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# HTST 690

## Historiography and Theory of History

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### Course Description

The goal of this course is to expose students to a range of historical methodologies and epistemologies and to promote reflection on how historians' theoretical perspectives influence their formulation of research questions, their evaluation of evidence, and the construction of their arguments. Although much of the reading will be philosophical/theoretical, our discussions will concentrate on practical questions. How do our theories about history affect our research questions, our arguments, and how we teach? Do we need to be self-conscious about how we interpret historical evidence, or can we simply be "objective"? How have specific theoretical interventions influenced the politics and standards of practice within the historical profession? What are the practical implications of ideological divisions in the field? In other words, do different types of historians simply reach different conclusions or do they also ask different questions, use different types of evidence, and/or teach history differently? In adopting new approaches are we simply revising old conclusions or are we also expanding the scope of historical research?

Students are encouraged to try to relate our discussions to their own research projects, though I will also expect you to move outside of your comfort zone. I do not intend to preach any particular historical methodology or theory. I do, however, expect you to actively engage with theories that you might previously have found ideologically disturbing or intellectually challenging. The profession is slowly moving beyond the "culture wars" of the traditionalists versus the post-modernists, and I expect our discussions to reflect this more open and less defensive atmosphere. Even if you find a particular historical approach or theory misguided, disturbing, or irrelevant to your own research project, I expect you to try to understand it in its own terms. It is not enough to charge an author with impenetrability, irrelevance, or ideological bias (even if such flaws seem self-evident). You must have read each piece carefully enough to be able to defend any critique with reasoned counterarguments. Seminars will be run as scholarly workshops in which each person's perspective is heard and respected. We are not seeking ultimate truths.

### Course Policies

- *All assignments must be completed in order to pass the course.*
- You must submit essay assignments in PDF form to D2L.
- You must bring readings to class (whether in print or digital form).

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Winter 2014

SS 613 / 15:00—17:45

**Instructor:** Dr. A. Timm

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Phone: 403-220-6411

Office: SS 630

Office Hours: T/Thu 11-12:00

& by appointment

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### Purchase at Bookstore:

#### Required:

- Michel Foucault, *History of Sexuality. Vol. 1: An Introduction*
- Friedrich Nietzsche, *The Use and Abuse of History*
- Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession*
- Denise Riley, *Am I That Name? Feminism and the Category of "Women" in History*
- Edward W. Said, *Orientalism*
- William H. Sewell, *The Logics of History: Social Theory and Social Transformation*

### Due Dates & Weighting

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To be scheduled individually

**Oral Presentation:** 10%

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Throughout the term

**Participation:** 20%

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September 26, 5 pm

**Position Paper 1:** 10%

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October 6, noon

**Position Paper 2:** 15%

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November 3, noon

**Position Paper 3:** 20%

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December 9, 4:30 pm

**Term Paper:** 25%

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## Course Requirements

### Class Participation:

The success of any seminar rests on the active participation of all participants. I expect students to respect others and to contribute to productive, scholarly debate. In general, your grade for this component of the class will depend less on the frequency of your contributions than on their quality, but if you do not speak you will not do well on this component of the course. Please come speak to me early if you have any concerns about your ability to participate. While students who consistently let others take the risk of voicing opinions on complicated issues will not receive full participation marks, those who attempt to dominate discussion without letting others be heard will also be penalized. Differences of opinion and even adversarial argumentation are unavoidable aspects of scholarly debate. But I will not tolerate personal attacks, veiled insinuations, or claims to moral and/or scholarly superiority.

**IMPORTANT NOTE:** Students are expected to bring **marked up** copies of the readings to class. Either print them out or use some digital means of highlighting text and adding marginal notes. You will only be able to appropriately engage in seminar discussion if you can refer directly to the readings. Not doing so will affect your participation mark.

### Oral Presentation:

Students will present one oral position paper on a book or a collection of articles chosen from the supplementary reading lists below. These presentations will be spaced out throughout the term and should be conceived as a way of enriching the discussion by adding a dimension from beyond the required readings. Your goal will be to provide the class with a brief summary of your source(s) and an analysis that will prompt some debate. Presentations **may not be read from a prepared text**. You must present orally using only notes. You should plan to speak **no more than 15 minutes**.

