History 304: Historiography

Spring 2008
Section 1: TR, 4:40-6:00 p.m.
Bldg. 14-249

Prof. Tom Trice
Office: Faculty Office Bldg. 47-25P
Office hours: TR, 2:10-4:00, or by appointment
Contact info: 756-2724; ttrice@calpoly.edu

Course Description:

This course introduces students to major theoretical and methodological approaches to the study of the past, beginning with nineteenth-century empiricism and Marxism and extending to the postmodernism of today. Emphasis is upon key themes of enduring interest to professional historians, including facts and objectivity; human agency; memory; modernity; culture; power; and identity.

Course Objectives

By the end of this course, students are expected to:

- Understand major trends in modern historiography
- Understand and evaluate historical arguments
- Understand the importance of multiple perspectives on the past
- Understand and synthesize historical information
- Understand how to design, research, and write a historiographic essay

Required Readings:


Additional readings are available via Blackboard.
Course Evaluation:

Class Participation 50%
Historiographic Essay 50%

Completion of all assignments is required, but not sufficient, in order to receive a passing grade in this class. Please submit all materials in hard copy no later than the beginning of class on the stipulated due date. Late assignments are subject to a 5% grade penalty for each day beyond the due date. **ALL assignments must be submitted in hard copy, NOT in electronic format.**

Class Participation (50%) is an essential part of this class. Attendance of all class meetings is crucial, but does not constitute participation. You should come to class having read all assigned material and be prepared to discuss it. “Discussion” does not mean that you must offer profound interpretations of material, only that you ask questions of what you have read and demonstrate a willingness to talk about issues you find puzzling or interesting. To help focus your reading and facilitate discussion, each of you will assume responsibility for leading at least one class discussion by preparing reading questions no less than one class period in advance. In addition, each class period you will prepare typed or clearly written notes which provide a brief summary and analysis of all required readings for that day, along with any additional questions that you may have about a selection. I am interested in your ideas about the reading material, not those of contributors to Wikipedia or other online sources. Turn in a copy of these notes at the beginning of class on the day a specific assignment is discussed. You should print or photocopy these notes before coming to class so that you can refer to them during class. (Notes will NOT be accepted at any other time or in any other format). Finally, each student will assume responsibility for at least one recommended reading during the quarter by providing her or his classmates with a brief synopsis of the author’s major argument and how it relates to the broader topic under discussion for that day. The break-down of your class participation grade is as follows:

| Daily Discussion* | 20% |
| Reading Questions & Discussion | 10% |
| Reading Notes | 10% |
| Recommended Reading | 10% |

*To benefit from, and contribute to, a discussion class you must show up, thus each absence after the first one will result in a 3% reduction in your final grade.
Historiographic Essay (50%). Each student will prepare a thorough review of 12-15 pages on the historical literature on a given topic. You may want to use this opportunity to begin work on senior project; if so, consider carefully not only your interests, but foreign language and other research skills essential to successful completion of the proposed project. Preparation of the essay will take place in four stages, as follows:

**Topic Selection** 5%  **DUE: Tues., 15 April**

Students must meet with me no later than Thurs., 10 April to discuss essay topics. In a few sentences, state the topic you intend to pursue, including place and periodization. Also include a list of the library cataloguing terms you intend to use to identify relevant works for your essay. For instance, if you were preparing an essay on eighteenth-century British maritime history you would most likely find the following search terms useful:

Merchant mariners—Great Britain—History—18th Century
Navigation—Great Britain—History—18th Century
Pirates—History—18th Century

**Preliminary Bibliography** 10%  **DUE: Tues., 22 April**

Once you have selected a topic, you should prepare a preliminary bibliography by consulting online library catalogues (especially LINK+) and databases (e.g., JSTOR, Project Muse, America: History and Life) to identify monographs, articles, and review essays relevant to your project.

**Annotated Bibliography** 15%  **DUE: Thurs., 15 May**

Beginning in the fourth week of classes (21-25 April), you must provide an annotation for at least two of the sources listed on your preliminary bibliography or ones that you have added since completion of that initial exercise. A proper annotation makes clear the thesis of the work and may include a reference to how the work forces you to rethink, revise, or expand your own thoughts on the topic of study. In your review of the literature, you should also pay attention to which theories or methodological approaches discussed in class have had the greatest influence on the historiography for your particular topic. This weekly exercise will expedite successful completion of the annotated bibliography due on 15 May.

**Final Essay** 20%  **DUE: Thurs., 6 June**

A good historiographic essay provides a comprehensive, clear overview of the major issues, theoretical or methodological approaches, and interpretations in the scholarship on a specific historical topic. More than a mere summary of arguments, it endeavors to delineate the dialogue and debate that takes place between scholars working in related fields of study.
Cal Poly Policy on Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one’s own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references, i.e. quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another’s writing, without credit or originality; use of another’s project or programs or part thereof without giving credit (CAM, 683.4).

