History 500
Introduction to Graduate Historical Studies
Fall 1999

Meets 3-6pm Thursdays in SOS B51
Office Hours for graduate students, Thursdays 1-3 pm, and by appointment.

This course is designed to introduce first-year graduate students to the discipline of history. Professional history is a relatively young institution (about 100 years old) with deeper roots in literary and philosophical traditions. As an institution is it is also composed of many communities. To practice history as a professional requires a substantial familiarity with those traditions and communities. It requires many other skills, of course. Among these are fluency in the basic debates about the possibilities and uses of historical knowledge; the ability to recognize new, old, or revived arguments; the ability to situate historical works within the intellectual \textit{zeitgeist} of their authors; and the ability to formulate cogent critiques of published works of history. Skills involved in performing primary historical research and those of writing original historical studies will be addressed in the continuation of this course during the spring semester, in the research seminar History 601. Just as art students have for centuries studied masterpieces as the primary road to finding their own original visions, this semester is devoted to a study of exemplary studies across the widest range of historical writing.

This course is to a large extent the collective effort of the entire History Department. I have conceptualized it through consultation with the Graduate Studies Committee, and through a wider discussion with most of the members of the department. Most sessions will have a guest discussion leader drawn from the History Department faculty. Those faculty have helped me to select the required and recommended readings. I stress this aspect of the course in order to underline the importance of this course to your own potential in this program. We hope that you will take this course as an opportunity to familiarize yourself with potentially valuable mentors among the faculty, and to appreciate the potential contribution to your developing research \textit{from sources outside of your field}. This course reflects a general disposition of this department to treat your training as much more than the cultivation of a narrow, nationally defined field. Excellence in historical scholarship has always required a broad conversation across subfields and across disciplines.
Requirements and Policies

Readings and Meetings
In order to excel you must first of all complete all of the assigned readings and attend all of the fifteen sessions. The heart of this course is its seminar format. During seminars you will learn to formulate opinions about historical scholarship, and exchange those opinions in constructive debate with your peers. These seminars are also didactic. Both my faculty colleagues and I will make brief presentations at the beginning of each seminar concerning the themes and literature for that week. Following these presentations, we will spend most of the time discussing the literature and its implications in depth. We will also listen to and respond to brief presentations by your selves on specialized topics.

Written and Oral Assignments
There are four written/oral requirements:
1) Weekly One-pagers (15%)
2) Discussion of Readings (15%)
3) Book Review (20 %)
4) Review Essay (50 %)

1) Weekly One-Pagers

   Turn-in at the beginning of each class one DOUBLE-SPACED, ONE PAGE (no more, more less) “summary” of that week’s "Principal Reading." The "Principal Reading" is highlighted in Bold in the tabular summary of sessions. It is not the only important reading, but the one we use as a benchmark during our discussions. The other required readings will be discussed in depth.

   BRING TWO COPIES: ONE FOR ME, AND ONE FOR YOU TO USE DURING DISCUSSION. The purpose of the weekly one-pagers is several fold. First, it ensures that everyone has not only done the reading but has also organized her/his thoughts about those readings, so that our discussions will be productive. Second, it serves as minimal notes to yourself for future reference. Third, it is a skill-building exercise in “getting to the point” quickly and cogently. You have about 210 words to say exactly three (3) things: 1) What is this book about (what is/are the central problem[s] the author addresses?); 2) What kind of evidence does the author use?; 3) What is the author’s central thesis? Do the math. That’s 70 words to answer each of these questions (on average: you may distribute these words unevenly depending upon the relative difficulty of conveying sufficient information about each element).

   These One-Pagers are very important, and the format is repetitive, unforgiving and not particularly hard. There are only two scores for these: “1” and “0” (credit/no credit). You will receive a “1” if you have all three elements in decent shape. You will receive a 0 if any one element is missing, or is seriously wrong. You will also receive a 0 if you print the One-pager in any other format than double-space, standard margins. The
entire point of this exercise is for you to learn to write efficiently, getting straight to the point. I am not asking you to “respond to” or “critique” the readings in these one-pagers. That skill is built in the other three assignments. In this assignment, you are expected to focus on fairly and accurately summarizing the content of the Principal Reading.

2) Discussion and debate are the soul of a seminar. Coming prepared is essential. Doing all the required reading is essential. A sincere effort to discuss the meaning and merits of the readings will result in a score of "1." Inability to discuss any of the readings, or absence will result in a "0" for this portion of your grade.