### Position Papers:

Students will write three position papers for this course. They must be uploaded to D2L by the due date and time, and they will be made available to the other students in the class. Students are required to read all position papers, and they must come to class prepared to defend their own arguments and engage with those of their peers.

**Position Paper 1 (Sept. 26, 5 pm):** Relying on the required readings for Weeks 1 & 2 and at least one choice from the supplementary list or of your own choosing, describe and defend the methodology that you plan to use for your research. You will be graded on your ability to place your methodology within the spectrum of approaches in the profession. Think of this as an extended version of the theory/method section of a standard research grant, such as the one you will have to write to receive a SSHRC. Describe the actual subject matter *very* briefly. Concentrate on methodology.

**Position Paper 2 (Oct. 6, noon):** Write a position paper in response to Keith Jenkins's, *Rethinking History*. Feel free to include view points from the supplemental reading list, but focus on Jenkins's argument.

**Position Paper 3 (Nov. 3, noon):** Relying on any of the readings that we have read up to this point, take a stand on the issue of how historians construct their narratives. You *must* refer to the readings for Week 9, but how you construct this argument is up to you. You could, for instance, review the narrative techniques used by any author on the supplementary reading list. Or you could write something more theoretical, referring to White, Sewell, Confino and/or other books. No matter how you choose to structure this essay, your focus should be on the question of how historians tell stories about the past and how these stories can be judged.

### Term Paper:

The final essay for this course is an extended historiographical book review of a work that has made a substantial contribution to the field. You will be asked to read your chosen book through a theoretical and methodological lens, relying and referring to course readings, and placing the book in its historiographical context. A list of possible books will be made available in class after discussions with students about their interests. Your goal will be to analyze how the author has deployed a methodology *and* a theoretical/philosophical stance to make an historical argument. How wise/unwise was the choice of sources, narrative strategy, and/or interpretive method? How innovative or traditional is the approach? What are the methodological strengths and weaknesses and what impact do they have on how convincing the overall argument is? How transparent is the author's theoretical stance? Is it explicitly stated, implicitly clear, or somewhat hidden? Be aware of ideological bias, but also be very circumspect about using this word (since all authors who make an argument have a bias), and do not focus on it to the exclusion of a more in-depth analysis. Instead concentrate on explicating the strategies that your author uses to establish historical causality and analyze the effectiveness of these strategies.

## Grading Scale

There is no standard grading scale in this university. Grades will be given and reported to the registrar in letter form only. There will be no curving of marks. I calculate your grades out of 100 and according to the following grade scale. Please note that the description of grades is specific to graduate courses:

Grade	Percentage	Description
A+	90-100	good to excellent
A	85-89	
A-	80-84	acceptable to good
B+	77-79	
B	73-76	marginal to acceptable
B-	70-72	unacceptable to marginal
C+	67-69	
C	63-66	unacceptable

## Important Departmental, Faculty, and University Information

### Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at 403-220-5881 or visit their office on the 3<sup>rd</sup> floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit their office in the MacKimmie Library Block.

### Student Success Centre and Writing Support Services:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Students are encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. Students can visit the service for assistance structuring their assignments, constructing thesis statements ensuring proper citation, and improving the overall clarity and correctness of their writing.

Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit [www.ucalgary.ca/ssc](http://www.ucalgary.ca/ssc).

### Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will be strictly adhering to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course Blackboards or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books in the library reserve room. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

### Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

**Plagiarism:**

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

**Universal Student Ratings of Instruction**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference - please participate in USRI Surveys.

**Student Accessibility Services (Formerly the Disability Resource Centre):**

Academic Accommodations – It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at [www.ucalgary.ca/access](http://www.ucalgary.ca/access).

**Other Useful Information:**

*Faculty of Arts Representatives:*

403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca).

*Safewalk and Campus Security:*

403-220-5333.

**Please also familiarize yourself about the following topics by consulting the information at these links:**

*Academic Accommodations:*

<http://www.ucalgary.ca/drc/node/46>

*Freedom of Information:*

<http://www.ucalgary.ca/secretariat/privacy>

*Emergency Evacuation Assembly Points:*

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

*Safewalk:*

<http://www.ucalgary.ca/security/safewalk>

*Student Union Information:*

<http://www.su.ucalgary.ca/>

*Graduate Student Association:*

<http://www.ucalgary.ca/gsa/>

*Student Ombudsman Office:*

<http://www.ucalgary.ca/provost/students/ombuds>

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## Reading Schedule

**Access to Readings:** Required articles and chapters will be on **D2L**. Books are available for purchase in the Bookstore.

