
HTST 690

Historiography and Theory of History

Fall 2016
SS 639 / 15:00-17:45

Instructor: Dr. A. Timm
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Phone: 403-220-6411
Office: SS 630
Office Hours: T & W 1:00–2:15 pm
& by appointment

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 (either in print or digital form).

Purchase at Bookstore:

Required:

- Umberto Eco, *How to Write a Thesis*
- Michel Foucault, *History of Sexuality. Vol. 1: An Introduction*
- Anthony Grafton, *The Footnote: A Curious History*
- Friedrich Nietzsche, *The Use and Abuse of History*
- Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession*
- Edward Said, *Orientalism*
- William H. Sewell, *Logics of History: Social Theory and Social Transformation*

Due Dates & Weighting

To be scheduled individually

Oral Presentation (15 mins): 10%

Throughout the term

Participation: 20%

September 26, noon

Position Paper 1 (4-5 pages): 10%

October 21, 5 pm

Position Paper 2 (6 pages): 15%

November 7, noon

Position Paper 3 (7-8 pages): 20%

December 12, 4:30 pm

Term Paper (12-15 pages): 25%

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 talk 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 negatively affect your participation mark.

Oral Presentation:

Students will present one oral position paper on a *book* 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 noon): Write a position paper in response to Keith Jenkins's, *Rethinking History*. Feel free to include viewpoints from the supplemental reading list, but focus on Jenkins' argument.

Position Paper 1 (Oct. 21, 5 pm): In this paper, your goal is to 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 common in your area of research. You must use at least one text (either one picked from the syllabus or something else) that discusses historical methodology in a way useful for describing your own approach. Think of this as an extended version of the theory/method section of a standard research grant. Your goal is not so much to say *what* your topic is (though you need to summarize this briefly) but rather *how* you are going to approach the topic.

Position Paper 3 (Nov. 7, noon): Discuss the challenges that historians face in dealing with individual testimony about traumatic experiences in the past. You should pick one historical case study on which to focus as an example, and it need not be one of the ones covered in the required readings. You must, however, rely on the required readings for Week 9 to make your case, and you must pay some attention to political contexts and present-day memory cultures. The goal, in other words, is to reflect upon the fact that traumatic events in the past have political ramifications in the present that historians cannot ignore and that influence our methodologies and arguments.

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 and to place the book within its historiographical context, by which I mean both the scholarly literature in the book's specific subject area and its larger contribution to the field. 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 the overall argument? How transparent is the author's theoretical stance? Is it explicitly stated, implicitly clear, or 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. **Length:** 12 to 15 pages.

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 Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

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

Departmental Twitter Handle: @ucalgaryhist - For departmental updates and notifications

Writing:

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.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports. 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.

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 strictly adhere 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 D2L 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 on reserve at the library. 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.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in 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

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). Your responses make a difference. Please participate in USRI Surveys.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, 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:

Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>

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>

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 13): Introduction: What is History? What is Historiography?

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

R. G. Collingwood, *The Idea of History*. Rev. ed. (London: Oxford University Press, 1994 [1946]), "Introduction" and "Epilegomena," 1-13 and 205-334.

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

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

Week 2 (September 20): Marxism

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.

E. P. Thompson, "Preface" to *The Making of the English Working Class* (New York: Vintage Books, 1963), 9-14.

September 26, noon: Position Paper #1 uploaded to D2L

Week 3 (September 27): Postmodernism

Class set of Position Papers (#1) on D2L.

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

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

Week 4 (October 4): History & the Cultural Turn

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.

Week 5 (October 11): Narrating Events and Experience

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 6 (October 18): Gender

Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, no. 5 (1986): 1053-1075.

Afsaneh Najmabadi, *Women with Mustaches and Men without Beards: Gender and Sexual Anxieties of Iranian Modernity* (Berkeley: University of California Press, 2005), Introduction and Ch. 6: 1-8 and 156-180.

October 21, 5 pm: Position Paper #2 uploaded to D2L

Week 7 (October 25): The History of Sexuality and Queer History

Class set of Position Papers (#2) on D2L.

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

Laura Doan, *Disturbing Practices: History, Sexuality, and Women's Experience of Modern War* (Chicago and London: University of Chicago Press, 2013), Introduction and Ch. 3. (Try to also read Ch. 2, but I won't require it.) Available as ebook at library.

Week 8 (November 1): 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.

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

Barbara Weinstein, "History Without a Cause? Grand Narratives, World History, and the Postcolonial Dilemma," *International Review of Social History* 50, no. 1 (2005): 71-93.

November 7, noon: Position Paper #3 uploaded to D2L

Week 9 (November 8): Trauma, Testimony, and Memory

Class set of Position Papers (#3) on D2L.

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.

Saul Friedlander, *Nazi Germany and the Jews, 1939-1945: The Years of Extermination* (New York: HarperCollins, 2007), excerpts.

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 10 (November 15): Documenting Historical Arguments

Anthony Grafton, *The Footnote: A Curious History* (Cambridge: Harvard University Press, 1999).

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>

Week 11 (November 22): 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.

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 12: (November 29): Is the Future of History Digital?

“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), (Available as ebook on library web site). Read Introduction and the following chapters:

Part 2:

Leslie Madsen-Brooks, "I Nevertheless Am a Historian," 49-63.

Robert S. Wolff, "The Historian's Craft, Popular Memory, and Wikipedia," 64-74.

Shawn Graham, "The Wikiblitz," 75-85.

Martha Saxton, "*Wikipedia* and Women's History," 86-93.

