16 Final Projects Due. Finish reports in class.

Research and Reference Tools Exercise:

Prepare a short oral presentation (and write it up in paper form, 3-4 pages or so total for all the assignment, to turn in to me) for class Sept. 2, in which you do the following

***describe this particular library or digital resource to us,
***give us an idea of why you would want to consult this particular resource
***give us a "show and tell" on how to use this resource, and
***give us a "show and tell" on how you have used this resource to find one particular item of interest.
Or, imagine a topic for which this resource would be useful, and then show us how you would use this
Note: for printed sources, please Xerox a relevant page or two and make a few extra copies to pass around to class to do your show and tell. For web sources, just be ready to give us a computer demonstration.
Hint: NOW IS A GOOD TIME TO LEARN TO USE PROSPECTOR!!

1) *New York Times* index

- 2) *Oxford English Dictionary* (use hard copy version in library)
- 3) Prospector on UCCS library catalog
- 4) Government Documents link from UCCS library catalog
- 5) WorldCat search on UCCS library catalog
- 6) JSTOR (online database, reach from UCCS library online catalog)
- 7) George Rawick, ed., *The American Slave: A Composite Autobiography*
- 8) SoldierStudies.Org
- 9) *American History and Life*, from the UCCS online library catalog
- 10) Academic Search Premier (online database, reach from UCCS library catalog)
- 11) *Visualizing Emancipation*
- 12) Project MUSE (online database, reach from UCCS library online catalog)
- 13) American Memory Project online, at <http://memory.loc.gov/>
- 14) *Journal of American History*
- 15) *Sabin Americana*
- 16) *Colorado Historic Newspaper Collection*
- 17) *HarpWeek*
- 18) “Making of America, 1850-1877,” at <http://moa.umdl.umich.edu/>
- 19) “Valley of the Shadow” project, at <http://jefferson.village.virginia.edu/vshadow2/>
- 20) “Selected Historic Decisions of the Supreme Court,” at <http://supct.law.cornell.edu/supct/cases/historic.htm>
- 21) Digital Scriptorium (<http://bancroft.berkeley.edu/digitalscriptorium/>)
- 22) *British documents on foreign affairs--reports and papers from the Foreign Office*
- 23) *Selections from the records of the government of India, 1849-1937.*
- 24) *Times London Digital Archive*

Digital History Exercise: for December

Work with one of the following digital history sites below, or let me know of a particular interest you have and we can find another one for you suitable to that interest. Prepare a short (2-3 pp.) review essay in which you a) analyze how the data was collected for this site; b) describe how the data is presented on the site; c) provide an interpretation of a piece of data, showing how it is presented on the site, how it appears in the context of other data, how it fits into the “big picture” presented on the site, etc.

Visualizing Emancipation: <http://dsl.richmond.edu/emancipation/>

Valley of the Shadow Project: <http://valley.lib.virginia.edu/>

Cultural Equity: The Alan Lomax Archive of American Folk Music:
<http://research.culturalequity.org/home-audio.jsp>

Imaging the French Revolution: <http://chnm.gmu.edu/revolution/imaging/home.html>

Envisaging the West: Thomas Jefferson and the Roots of Lewis and Clark: <http://jeffersonswest.unl.edu/>

Railroads and the Making of Modern America: <http://railroads.unl.edu/>

The Spatial History Project: <http://www.stanford.edu/group/spatialhistory/cgi-bin/site/index.php>

The Texas Slavery Project: <http://www.texaslaveryproject.org>

Digital Dante: <http://dante.ilt.columbia.edu/>

Digital Medievalist: <http://www.digitalmedievalist.org/>

Digital Dead Sea Scrolls: <http://dss.collections.imj.org.il/>

Stanford Geospatial Network Model of the Roman World: <http://orbis.stanford.edu/>

others will be added here as we go along, or suggest your own

FINAL PROJECT: HISTORIANS AND SCHOOLS OF HISTORY

For your final project in this class, I will ask you to prepare an essay on a particular historian or group of historians, OR a particular and influential school of history. Your paper should explore some of the major works of this historian or historical school; analyze the historical origins, development, and influence of the historian or school of history; suggest the strengths and weaknesses of the historian or historical school; and reflect on how this historian or historical school is (or is not) evidence in contemporary historical writing and thought. I will give you more details on this assignment a bit later on in the semester.

BLOGS, #TWITTERSTORIANS, MOOCS, AND DIGITAL HUMANISTS EXERCISE

During the semester I will ask all students to “follow” a particular scholarly historical blog, an active scholar of history on Twitter (check the hashtag #twitterstorians for examples), a MOOC (massive online open course, or some other innovative work or presentation going on in the digital humanities. Below please find just a few suggestive examples to show you some of the range of opportunities for following and interacting with scholars. Note: the key here is to select a scholarly site that distinguishes itself by its scholarly aims and objectives. Scan the list below, but feel free to suggest your own topic/area of interest and we can work on finding a good blog, listserv, or twitter feed to follow. Note: on Twitter, use the hashtag #twitterstorians and find a historian to follow (for example, you might want to follow the current president of the American Historical Association, Willian Cronon, @wcronon.

Blogs, Online Historical Archives, Discussions, Blogging Scholars, Digital Humanists (just Google the name to get the URL)

Georgian London
The American Historical Association
Civil War Memory
Religion in American History
U.S. Intellectual History
Anxious Bench (about American evangelicalism)
More or Less Bunk (from Jonathan Rees, the U.S. History at CSU Pueblo)
Disunion: New York Times Civil War Blog.
Mike Anderson’s Ancient History Blog
The Domesday Book Online
Six Degrees of Francis Bacon
The History Blog (about Medieval History).
The Junto (about early American history)
Sacred Matters: Religious Currents in Culture
Juvenile Instructor (Mormon history)
Primary Source
Jacobin
Mapping the Republic of Letters (about the Enlightenment)
Environment, Law, and History
Roman Times
Visualizing Emancipation