3) Book Review (1000 Words)

You will write and orally present one Book Review during the semester, about a recommended reading from one of the 15 weeks of the course. The purpose of this assignment is to begin developing your skill at a basic task of intellectuals: reviewing books for journals or other venues. Book reviews are difficult because the space allotted is always short. You need to answer all of the questions listed under the One-Pagers plus two more: 4) What is the context of this book in the literature concerning its subject matter? 5) What is your evaluation of the book, based on its: a) thesis and evidence, and b) contribution to the field? Students will have some choice concerning books and weeks, but I may have to assign some weeks or books, depending upon the distribution. At the meeting for which your Book Review is due, you will give a five minute presentation of your review. Since many students will not have read the recommended readings for a given week, these Book Reviews are a community service, widening the knowledge base of all the students in the seminar.

4) Literature Review Essay (4000-5000 words)

The Literature Review Essay is your opportunity to apply the skills you have developed throughout the course, to a topic of your own choosing. It is also an essential step toward developing your research paper project for History 601. The literature review essay is essentially a collective book review, in which you survey a field, assessing the merits and shortcomings of the works and trends within it. The primary goal of a literature review essay is to locate an open space for promising potential inquiry on your or someone else's part. You may choose your own topic, within these limitations: a) the field needs to be significantly related (in either empirical matter or theoretical/methodological approach) to one of the 15 fields we have covered in this course; b) the field must not be too broad nor too narrow; c) it must be conceived as the background to a potential research project; d) it (the literature review and the potential research project) must be approved by myself and your faculty adviser.

In addition to the questions you answered for the short essays and book reviews (1-5), you should also address the following in your literature reviews: 6) How did this field or sub-field emerge into historical consciousness in the first place? 7) what are the "schools" of thought within this field or sub-field? 8) How have these "schools" followed one another in time, and what might have led the authors of the different
“schools” to form themselves as such? 9) What are the strongest contributions of the field, and 10) Where does this field fall short, and in what direction does it need to go?

You should use this assignment as a “bridge” to your chosen or a likely adviser in the field/subfield you are pursuing. It is expected of you to consult with that adviser before choosing the literature to be reviewed. It is also expected of you to develop a working relationship with an adviser with expertise in the field of your research project for History 601. Ideally, all of this will come together. By the end of this semester, you should have reviewed the literature background for a serious research paper, and you will have identified the areas in which fresh research could produce significant results. That is an essential step for any research project, and to have it done before next semester will save you many weeks of background work. My goal is for you to begin your primary research tasks immediately in the new millenium!

Policies:

This is a graduate seminar, and so I treat you very differently than I treat undergraduates. There is no need for excused absences, because I don't ask any questions and you don't owe me any explanations. If you cannot come because of some emergency, that is the same to me as if you just decided not to come. Grading on the weekly one-pagers and the discussion portions of the class are basically binary decisions for me. Coming and participating are crucial and will be recorded without comment.

Grading on the Book Review and Literature Review Essay are based on the quality of your ability to answer the ten questions listed in the assignment descriptions above, plus the quality of your writing. You should remember that graduate grades should always be "A"s if you want to succeed in the profession.

Assigned Readings

The following is a checklist of all assigned readings: the same titles are repeated in the weekly assignments.

A. Available at the Bookstore and Elsewhere (not on reserve):


M.I. Finley and Brent D. Shaw, Ancient Slavery and Modern Ideology (1980; Marcus Weiner, 1999).


**B. In Course Reader, On Reserve, and on Electronic Reserve:**
*(Items marked with* [2] *will be in a second reader)*

**For Week 3**


**For Week 4**


**For Week 5**


For Week 6


From David Johnson, Andrew J. Nathan, and Evelyn S. Rawski, eds., Popular Culture in Late Imperial China (Berkeley: University of California Press, 1985):
- Evelyn S. Rawski, “Economic and Social Foundations of late Imperial Culture” 3-33
- David Johnson, “Communication, Class, and Consciousness in late Imperial China.” 34-72


For Week 7


For Week 8


For Week 9


For Week 14


*[2] Pierre Nora, "From Lieux de mémoire to Realms of Memory" (Preface) and "Between Memory and History" (general introduction) to Realms of Memory: Rethinking the French Past Volume I: Conflicts and Divisions (Trans Arthur Goldhamer (NY: Columbia University Press, 1996)
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Theme</th>
<th>Assigned Readings (Principal Reading is in Bold)</th>
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<td>3</td>
<td>0916</td>
<td>Class, Gender, and History</td>
<td>• Marx and Engels, <em>The German Ideology</em> (1846) • Scott, “Women’s History,” and “Gender; A Useful Category of Historical Analysis” (1988)</td>
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<td>Class Formation</td>
<td>1104</td>
<td>Thompson, The Making of the English Working Class (1966)</td>
<td>Steve Ross</td>
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<td>Gender, Women’s History, and American Studies</td>
<td>1118</td>
<td>Smith-Rosenberg, Disorderly Conduct: Visions of Gender in Victorian America (1985)</td>
<td>TBA</td>
<td>Lois Banner</td>
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<td>Holocaust and Collective Memory</td>
<td>1202</td>
<td>Nora, &quot;From Lieux de mémoire to Realms of Memory.&quot;</td>
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DETAILED WEEKLY SCHEDULE

WEEK 1: History, Modernity, and the World

Assigned Reading:


Recommended Reading on Hegel:


Michael Roth, Knowing and History: Appropriations of Hegel in Twentieth-Century France (Ithaca; Cornell University Press, 1988).

