

Historical Methods
History 299 (WI)
Spring 2019

T, Th, 11:30-12:45p.m.
Office Hours: T, Th, 10:00a.m.-11:00a.m.
and by appointment
Classroom: Crown Center 528

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This colloquium explores the variety of historical writing that has developed since the emergence of history as a professional discipline in the late nineteenth century. Focusing largely on the writing of French history (with important excursions into other national histories and sub-fields), we will examine the various methods used by historians to analyze evidence while also looking at interpretative perspectives and forms of criticism used by professional historians to create standards of scholarship. In particular, the course explores the impact of social science models on the writing of history in the post-World War II era, as well as the more recent challenges posed by historians of women and gender, post-colonialism and postmodernism. The central questions for the class are: What constitutes legitimate subject matter for the writing of history? Who gets to write history? What are the political stakes in choosing a particular object of study or interpretative approach? And finally, is it possible to write objective history? By examining key historical works that have shaped the discipline of history, we will try to understand the profound changes in ideas about the nature of history and historical writing that have emerged over the preceding century.

Texts and Required Reading:

The required books listed below are available at the Loyola University Bookstore. The Loyola Bookstore is located at 6435 N. Sheridan Road. The phone number is 773-508-7350. The three required books are also on reserve at Cudahy Library.

Robert Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History*
Michel Foucault, *Discipline and Punish: The Birth of the Prison*
Emmanuel Le Roy Ladurie, *Montaillou: The Promised Land of Error*

In addition to the required books, there are **several required readings** (scholarly essays and book chapters) that are available online through Sakai. **I ask that you download and print these readings and bring them to class on the day that they are due.** These readings are marked in the syllabus with (S). To download the readings, the student must log into Sakai. From the course site, you click on “course readings.” Then click on to the PDF file under the author’s name or the title of the reading.

Assignments:

All assigned reading is required and must be completed by the time the class meets on the dates indicated on the syllabus. Participation in class discussions is required and will constitute a significant part of your grade. There will be 10 weekly three-page reaction papers. Students must

Sample Draft Syllabus

write 5 of these reaction papers during the course of the semester. Questions for the reaction papers will be given out in class one week in advance. In addition, there will be a 12-15-page final paper that analyzes three books on a particular topic. Students will pick their topics from a list provided by the professor. The final paper is due April 30, 2019.

Course Evaluation and Grades

Final grades will be based on the quality of both written work and class participation. Attendance is important and you will not pass the course if you do not come to class.

Class Participation	30%
Five Reaction Papers	30%
12-15 Page Final Paper	40%

** Plagiarism will result in a final grade of F for the course. See last page of the syllabus for a working definition of plagiarism.

** Cell phones and other electronic devices must be turned off and kept out of sight during class sessions. Laptop computers are **NOT** allowed in the classroom.

Week One

15 January - Introduction to Course

17 January – Objectivity and Scientific History

(S) Joyce Appleby et al., *Telling the Truth About History*, Chapter 2, pp. 52-90.

Week Two

22 January - Objectivity and Scientific History

(S) Georg Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*, Chapter 1, pp. 23-30.

(S) Leopold Von Ranke, “The Great Powers” in *The Secret of World History*, pp. 121-155.

REACTION PAPER # 1 DUE

24 January – The *Annales* School

(S) Fernand Braudel, “Preface” to *The Mediterranean and the Mediterranean World in Histories: French Constructions of the Past*, pp. 82-88.

Emmanuel Le Roy Ladurie, *Montaillou*, Introduction, Chapters 1-2

Week Three

29 January - The *Annales* School

Emmanuel Le Roy Ladurie, *Montaillou*, Introduction, Chapters 3- 4, 6-13,

31 January - The *Annales* School

Emmanuel Le Roy Ladurie, *Montaillou*, Chapters 18-19, and 21 (only pp. 353-356).

REACTION PAPER # 2 DUE

Week Four

5 February – Marxism and Historical Analysis

(S) Caroline Hoefflerle, “Nineteenth-Century Historiography,” in *The Essential Historiography* (2011), 62-65.

(S) David Rollison, “Marxism,” in *Writing Early Modern History*, pp. 3-24.

(S) Marx, *The German Ideology* in *Karl Marx: Selected Writings*, pp. 159-171 and 176-179

7 February – Marxism and Historical Analysis

(S) Rodney Hilton, “Peasant Movements in England Before 1381,” in Rodney Hilton, *Class Conflict and the Crisis of Feudalism* (1985), pp. 122-138.

REACTION PAPER # 3 DUE

Week Five

12 February - Quantitative Methods and Historical Analysis

(S) Pat Hudson, *History by Numbers: An Introduction to Quantitative Approaches*, Chapter 1, “The Prospects and the Pitfalls of history by numbers,” pp. 3-25.

(S) E. A. Wrigley, “The Growth of Population in Eighteenth-Century England: a Conundrum Resolved,” in E. A. Wrigley, *People, Cities and Wealth: The Transformation of Traditional Society*, Chap. 9, pp. 215-241.

14 February - (S) Gregory E. O’Malley, “Beyond the Middle Passage: Slave Migration from the Caribbean to North America, 1619-1807, *The William and Mary Quarterly*, Vol. 66, No. 1 (January 2009), 125-172.

Key pages to focus on: pp. 125-133- crucial and pp. 135-145 – important but skim pp. 145-165. Then read pp. 165-168 – crucial and pp. 169-172 – important.

REACTION PAPER # 4 DUE

Week Six

19 February - The New Labor History: Marxism meets Culture

(S) E. P. Thompson, “Preface,” *The Making of the English Working Class*, pp. 9-14.

(S) E. P. Thompson, “Time, Work-Discipline, and Industrial Capitalism,” *Past and Present*, No. 38 (December 1967), 56-97.

