

HISTORY 6000: HISTORIOGRAPHY

Fall 2014

Professor Paul Harvey. <http://paulharvey.org/about>

COB 2055; Office hours T 11:30 – 1:30

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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 Late Antiquity, the Renaissance, Native American History, East Asian history, the Civil War, the Holocaust, and the comparative history of slavery. an history, on Late Antiquity, and from the perspective of comparative world history. 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. 3 and 10

b) Two short (2 pp.) "brief summary and critique" papers:
due at various times, 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. About 4 – 5 pp. total. Due December 3. Oral Presentation on these on December 3 and 10.

2. Critical Essay: 33%

A comparison/contrast of at least three of the works of "macro" and "micro" history that we have read from Sept. 24 to Nov. 12. Due by Thanksgiving. 6-8 pp.

3. Final Project: 33%

Paper on a Historian or School of History, to be discussed and that we have read or read about. See end of syllabus for more details. 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*. Here are some common reasons for missing class which will not be accepted as reasons to miss class: *I couldn’t get off work tonight; I couldn’t find a babysitter this week; I have an appointment with my child’s teacher/doctor/etc.; I just started a new job and have to be there; I have a meeting at work so sorry can’t make it tonight; And so on.***

REQUIRED BOOKS

Eileen Ka-May Cheng, *HISTORIOGRAPHY: AN INTRODUCTORY GUIDE*.

Michael Roiphe-Troillot, *SILENCING THE PAST: POWER AND THE PRODUCTION OF HISTORY*

Peter Brown, *THE WORLD OF LATE ANTIQUITY*

Ari Kelman, *A MISPLACED MASSACRE: STRUGGLING OVER THE MEMORY OF SAND CREEK*

Stephen Greenblatt, *THE SWERVE: HOW THE WORLD BECAME MODERN*

Charles Cohen, *HISTORY IN THREE KEYS: THE BOXERS AS EVENT, EXPERIENCE, AND MYTH*

David Brion Davis, *THE PROBLEM OF SLAVERY IN THE AGE OF EMANCIPATION*

Timothy Snyder, *BLOODLANDS: EUROPE BETWEEN HITLER AND STALIN*, OR, Catherine Merridale, *IVAN’S WAR: LIFE AND DEATH IN THE RED ARMY, 1932-1945*

Kenneth Pomeranz, *THE GREAT DIVERGENCE: CHINA, EUROPE, AND THE MAKING OF THE MODERN WORLD ECONOMY*

Various articles (provided to you via pdf), including “Was There a Renaissance for Women?”; “Gender: A Useful Category of Historical Analysis”; “Brian Perkins’s article on Late Roman History”; Drew Gilpin Faust, “Altars of Sacrifice”; Louis Menand, “To The Finland Station”; and a few others TBA.

Various online sites, blogs, listservs, MOOCS, #twitterstorians, and other digital humanist projects to which you will be assigned through the course of the semester

COURSE SCHEDULE

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

- Aug. 27: Introduction. Drew Faust, "Altars of Sacrifice," Discussion and Assessment exercise
- Sept. 3 The Discipline and Practice of History: An Introduction and Practical Guide
Reports on Research and Reference Tools Exercise
- Sept 10 Discipline and Practice of History: Practical Guide, Continued
Historiography: The History of History
Reports on Research and Reference Tools Exercise
Cheng, all
- Sept. 17 Power and History: What Gets Archived? Who Gets to Be in "History"?
Read: Troillot, all

PART TWO: MACRO-HISTORIES AND MICRO-HISTORIES: THE "BIG PICTURE" AND THE MICRO-GRAINED ANALYSIS

- Sept. 24 Late Antiquity: Lightning Up the Dark Ages
Read: Peter Brown, all; Bryan Ward-Perkins, *The Fall of Rome and the End of Civilization*, chapter 1
- Oct. 1 The Birth of Modernity?
Read: Greenblatt, all
- Oct 8 The Great Divergence: China and the West
Read: Pomeranz, all
- Oct. 15 Slavery, Emancipation, and the Birth of the Modern World
Read: David Brion Davis, all
- Oct. 22 Genocides and Wars
Read: Snyder OR Merridale, all.
- Oct. 29 Sand Creek and the Creation of History and Historical Memories
Read: Ari Kelman, all
- Nov 5 The Boxers: History, Experience, Myth
Read: Charles Cohen, all