Part 4:

Fred Gibbs and Trevor Owens, "The Hermeneutics of Data and Historian Writing," 159-170.

Part 5:

Stephen Roberson, "Putting Harlem on the Map," 186-197.

Part 6:

Shawn Graham, Guy Massie, and Nadine Feuerham, "The *HeritageCrowd* Project," 222-232.

Roy Rosenzweig Center for History and New Media, *Hacking the Academy*, <http://hackingtheacademy.org/>. Read enough to get a sense of what this project was, and then focus on one area that you find worthy of discussion.

Also explore the following websites:

HASTAC (Humanities, Arts, Science, and Technology Alliance and Collaboratory), <https://www.hastac.org>

and

ProfHacker: Teaching, Tech, and Productivity, on the website of the *Chronicle of Higher Education*,
<http://chronicle.com/blogs/profhacker/>

Week 13: (December 6): Uses, Abuses, and the Writing of History

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

Umberto Eco, *How to Write a Thesis*, trans. Caterina Mongiat Farina and Geoff Farina (Cambridge, Massachusetts: The MIT Press, 2015)

December 12, 4:30 pm: Essay Due

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. You must choose a *book* for your oral presentation, but I have listed essays that might help you. I tried to include a range of materials, both classics and more recent works, but the choices were inevitably somewhat random. Please consult me for further advice.

Week 1: What is History? What is Historiography?

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

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

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).

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)

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).

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

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

Richard J. Evans, *In Defense of History* (New York & London: W.W. Norton & Company, 2000).

For a useful collection of current books on historiographical questions go to <http://www.powells.com>, click on "Browse" and then look under "History and Social Science » World History » Historiography."

Articles of Interest:

Daniel Little, "Understanding Society: Historiography and the Philosophy of History,"

<http://understandingsociety.blogspot.ca/2011/10/historiography-and-philosophy-of.html>.

"What Is Historiography?," *Clio's Current*, <http://cliocurrent.com/blog/2013/10/3/what-is-historiography>

Geoff Eley, "The Profane and Imperfect World of Historiography," *The American Historical Review* 113, no. 2 (April 1, 2008): 425–37.

Daniel Little, "Philosophy of History," in *The Stanford Encyclopedia of Philosophy*, ed. Edward N. Zalta, Winter 2012.

<http://plato.stanford.edu/archives/win2012/entries/history/>.

The journal *History and Theory* is also invaluable.

Week 2: Marxism

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).

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).

Articles of Interest:

Richard J. Evans, "Society and the Individual," in *In Defense of History* (New York & London: W.W. Norton & Company, 2000), 139-163.

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.

Week 3: 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).

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

general explanations of postmodernism for history:

Lynn Hunt, ed., *The New Cultural History* (Berkeley: University of California Press, 1989), 1-128.

Joice Appleby, Margaret Jacob, and Lynn Hunt, *Telling the Truth about History* (New York/London: Norton, 1994).

Beverly Southgate, *Postmodernism in History: Fear or Freedom?* (London and New York: Routledge, 2003).

F. R. Ankersmit, *Historical Representation* (Stanford: Stanford University Press, 2001).

critiques (positive & negative) of postmodernism in historical scholarship:

Evans, *In Defense of History*, "Objectivity and its Limits, 193-220.

Arthur Marwick, *The New Nature of History: Knowledge, Evidence, Language* (Chicago: Lyceum Books Inc., 2001).

G. R. Elton, *Return to Essentials* (Cambridge University Press, 1991).

Gertrude Himmelfarb, *On Looking into the Abyss: Untimely Thoughts on Culture and Society* (New York: Vintage Books, 1995).

Roger Chartier, *On the Edge of the Cliff: History, Language, and Practice* (Baltimore: Johns Hopkins University Press, 1997).

Joyce Appleby, Lynn Hunt, and Margaret Jacob. *Telling the Truth About History* (New York: Norton, 1994).

Bryan D. Palmer, *Descent into Discourse: the Reification of Language and the Writing of Social History* (Philadelphia: Temple University Press, 1990), 3-86, 187-218.

C. Behan McCullagh, *The Logic of History: Putting Postmodernism into Perspective* (London and New York: Routledge, 2004)

Ernst Breisach, *On the Future of History: The Postmodernist Challenge and its Aftermath* (Chicago: Chicago University Press, 2003).

- Georg G. Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge* (Hanover: Wesleyan University Press, 1997)
- Steven Best and Douglas Kellner, *Postmodern Theory: Critical Interrogations* (London and New York: Macmillan and Guilford Press, 1991).
- Steven Best and Douglas Kellner, *The Postmodern Adventure: Science, Technology, and Cultural Studies at the Third Millennium* (London and New York: Guilford Press, 2001).
- Steven Best and Douglas Kellner, *The Postmodern Turn* (London and New York: Guilford Press, 1997).
- Gabrielle M. Spiegel, ed., *Practicing History: New Directions in Historical Writing after the Linguistic Turn*, New edition (New York and London: Routledge, 2005).

Articles of Interest:

- F. R. Ankersmit, "Historiography and Postmodernism," *History and Theory* 28 (1989): 137–53.
- Michel Foucault, "Introduction" and "Appendix: The Discourse on Language" in *The Archeology of Knowledge* (New York: Pantheon Books, 1972), 3-17 and 215-237.
- Jane Caplan, "Postmodernism, Poststructuralism, and Deconstruction: Notes for Historians," *Central European History* 22, no. 3/4 (1989): 260-278.
- Perez Zagorin, "History, the Referent, and Narrative: Reflections on Postmodernism Now," *History and Theory* 38, no. 1 (1999): 1-39.
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