

HST 695K: Historiography

Fall 2018

Prof. Susan A. Crane

Office/Hours: Chavez 319 A/B//Tuesdays 10-10:45, Thursdays 12:30-1:00 and by appt.

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The past is what happened; history is what we choose to remember about the past. Historiography is the study of how those choices are made and what narratives result, who studies the past and how their knowledge is communicated and shared within societies over time. In this colloquium we will discuss all aspects of historical production from the perspective of graduate students preparing to become professional historians, both inside and outside of academia.

Expectations and Assessment

Students are expected to participate actively in colloquium discussion every week, based on thorough preparation (completion of ALL of the assigned reading, preparation of notes and questions on the assigned reading, written essays regularly submitted). Each student will act as class discussion leader twice during the term.

All students should consult with the instructor at least once during the term (preferably, before October) about their progress and goals in the course.

Excused Absences: since we only meet once a week, a single absence is a major event. In the case of illness or emergency, students are expected to contact the instructor in advance of the class that will be missed. See “The Fine Print” at the end of the syllabus.

Assessment will be based on regular class discussion participation, performance of discussion leadership, and evaluation of writing assignments. Students will receive written evaluations of all writing assignments and discussion leadership within two weeks of completion.

All graduate work should be completed at the level of an “A” grade; if it is not, the student will receive notice in writing and is encouraged to discuss improvement of work with the instructor. If no progress is made after two reports of work completed below “A” level, the student will receive a final grade of B or lower, which is considered “performing below expectations” in the graduate program. All assignments must be completed and submitted in order to earn a passing grade in this course.

Writing Assignments

Students will submit regularly a précis (an essay of 3-4 double-spaced, 12 pt font, typed pages) written about the texts assigned for a class meeting. Précis will be accepted only during that class, and not in lieu of attendance. Students may choose which class meetings they will submit

their précis. Discussion leaders must submit a précis for the discussion they lead; this “counts” towards the two due each month.

- Five précis: two précis are due by Sept. 25 (including one required on Aug. 28); two more by Oct. 30; one more by Dec. 4.

In the précis, **DO NOT SUMMARIZE THE READINGS**. Instead, conduct a critical analysis of the assigned reading by highlighting key issues and themes that connect or distinguish the assigned readings to or from historiographical topics raised in our colloquia. A better precis will integrate a discussion of **ALL** the readings along a theme you have chosen, rather than devote a paragraph to each author in turn. Demonstrate that you have comprehended each author’s main point, method, evidence and unique contributions. Only then have you earned the right to criticize an author’s failures, if you so choose; this is not required or expected. By integrating discussion of all texts, you will already be engaging in critical analysis. Cite appropriately with either endnotes or in-text short format (author, page).

The goal of the precis is to communicate your unique understanding of the assigned readings. Take intellectual risks. Think differently and creatively! Work *with* the authors.

- Final Paper -- ten pages (typed, double-spaced, 12 pt font) on a theme of your choice, which connects readings from across the semester. Use sources from at least seven different weeks. Due Dec. 10 by 5:00pm in my mailbox in the history office.

Discussion Leadership

Discussion leaders will submit their précis to D2L by 6:00 pm on the night prior to the class meeting in which they will lead discussion. In class, discussion leaders will present brief biographical information about the assigned authors (keep it brief: no more than five minutes tops for all authors combined), as well as the major themes and issues synthesized from the readings. Discussion leaders may choose to emphasize different themes in class than in the précis. The goal is not to “teach” the class but rather to raise the topics and questions you consider most important to discuss.

All students are expected to read the discussion leader’s paper prior to class and to come to class prepared to engage with its themes, as well as to raise questions of their own.

Reading Assignments

Where the entire text is assigned, the book is available for purchase at the University bookstore or as eBook at the U of A Main Library. Where selections are assigned, the reading is available

on the course D2L website or you have access to the original via the Main Library website. Articles which are available through online databases are indicated as such.

Required Books

Ludmilla Jordanova, *History in Practice* (second edition, 2006)

Jeremy Popkin, *From Herodotus to H-Net: The Story of Historiography* (2016)

Art Spiegelman, *MAUS* vols. 1-2 (1986/1993) or *The Complete Maus* (1996)

For useful background information, the following reference sources are available online or through the Main Library:

Alun Munslow, ed., *The Routledge Companion to Historical Studies* [electronic resource] (Routledge, 2000; updated 2006). Encyclopedia-style, organized by keywords and names (i.e. “Discourse” or “Collingwood”)

Lloyd Kramer and Sarah Maza, eds., *A Companion to Western Historical Thought* [electronic resource] (Oxford: Blackwell, 2006). Articles: historical and conceptual overviews, disciplinary principles

Johns Hopkins Guide to Literary Theory and Criticism
(<http://litguide.press.jhu.edu/index.html>)

Georg Iggers, *Historiography in the Twentieth Century* (1997/revised 2005)

Raymond Williams, *Keywords: A Vocabulary of Culture and Society* (1976).