Part 3 RETHINKING HISTORICAL WRITING AND THE FUTURE OF HISTORY

- Nov 12 Gender in History/Gendered Histories
Read: Joan Scott, "Gender: A Useful Category of Historical Analysis"; "Was There a Renaissance for Women"; and one article of your own choosing using gender as a central category of analysis (some examples will be provided)

Nov 19	Individual Meetings on Final Papers
Dec. 3	Digital History/Digital Humanities Study Digital History Sites “Visualizing Emancipation,” “Valley of the Shadow,” others TBA
Dec 10	Reports on Historians and Historical Schools
Dec 17	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. 3 and 10, 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 resource (use your imagination!)

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. I will give you an example in class of how to use “Prospector,” the Colorado online library catalog, to acquire quickly materials held in libraries all over the state.

- 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) *Western Americana: An Annotated Bibliography to the Microfiche Collection of 1012 Books and Documents of the 18th, 19th and early 20th Century*
- 11) *Annals of America*
- 12) Academic Search Premier (online database, reach from UCCS library catalog)
- 13) *Visualizing Emancipation*
- 14) Project MUSE (online database, reach from UCCS library online catalog)
- 15) American Memory Project online, at <http://memory.loc.gov/>
- 16) *Congressional Record*
- 17) *Journal of American History*
- 18) *Sabin Americana*
- 19) *Colorado Historic Newspaper Collection*
- 20) *HarpWeek*

- 21) "Making of America, 1850-1877," at <http://moa.umdl.umich.edu/>
- 22) "Valley of the Shadow" project, at <http://jefferson.village.virginia.edu/vshadow2/>
- 23) "Selected Historic Decisions of the Supreme Court," at <http://supct.law.cornell.edu/supct/cases/historic.htm>
- 24) *Dictionary of American Regional English*
- 25) Digital Scriptorium (<http://bancroft.berkeley.edu/digitalscriptorium/>)
- 26) A digital archive site of your own choosing
- 27) *British documents on foreign affairs--reports and papers from the Foreign Office*
- 28) *Selections from the records of the government of India, 1849-1937.*
- 29) *Times London Digital Archive*
- 30) The American Historical Association (<http://www.historians.org>)

Digital History Exercise: for December 3.

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>

The Color of Christ: <http://www.colorofchrist.com>

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/>

Deciphering Secrets: Unlocking the Manuscripts of Medieval Spain: <https://www.class-central.com/mooc/2017/coursera-deciphering-secrets-unlocking-the-manuscripts-of-medieval-spain>

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

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. You may choose any historian listed in the appendices of our first book *Historiography: An Introductory Guide*, OR you may bring to my attention your interest in a particular historian or historical school and we can determine together whether that makes for an appropriate final topic.

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, such as the one being run presently by our own Professor Roger Martinez, on medieval Spain, or the online course on the slave South offered by Professor Stephanie McCurry of the University of Pennsylvania), 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. You don’t have to choose one of these examples; follow your own interests and passions and discover how they are being presented in the digital humanities.

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.

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 Rhees, the U.S. History at CSU Pueblo)
Historiann (from Ann Little, an American historian at CSU Fort Collins)
Mike Anderson’s Ancient History Blog
The Domesday Book Online
Informed Comment: Juan Cole on the Middle East, History, and Religion
The History Blog (about Medieval History).
The Junto (about early American history)
Sacred Matters: Religious Currents in Culture
The Historical Society (general blog about history from the organization by that name)
Juvenile Instructor (Mormon history)
Edge of the American West
Jacobin
Mapping the Republic of Letters (about the Enlightenment)
Environment, Law, and History
Economic History Blog
Roman Times
Frog in a Well – China (about Asian history – there is also one for Japanese history)
Digital Humanities for Public Historians
Visualizing Emancipation
Six Degrees of Francis Bacon
Disunion: New York Times Civil War Blog.

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.