**Supplementary readings are listed at the end of this syllabus.** The lists should be consulted for the assignments listed above, and they are a starting point to help you compile a bibliography for the final essay.

### Week 1 (September 9): Introduction and Selection of Presentation Subjects

[Christopher Kent, "Historiography and Postmodernism," \*Canadian Journal of History\* 34, no. 3 \(1999\): 385-415.](#)

[Carl Becker, "What Is Historiography?," \*The American Historical Review\* 44, no. 1 \(October 1938\): 20-28.](#)

### Week 2 (September 16): What is History?

R. G. Collingwood, *The Idea of History*. Rev. ed. (London: Oxford University Press, 1994 [1946]), 1-13 and 205-283.

E. H. Carr, "Preface," and "The Historian and His Facts," in *What Is History?* 2 Edition. (Harmondsworth: Penguin, 1964 [1961]), 2-30.

Geoffrey R. Elton, "Research," in *The Practice of History*, 2 edition (Malden, MA: Wiley-Blackwell, 1991), 46-80.

Reinhart Koselleck, "On the Disposability of History," in *Futures Past: On the Semantics of Historical Time* (Cambridge, Mass.: MIT Press, 1985), 192-212.

September 19, 5 pm: Position Paper #1 uploaded to D2L

### Week 3 (September 23): Marxism

Class set of Position Paper #1 on D2L.

Jonathan Sperber, "Introduction," in *Karl Marx: A Nineteenth-Century Life* (New York: Liveright Pub. Corp., 2013), xi-xx.

Karl Marx, "On the History of His Opinions" and "Discovering Hegel," in *The Marx-Engels Reader*, ed. Robert C. Tucker (New York and London: W.W. Norton & Company, 1978), 3-8.

Karl Marx, "The German Ideology: Part One" (excerpt), in *The Marx-Engels Reader*, ed. Robert C. Tucker (New York and London: W.W. Norton & Company, 1978), 146-175.

S. H. Rigby, "Marxist Historiography," in *Companion to Historiography*, ed. Michael Bentley (London and New York: Routledge, 2006), 868-906.

E. P. Thompson, "The Moral Economy of the English Crowd in the Eighteenth Century," *Past & Present*, no. 50 (February 1, 1971): 76-136.

### Week 4 (September 30): History & the Cultural Turn

Lynn Hunt, "Introduction: History, Culture, and Text," in Lynn Avery Hunt, ed. *The New Cultural History: Essays* (Berkeley: University of California Press, 1989), 1-22.

William H. Sewell, *Logics of History: Social Theory and Social Transformation* (Chicago: Univ. of Chicago Press, 2005), Ch. 1-6

Robert Darnton, "Workers' Revolt: The Great Cat Massacre and the Rue Saint Séverin," in *The Great Cat Massacre: And Other Episodes in French Cultural History* (New York: Vintage, 1985), 75-104.

October 6, noon: Position Paper #2 uploaded to D2L

### Week 5 (October 7): Postmodernism

Class set of Position Paper #2 on D2L.

Keith Jenkins, *Rethinking History*, 3 ed. (London and New York: Routledge, 2003). Available as ebook on library website.

## Week 6 (October 14): Gender

Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, no. 5 (1986): 1053-1075.  
Denise Riley, *Am I That Name? Feminism and the Category of "Women" in History* (London and Minneapolis: Macmillan, and University of Minnesota Press, 1988).

## Week 7 (October 21): History of Sexuality

Michel Foucault, *History of Sexuality. Vol. 1: An Introduction* [1978].

Carolyn J. Dean, "Redefining Historical Identities: Sexuality, Gender, and the Self," in *A Companion to Western Historical Thought*, ed. Lloyd Kramer and Sarah Maza (Malden, Mass.: Wiley-Blackwell, 2006), 357–71.

Margot Canaday, *The Straight State: Sexuality and Citizenship in Twentieth-Century America* (Princeton, N.J.: Princeton University Press, 2009), 1-18.

## Week 8 (October 28): Post-Colonialism

Edward W. Said, *Orientalism* (New York: Vintage Books, 1978), Introduction, Chapter 1, parts I, III, and IV, Chapter 3, parts I and II, and pp. 325-328.