For background information on authors, required as part of the discussion leadership, consider publications of interviews with practicing historians, such as James M. Banner, Jr., and John R. Gillis, eds., *Becoming Historians* [electronic resource] (Chicago: University of Chicago Press, 2009) as well as internet searches for their institutional home departments or their personal websites. You may also find the Main Library’s History Subject Guides useful.

CLASS SCHEDULE

Aug. 21 Introduction

Aug. 28 Practicing History Today

Read: Ludmilla Jordanova, *History in Practice* (2006, 2nd ed.) AND a book review of it (cited appropriately in précis) **Précis due**

Sept. 4 History Has a History

Read: Jeremy Popkin, *From Herodotus to H-Net* (2015) and a book review of it -- **no précis today unless you are a discussion leader**

Sept. 11 When Scholars (and Women) Went to Work in the Archives in the 19th Century

Read: Leopold von Ranke, two prefaces from Georg Iggers, ed., *The Theory and Practice of History* (1973), 131-146 [D2L]; Bonnie Smith, "Gender and the Practices of Scientific History: The Seminar and Archival Research in the Nineteenth Century" *The American Historical Review* Vol. 100, No. 4 (Oct., 1995), pp. 1150-1176 [JSTOR]; Suzanne Marchand, "Ancient history in the age of archival research" in Lorraine Daston, ed., *Science in the archives: pasts, presents, futures* (2017) [D2L]

Sept. 18 Working in the Archives Today

Read: Elizabeth Edwards and Jan Hart, Intro and "Mixed Box" in Elizabeth Edwards, ed., *Photographs Objects Histories* (2004) [EBook or UA Lib book]; Carolyn Steedman, "Something She Called a Fever: Michelet, Derrida and Dust" *American Historical Review* 106, no. 4 (Oct. 2001) pp. 1159-1180 [JSTOR] **AND choose one from the following:** Jill Lepore, "Historians Who Love Too Much: Reflections on Microhistory and Biography" *The Journal of American History* 88, no. 1 (Jun., 2001), pp. 129-144 (JSTOR); Antoinette Burton, *Dwelling in the Archive* (2003) ch 1, "Memory Becomes Her" [D2L or Ebook]; Ann Laura Stoler, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense* (2009), chs. 1-2 [D2L and UA Lib]; Arlette Farge, *The Allure of the Archives* (2013) 1-78 [UA Lib]

Sept. 25 Can Historians Be Objective about Subjectivity?

Read: Kate Brown, "Being There" in her *Dispatches from Dystopia* (2015) [D2L: chapter plus chapter notes in separate file]; Mark Salber Phillips, "On the Advantage and Disadvantage of Sentimental History for Life" *History Workshop Journal*, No. 65 (Spring, 2008), pp. 49-64 [JSTOR]; Greg Dening, "Empowering Imaginations" *The Contemporary Pacific* 9: 2 (Fall 1997), pp. 419-429 [JSTOR]; Susan A. Crane, "Historical Subjectivity: A Review Essay," *Journal of Modern History* 78:2 (June, 2006), pp. 434-456 [JSTOR]

Oct. 2 It's About Time

Read: Fernand Braudel, "History and the Social Sciences: The Longue Duree" (1958) in *On History* (1980), pp. 25-54 [D2L]; Reinhart Koselleck, "Time and History" in his *The Practice of Conceptual History: Timing History, Spacing Concepts* (2002) [D2L]; Edward Cavanagh, "History, Time and the Indigenist Critique," *Arena Journal* 37, no. 8 (2012) [JSTOR]; Berber Bevernage, Intro and ch. 5 in his *History, Memory and State-Sponsored Violence: Time and Justice* (2012) [D2L]

Oct. 9 Empathy and Narrative

Read: Wilhelm Dilthey, "The Construction of the Historical World," in H. P. Rickman, *Dilthey: Selected Writings* (1976), pp. 170-245 [D2L]; Hayden White, "The Value of Narrativity in the Representation of Reality" in White, *The Content of the Form* (1990) [D2L] [multiple online

databases]; William Cronon, “A Place for Stories: Nature, History and Narrative” *The Journal of American History* 78:4 (1992) [JSTOR]

Optional: White, “The Historical Event” *differences* 19:2 (2008) pp. 10-34 [JSTOR]

Oct. 16 Re-enactments

Read: R. G. Collingwood, selections from *The Idea of History* (1946) [D2L]; Joan Scott, “The Evidence of Experience” [available online in Gabrielle Spiegel, ed., *Practicing History* or *Critical Inquiry* 17:4 (Summer 1991) in JSTOR] and Jerome De Groot, *Consuming History: Historians and Heritage in Contemporary Popular Culture* (2009), ch. 7 “Historical Re-enactment” [D2L or UA Lib Ebook]