21 February – The New Labor History: Marxism meets Culture

(S) E. P. Thompson, “Time, Work-Discipline, and Industrial Capitalism,” *Past and Present*, No. 38 (December 1967), 56-97.

REACTION PAPER # 5 DUE

Week Seven

26 February – Cultural History and Anthropology

Robert Darnton, *The Great Cat Massacre*, Introduction and Chapters 1 and 2

28 February - Cultural History and Anthropology

Robert Darnton, *The Great Cat Massacre*, Conclusion (Chapter 3 is optional)

REACTION PAPER # 6 DUE

Week Eight

5 March - No Class / Spring Break

7 March - No Class / Spring Break

Week Nine

12 March – Women’s History / Gender History

(S) Joan Kelly-Gadol, “Did Women Have a Renaissance?” in *Becoming Visible: Women in European History*, pp. 175-201.

(S) Carroll Smith-Rosenberg, “The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America,” *Signs*, vol. 1, No. 1 (Autumn, 1975), 1-29.

14 March – Women’s History / Gender History

(S) Gail Bederman, “‘Civilization,’ the Decline of Middle-Class Manliness, and Ida B. Well’s Antilynching Campaign (1892-94)” *Radical History Review*, vol. 103, no. 4 (October 1998), 1119-1146.

REACTION PAPER # 7 DUE

Note: Students must write at least 3 Reaction Papers by 14 March

Week Ten

19 March – Postmodernism and Historical Analysis

Michel Foucault, *Discipline and Punish*, Parts One, pp. 3-69 and Two, pp. 73-131.

(S) *Foucault For Beginners*

21 March – Postmodernism and Historical Analysis

Michel Foucault, *Discipline and Punish*, Part Three, pp. 135-194.

REACTION PAPER # 8 DUE

Week Eleven

26 March – Postmodernism and Historical Analysis

Michel Foucault, *Discipline and Punish*, Part Three, pp. 195-228 and Part Four, pp. 231-256.
Skip pp. 257-292 but read pp. 293-308.

REACTION PAPER # 9 DUE

28 March - Post-Colonial History

(S) Dipesh Chakrabarty, "Postcoloniality and the Artifice of History: Who Speaks for 'Indian' Pasts?" *Representations*, No. 37, Special Issue: Imperial Fantasies and Postcolonial Histories (Winter, 1992), 1-26.

Week Twelve

2 April - Post-Colonial History

(S) Antoinette Burton, "From Child Bride to 'Hindoo Lady': Rukhmabai and the Debate on Sexual Respectability in Imperial Britain," *American Historical Review*, vol. 103, No. 4 (1998), 119-146.

REACTION PAPER # 10 DUE

4 April – No Class / Work on Final Paper

Week Thirteen

9 April - No Class / Work on Final Paper

1 page summary of book one due in my mailbox during class time

11 April – No Class / Work on Final Paper and Meetings with Professor

Week Fourteen

16 April – No Class / Work on Final Paper and Meetings with Professor

1 page summary of book two due in my mailbox during class time

18 April - No Class / Work on Final Paper and Meetings with Professor

Week Fifteen

23 April – No Class /Work on Final Paper and Meetings with Professor

1 page summary of book three due in my mailbox during class time

25 April – Xtreme Endnotes! (History Game)

30 April - Final Paper Due by 12:00p.m. in my mailbox at the History Department

A Note on Plagiarism

I adopt the definition of plagiarism found in Booth:

Sample Draft Syllabus

You plagiarize when, intentionally or not, you use someone else's words or ideas but fail to credit that person. You plagiarize even when you do credit the author but use his [or her] exact words without so indicating with quotation marks or block indentation. You also plagiarize when you use words so close to those in your source, that if your work were placed next to the source, it would be obvious that you could not have written what you did without the source at your elbow.¹

This means, among other things, that materials cut and pasted from the web are plagiarized unless they are properly quoted and cited. This includes websites such as Wikipedia and other sites that are not single authored. It also means that papers written by someone else but handed in by you under your name are plagiarized. Even if you plagiarize only a sentence or two you will receive a grade of F for THE COURSE.

To avoid plagiarism, take notes carefully, putting into quotation marks all real quotes and summarizing other things in your own words. If you are unclear about what constitutes plagiarism, please come to see me during my office hours.

Learning Goals for this course:

By engaging with the content of this course, students will develop a rich understanding of the major ideas, values, institutions, and movements that have helped shape history as a *profession* to the present day. This course will enable you to:

- Gain factual knowledge about the evolution of history as a distinct academic discipline, including the terminology, classifications, methods, and trends in historical research and writing
- Learn the fundamental principles, theories, and frameworks guiding historians in their work
- Develop the skills, competencies, and perspectives necessary to evaluate the work of professional historians, paying attention to the interpretation of different sources and approaches
- Learn to analyze and critically evaluate the key ideas, questions, arguments, and methodologies employed in the writing of history, enabling you to compare diverse approaches to the past
- Develop skill in expressing yourself in discussing and writing about the discipline of history

¹Wayne Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago, 1995), p. 167.

Connect with the History Department

Please follow the department's website and social media pages:

Website: luc.edu/history

Facebook: facebook.com/loyolahistorydepartment

Twitter: twitter.com/loyolahistdept

Flickr: flickr.com/people/luchistorydepartment

The Loyola History Department's website and social media pages are updated frequently with event announcements, internship and job opportunities, faculty and student achievements, and other news about the department and the history profession. In addition, the website contains a wealth of information essential for students taking history courses, including guidelines for majors and minors, details about scholarships and essay contests, faculty bios and course descriptions, and the department's "Major in History" career guide.