Anne McClintock, "The Angel of Progress: Pitfalls of the Term 'Post-Colonialism'," in *Colonial Discourse and Post-Colonial Theory: A Reader*, eds. Patrick Williams and Laura Chrisman (New York: Columbia University Press, 1994), 291-304.

Dipesh Chakrabarty, "Introduction," in *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton: Princeton University Press, 2000), 1-23.

November 3, noon: Position Paper #3 uploaded to D2L

## Week 9 (November 4): Narrating Events and Experience

Class set of Position Paper #3 on D2L.

Hayden V. White, *Metahistory: The Historical Imagination in Nineteenth-Century Europe* (Baltimore: Johns Hopkins University Press, 1975), Introduction.

Sewell, *Logics of History*, Chs. 7 and 8

Alon Confino, "Narrative Form and Historical Sensation: On Saul Friedländer's The Years of Extermination," *History & Theory* 48, no. 3 (2009): 199–219.

## Week 10 (November 11): Reading Week – No Class

Please use this time to finalize your choices for the Term paper. I will be available to meet with students to discuss topics.

## Week 11 (November 18): History, Trauma, and Memory

Alon Confino, "Introduction," in *Foundational Pasts: The Holocaust as Historical Understanding* (Cambridge University Press, 2011), 1-18.

Tony Judt, "The Past Is Another Country: Myth and Memory in Postwar Europe," in *The Politics of Retribution in Europe: World War II and Its Aftermath*, ed. István Deák, Jan Tomasz Gross, and Tony Judt (Princeton, N.J.: Princeton University Press, 2000), 295–324.

Rosanne Kennedy, "Stolen Generations Testimony: Trauma, Historiography, and the Question of 'Truth,'" *Aboriginal History* 25 (2001): 116–31.

Pier M. Larson, "Reconsidering Trauma, Identity, and the African Diaspora: Enslavement and Historical Memory in Nineteenth-Century Highland Madagascar," *The William and Mary Quarterly* 56, no. 2 (April 1999): 335-62.

Dominick LaCapra, *Writing History, Writing Trauma* (Baltimore: Johns Hopkins University Press, 2001), Preface and Conclusion, ix-xvi, and 181-219.

## Week 12: (November 25): Professionalization, Objectivity, and Truth

Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession* (Cambridge: Cambridge University Press, 1988), at least to p. 278.

*The Chicago Manual of Style* (16th ed.) You can get a free one-month trial online at:  
<http://press-booksweb.uchicago.edu/MOSSSF/FreeTrial.aspx>

William H. McNeill, "Mythistory, or Truth, Myth, History, and Historians," *American Historical Review* vol. 91, no. 1 (January 1986), 1-10.

American Historical Association, *Statement on Standards of Professional Conduct*,  
<http://www.historians.org/pubs/Free/ProfessionalStandards.cfm>.

## Week 13: (December 2): The Uses, Abuses, and Future of History

Friedrich Nietzsche, *The Use and Abuse of History*, trans. Adrian Collins (New York and London: Macmillan, 1957).

"Interchange: The Promise of Digital History," *The Journal of American History*, 2008,  
<http://jah.oxfordjournals.org.ezproxy.lib.ucalgary.ca/content/95/2/452.full.pdf+html>.

Kathleen Fitzpatrick, "Introduction," in *Planned Obsolescence: Publishing, Technology, and the Future of the Academy* (New York: New York University Press, 2011), 1-14.

Jack Dougherty and Kristen Nawrotzki, eds., *Writing History in the Digital Age* (Ann Arbor: University of Michigan Press, 2013): one chapter of your choice and Conclusion. (Available as ebook on library web site).

December 9, 4:30 pm: Essay Due

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## HTST 690: Supplemental Reading List

**Note on supplementary readings:** These lists should be consulted for the assignments listed on the syllabus, and they are a starting point to help you compile a bibliography for the final essay. They are by no means comprehensive. I tried to include a range of materials, both classics and more recent works, but particularly for rather broad subjects like “gender,” the ultimate choices were somewhat random. Please consult me once you have picked your specific topics for more advice. For a useful collection of current books on historiographical questions go to <http://www.powells.com>, click on “Discover” and then look under “History and Social Science » World History » Historiography.” The journal *History and Theory* is also invaluable.