History Department Addendum

The History Department considers submission of a work completed for another class either in a previous or concurrent term as plagiarism. Also, keep in mind that if you lend your work to others, who plagiarize it with or without your knowledge, you too are subject to judicial censure as state below.

Repercussions

As on the highway, so it is in the classroom: ignorance of the law is not a defensible position. Know your rights and responsibilities.

If I suspect that plagiarism has occurred, I will request that the student provide me a copy of his/her notes and/or list of sources. In accordance with university policy, I will also submit the assignment in question along with any supporting evidence to Judicial Affairs for final determination, which may lead to the student’s failure in the course and/or expulsion from the university.

Communication:

If you have questions or concerns about your overall progress in this class, please do not wait until late in the quarter to raise them. Stop by during office hours or make an appointment with me early on so that we can discuss them in person. The best way to reach me outside of office hours is by e-mail. I will answer messages as promptly as possible, Monday through Friday, 8 a.m.-5 p.m.
### Class Schedule:

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Required reading</th>
</tr>
</thead>
</table>
**Sign up for one of the following sections from *The Essential Marx* and prepare a clear, concise annotation of it for distribution to your instructor and classmates:

“Exchange” & “Money, or the Circulation of Commodities,” 64-81
“The Transformation of Money into Capital” & “The Production of Surplus Value,” 81-97
“Relative Surplus Value” & “Division of Labor and Manufacture,” 109-124
“Machinery and Modern Industry,” 124-143
“The Production of Absolute and Relative Surplus Value” & “Wages,” 143-153
“The Accumulation of Capital,” 153-170
“Primitive Accumulation,” 170-184

R 4/10 Marxism II: “Hegemony” & “History from Below”

Required reading:

Recommended reading:
The Annales Group: the longue durée and mentalité

Required reading:

Essay Topic DUE

Recommended reading:
Emmanuel Le Roy Ladurie, Carnival in Romans: A People’s Uprising at Romans 1579-1580, trans. Mary Feeney (1979)

Library Day: Prepare Preliminary Bibliography

Modernity and Its (Dis)contents I: Weber & Wallerstein

Required reading:

Preliminary Bibliography DUE
Recommended readings:
The British Journal of Sociology 27:3 (1976)—Special issue on History and Sociology

Modernity and Its (Dis)contents II: Jürgen Habermas – the “Public Sphere”

Required readings:

Recommended reading:
New German Critique 35 (1985), special issue on Jürgen Habermas
Craig Calhoun, ed., Habermas and the Public Sphere (1993), Calhoun’s introduction and any additional essay.
“Culture” (Re)considered I: Clifford Geertz – “Thick Description”

Required reading:
Robert Darnton, The Great Cat Massacre and Other Episodes in French Cultural History (1985), 75-106.

Recommended reading:

“Culture” (Re)considered II: Mikhail Bakhtin – “Carnivalesque”

Required reading:
Mikhail Bakhtin, Rabelais and His World (1984), 1-30.

Recommended reading:

T 5/6  **Culture (Re)considered III: Pierre Bourdieu—“Habitus”**

**Required reading:**

**Recommended reading:**
- *Theory and Society* 32:5/6 (2003), Special issue on Bourdieu
- *Theory, Culture and Society* 23:6 (2006), Special issue on Bourdieu

R 5/8  **Representation(s): Hayden White—“Narrativity”**

**Required reading:**
Recommended reading:

Required reading:
Green & Troup, “Poststructuralism/Postmodernism,” in Houses of History, 297-307
Michel Foucault, selections from Discipline and Punish in Paul Rabinow, ed., The Foucault Reader (1984), as follows:
Introduction, 3-29
“The Body of the Condemned,” 170-78
“Docile Bodies,” 179-87
“The Means of Correct Training,” 188-205
“Panopticism,” 206-13
“Compete and Austere Institutions,” 214-25
“Illegalities and Delinquency,” 226-33
“The Carceral,” 234-38
“Space, Knowledge, Power,” 239-56
Michel Foucault, selections from The History of Sexuality, vol. 1, as follows:
“We ‘Other Victorians’,” 292-300
“The Repressive Hypothesis,” 301-30
Preface to The History of Sexuality, vol. II, 333-39
Identity, Agency, Power II: Foucault, continued

Required reading:

Annotated Bibliography DUE

Recommended reading:
Timothy Mitchell, “After We Have Captured Their Bodies,” in Colonizing Egypt (1991), 95-127.

Identity, Agency, Power II: Gender

Required reading:

Recommended reading:
Mary Poovey, Uneven Developments: The Ideological Work of Gender in Mid-Victorian England (1988)

R  5/22 **Identity, Agency, Power III: the “Nation”**

**Required readings:**

**Recommended reading:**

T  5/27  Classes follow a Monday schedule—no class

R  5/29 **Identity, Agency, Power IV: “the Other”**

**Required reading:**
Recommended reading:

T 6/3  **Identity, Agency, Power V: Sex & Sexuality**

Required reading:

Recommended reading:

R 6/5  **Discussion of Historiographic Essays**

*Final Essays DUE*