Oct. 23 Collective Memory and Historical Memory

Read in this order: Maurice Halbwachs, “Collective Memory and Historical Memory” in Halbwachs, *The Collective Memory* (1980) [D2L]; Pierre Nora, “Between Memory and History,” *Representations*, 26 (Spring, 1989), pp. 7-24 [JSTOR]; Kerwin Lee Klein, “On the Emergence of Memory in Historical Discourse,” *Representations*, no. 69 (Winter, 2000), pp. 127-150 [JSTOR]; Barry Schwarz, “Rethinking Collective Memory” in *The Routledge International Handbook of Memory Studies* (2016) [D2L]

- Review the Table of Contents in Nora’s 3 vol. *Lieux de mémoire/Realms of memory*
- Find a survey of CM studies in your field

Oct. 30 Structuralism and Poststructuralism for Historians: Michel Foucault, selections from *The Archaeology of Knowledge* (1972), *The Order of Things* (1970) and “Nietzsche, Genealogy, History,” in *Language, Counter-Memory, Practice* (1977) [D2L]; Michel de Certeau, selections from *Heterologies* and *The Writing of History* [D2L]

Nov. 6 Learning and Teaching History in the Museum

Read: Richard Kohn, “History and the Culture Wars: The Case of the Smithsonian Institution’s Enola Gay Exhibit” *Journal of American History*, Vol. 82, No. 3 (Dec., 1995), pp. 1036-1063 [JSTOR]; read “Intro” and then “visit the exhibit” (browse the objects that interest you): Laurel Thatcher Ulrich, Ivan Gaskell, et al, eds., *Tangible Things: Making History Through Objects* (2015) [UA Main Lib]; Lisa Corrin, “Mining the Museum: An Installation Confronting History” *Curator: The Museum Journal*, December 1993, Vol.36(4), pp.302-313 [JSTOR]

Nov. 13 Environmental History in the Anthropocene: Douglas R. Weiner, “Definition of Environmental History,” in *Environmental History* 10 (July 2005), 404-420 [JSTOR]; “Environmental Historians and Environmental Crisis” Forum, *American Historical Review* (2008) [JSTOR]; Julia A. Thomas, “Not Yet Far Enough,” *American Historical Review*, Vol. 117, No. 3 (June, 2012) [JSTOR]

Nov. 20 How Historians Look at Photographs

Choose three from the following: Benjamin Lazier, “Earthrise; or, the Globalization of the World Picture” *American Historical Review* 116:3 (June 2011), pp. 602-630 [JSTOR]; Krista Thompson, “The Evidence of Things Not Photographed: Slavery and Historical Memory in the British West Indies” *Representations* (2011) [JSTOR]; Leigh Raiford, “Photography and the Practices of Critical Black Memory” *History and Theory* Theme Issue 48 (Dec. 2009), pp. 112-129; Martha Sandweiss, “Image and Artifact” *The Journal of American History*, Vol. 94, No. 1 (Jun., 2007), pp. 193-202 [JSTOR]; Mary Longford, “Speaking the Album” in Kuhn and McAllister, *Locating Memory* (2006) [D2L]

Nov. 27 Teaching History with Film/TV/Digital Media

Read: Susannah Radstone, “Cinema and History” in Radstone and Schwartz, *Memory: Histories, Theories, Debates* [D2L]; Alison Landsberg, “Prosthetic Memory: The Ethics and Politics of Memory in an Age of Mass Culture,” in *Film and Popular Memory*, ed. Paul Grainge (2003) [D2L]

AND choose one from the following: Wulf Kansteiner, “Film, the Past, and a Didactic Dead End: From Teaching History to Teaching Memory” OR Antonis Liakos and Mitsos Bilalis, “The Jurassic Park of Historical Culture” in Stephan Berger et al, eds., *Palgrave Handbook of Research in Historical Culture and Education* (2017) [UALib]; Claudio Fogu, “Digitalizing Historical Consciousness” *History and Theory*, Theme Issue 47 (2009), pp. 103-121 [JSTOR]

Dec. 4 At the Limits of Representation: Art Spiegelman, *Maus* vols. 1 and 2; James E. Young, “The Holocaust as Vicarious Past: Art Spiegelman's *Maus* and the Afterimages of History” *Critical Inquiry* 24:3 (Spring, 1998) 666-699 [JSTOR]; Marianne Hirsch, "Surviving Images" in Barbie Zelizer, ed., *Visual Culture and the Holocaust* (2001) [D2L]

The Fine Print

Absence and Class Participation Policy

The UA’s policy concerning Class Attendance, Participation, and Administrative Drops is available at:

<http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See:

<https://deanofstudents.arizona.edu/absences>

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Notification of Objectionable Materials

This course will contain material of a mature nature, which may include explicit language, depictions of nudity, sexual situations, and/or violence. The instructor will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with the instructor to voice concerns and to provide feedback.

Accessibility and Accommodations

At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation.

Please be aware that the accessible table and chairs in our classroom should remain available for students who find that standard classroom seating is not usable.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>