### Week 1 (September 9): Introduction and Selection of Presentation Subjects

Eileen Ka-May Cheng, *Historiography: An Introductory Guide* (London: Continuum, 2012).

Kerwin Lee Klein, *From History to Theory* (University of California Press, 2011).

Daniel Little, “Philosophy of History,” in *The Stanford Encyclopedia of Philosophy*, ed. Edward N. Zalta, Winter 2012, 2012, <http://plato.stanford.edu/archives/win2012/entries/history/>.

Daniel Little, “Understanding Society: Historiography and the Philosophy of History,” accessed August 18, 2014, <http://understandingsociety.blogspot.ca/2011/10/historiography-and-philosophy-of.html>.

“What Is Historiography?,” *Clio’s Current*, accessed August 18, 2014, <http://cliocurrent.com/blog/2013/10/3/what-is-historiography>.

Peter Claus, *History: An Introduction to Theory, Method and Practice* (Harlow; New York: Pearson Education, 2012).

Aviezer Tucker, ed., *A Companion to the Philosophy of History and Historiography* (Chichester & Malden, MA: Wiley-Blackwell, 2009).

Lloyd Kramer and Sarah Maza, eds., *A Companion to Western Historical Thought* (Malden, Mass.: Wiley-Blackwell, 2006)

Georg G. Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge* (Hanover: Wesleyan University Press, 1997).

### Week 2 (September 16): What is History?

John Tosh, *The Pursuit of History: Aims, Methods, and New Directions in the Study of Modern History*. 3rd Edition (London and New York: Longman, 2002 [1984]).

Stefan Berger, Heiko Feldner, and Kevin Passmore *Writing History: Theory and Practice* (London: Arnold, 2003).

Anna Green and Kathleen Troup, *The Houses of History: A Critical Reader in Twentieth-Century History and Theory* (New York: New York University Press, 1999).

Beverly Southgate, *History: What and Why?* (New York and London: Routledge, 1996).

Beverly Southgate, *What Is History For?* (London and New York: Routledge, 2005).

Keith Jenkins, *On "What is History?": From Carr and Elton to Rorty and White* (London: Routledge, 1995).

David Cannadine, *What is History Now?* (Basingstoke and New York: Palgrave, 2002)

Robert F. Berkhofer, *Beyond the Great Story: History as Text and Discourse* (Boston, Mass.: Harvard University Press, 1995).

Donald R. Kelley, *Faces of History: Historical Inquiry from Herodotus to Herder* (New Haven: Yale University Press, 1999).

Donald R. Kelley, *Fortunes of History: Historical Inquiry from Herder to Huizinga* (New Haven: Yale University Press, 2013).

J. H. Hexter, *The History Primer* (New York: Basic Books, 1971).

Michael Bentley, *Modern Historiography: An Introduction* (London: Routledge, 1999).

Peter Lambert and Phillipp R Schofield, eds., *Making History: An Introduction to the History and Practices of a Discipline* (London; New York: Routledge, 2004).



## Week 3 (September 23): Marxism

- Richard J. Evans, *In Defense of History* (New York & London: W.W. Norton & Company, 2000), esp. Ch. 6: "Society and the Individual", pp. 139-163.
- Eric Hobsbawm, *The Age of Revolution, Europe 1789-1848* (London: Weidenfeld & Nicolson, 1962).
- Eric Hobsbawm, *The Age of Capital 1848-1875* (First Meridian Printing, 1984).
- Eric Hobsbawm, *The Age of Empire, 1875-1914* (New York: Pantheon Books, 1987).
- Keith Jenkins, ed., *The Postmodern History Reader* (London and New York: Routledge, 1997), Chs. 28-31.
- Peter Singer, *Marx* (Oxford, Toronto and Melbourne: Oxford University Press, 1980).
- George Lichtheim, "The Concept of Ideology," *History and Theory* 4 (1965): 164-95.
- E. P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," *Past and Present* 38 (1967): 56-97.
- E. P. Thompson, *The Making of the English Working Class* (New York: Vintage, 1966).
- Moishe Postone, *Time, Labor, and Social Domination: A Reinterpretation of Marx's Critical Theory* (Cambridge: Cambridge University Press, 1996).
- Warren Breckman, *Marx, the Young Hegelians, and the Origins of Radical Social Theory: Dethroning the Self* (Cambridge: Cambridge University Press, 1999).
- John Edward Toews, *Hegelianism: The Path toward Dialectical Humanism, 1805-1841* (New York: Cambridge Univ. Press, 1980).

