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**

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

- 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

**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

Sept. 18 Working in the Archives Today

Sept. 25 Can Historians Be Objective about Subjectivity?

Oct. 2 It’s About Time

Oct. 9 Empathy and Narrative

Oct. 16 Re-enactments

Oct. 23 Collective Memory and Historical Memory

• 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

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];

Teaching History with Film/TV/Digital Media

Read:
- Susannah Radstone, “Cinema and History” in Radstone and Schwartz, *Memory: Histories, Theories, Debates* [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 a., 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]

At the Limits of Representation:
- Art Spiegelman, *Maus* vols. 1 and 2;

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](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](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](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](http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete) and [http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal](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