## Week 4 (September 30): History & the Cultural Turn

- Clifford Geertz, *The Interpretation of Cultures* (New York: Basic Books, 1973).
- Wolfgang Schivelbusch, *The Culture of Defeat: On National Trauma, Mourning and Recovery* (New York: Picador, 2003).
- James W. Cook, Lawrence B. Glickman, and Michael O'Malley, eds., *The Cultural Turn in U. S. History: Past, Present, and Future* (Chicago: University of Chicago Press, 2012).
- Peter Burke, *What Is Cultural History?* (Cambridge and Malden, MA: Polity Press, 2004).
- Victoria E. Bonnell and Lynn Hunt, *Beyond the Cultural Turn: New Directions in the Study of Society and Culture* (University of California Press, 1999).
- Terry Eagleton, *The Idea of Culture* (Malden, MA: Wiley-Blackwell, 2000).
- Marshall David Sahlins, "Other Times, Other Customs: The Anthropology of History," *American Anthropologist* 85, no. 3 (1983): 517-44.
- Marshall Sahlins, *Islands of History* (Chicago: University Of Chicago Press, 1987).
- Marshall Sahlins, *Historical Metaphors and Mythical Realities: Structure in the Early History of the Sandwich Islands Kingdom* (Ann Arbor: University of Michigan Press, 1981).
- Robert Darnton, "Anthropology, History, and Clifford Geertz," *Historically Speaking* 8, no. 4 (2007): 33-34.
- Robert Darnton, *The Great Cat Massacre: And Other Episodes in French Cultural History* (New York: Vintage, 1985).
- Clifford Geertz, "History and Anthropology," *New Literary History* 21 (90 1989): 321-35.
- Leora Auslander, *Taste and Power: Furnishing Modern France* (Berkeley: University of California Press, 1996).
- Thorstein Veblen, *The Theory of the Leisure Class: An Economic Study of Institutions* (London: Allen and Unwin, 1924).
- Charles F. McGovern, *Sold American: Consumption and Citizenship, 1890-1945* (Chapel Hill: Univ. of North Carolina Press, 2006).
- Alain Corbin, *The Foul and the Fragrant: Odor and the French Social Imagination* (Cambridge: Harvard Univ. Press, 1988).
- Alain Corbin, *Time, Desire and Horror: Towards a History of the Senses* (Cambridge, UK : Cambridge, MA, USA: Polity, 1995).
- Natalie Zemon Davis, *Fiction in the Archives: Pardon Tales and Their Tellers in Sixteenth-Century France* (Stanford, Calif.: Stanford University Press, 1990).
- Greg Dening, *Mr Bligh's Bad Language: Passion, Power and Theatre on the Bounty* (Cambridge: Cambridge University Press, 1994).
- Simon Schama, *Dead Certainties: (Unwarranted Speculations)* (New York: Vintage Books, 1992).

## Week 5 (October 7): Postmodernism

### ***postmodern theory (a very brief selection):***

Frederic Jameson, *Postmodernism, Or the Cultural Logic of Late Capitalism* (Durham: Duke University Press, 1992).

Jean-Francois Lyotard and Frederic Jameson, *The Postmodern Condition: A Report on Knowledge* (Minneapolis: University of Minnesota Press, 1985)

Michel De Certeau, *On Writing History* (New York: Columbia University Press, 1988).

Michel Foucault, "Introduction" and "Appendix: The Discourse on Language" in *The Archeology of Knowledge* (New York: Pantheon Books, 1972), 3-17 and 215-237.

Linda J. Nicolson, *Feminism/Postmodernism* (New York: Routledge, 1990).

### ***general explanations of postmodernism for history:***

Jane Caplan, "Postmodernism, Poststructuralism, and Deconstruction: Notes for Historians," *Central European History* 22, no. 3/4 (1989): 260-278.

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## Week 10 (November 11): Reading Week – No Class

## Week 11 (November 18): History, Trauma, and Memory

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## Week 12: (November 25): Professionalization, Objectivity & Truth

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