Recommended Reading on Modernity and Postmodernity:


WEEK 2: MODERN HISTORIANS

Assigned Reading:

Peter Novick, That Noble Dream: The “Objectivity Question” and the American Historical Profession (1988)

Recommended Reading:


Stanley Fish, Is There a Text in this Class? The Authority of Interpretive Communities (Cambridge, Mass: Harvard University Press, 1980).


Dominick LaCapra, History and Criticism (Ithaca; Cornell University Press).


Norman J. Wilson, History in Crisis?: Recent Directions in Historiography (Prentice Hall, 1999).

WEEK 3: CLASS, GENDER, AND HISTORY

Assigned Reading:

Karl Marx and Friedrich Engels, The German Ideology (1846)

Joan W. Scott, “Women’s History,” and “Gender: A Useful Category of Historical Analysis” (1988)
Recommended Reading:


WEEK 4: ANTIQUITY AND MODERNITY: THE CASE OF SLAVERY

Assigned Reading:

M.I. Finley and Brent D. Shaw, Ancient Slavery and Modern Ideology (Marcus Weiner, 1999).


Recommended Reading:

See Wiedmann (1987).
WEEK 5: WORLD HISTORY, WORLD SYSTEMS, NATIONS, STATES, AND ALTERITY

Assigned Reading:


Recommended Reading:


WEEK 6: VARIETIES OF CHINESE HISTORY

Assigned Reading:


From David Johnson, Andrew J. Nathan, and Evelyn S. Rawski, eds., Popular Culture in Late Imperial China (Berkeley: University of California Press, 1985):

- Evelyn S. Rawski, “Economic and Social Foundations of late Imperial Culture” 3-33
- David Johnson, “Communication, Class, and Consciousness in late Imperial China.” 34-72


*Recommended Reading:*

Timothy Brook, *The Confusions of Pleasure*

E. Bruce Brooks and Taeko Brooks, *The Original Analects*

Wm. Theodore deBary, *Neo-Confucian Orthodoxy and the Learning of the Mind-and-Heart*

Prasenjit Duara, *Rescuing History from the Nation*

Mark Elvin, *The Pattern of the Chinese Past*

Charlotte Furth, *A Flourishing Yin*

Susan Naquin and Evelyn Rawski, *Chinese Society in the Eighteenth Century*

Willard Peterson, *Bitter Gourd*

Kristofer Schipper, *The Taoist Body*

Paul J. Smith, *Taxing Heaven's Storehouse*

Stephen F. Teiser, *The Ghost Festival in Medieval China*

**WEEK 7: MEDIEVAL AND MODERN**

*Assigned Reading:*


*Recommended Reading:*


**WEEK 8: COLONIAL NORTH AMERICA AND THE ATLANTIC WORLD**

*Assigned Reading:*


*Recommended Reading:*


- Forum on *Albion's Seed* in *The William and Mary Quarterly* 3d ser. 48 (1991) 223-308


Robin Blackburn, *The Making of New World Slavery: From the Baroque to the
Modern 1492-1800 (Verso, 1997)


Jon Butler, Awash in a Sea of Faith: Christianizing the American People (Harvard University Press, 1990)

David S. Shields, Civil Tongues and Polite Letters in British America (Univ. of N.Carolina Press, 1997).

Lester D. Langley, The Americas in the Age of Revolution 1750-1850 (Yale Univ. Press, 1996)

**WEEK 9: THE ANCIEN RÉGIME AND THE FRENCH REVOLUTION: MARX, MENTALITÉ, AND MAMA**

**Assigned Reading:**


**Recommended Reading on the French Revolution:**

See the two Censer essays above, and:

Maurice Agulhon, The Republic in the Villiage


**Recommended Reading on the History of "Mentalités"


**WEEK 10: CLASS FORMATION**

*Assigned Reading:*


*Recommended Reading:*

Perry Anderson, *Debates Within English Marxism*

John Foster, *Class Struggle and the Industrial Revolution: Early Industrial Capitalism in Three English Towns*

Eric Hobsbawm, *Labouring Men*

Patrick Joyce, *Visions of the People: Industrial England and the Question of Class, 1840-1914*

Ira Katznelson and Aristide Zolberg, eds, *Working-Class Formation: Nineteenth-Century Patterns in Western Europe and the United States*

Harold Perkin, *The Origin of Modern English Society, 1780-1880*


**WEEK 11: NORTH AMERICAN SLAVERY: RACE, CLASS, AND CULTURE**

**Assigned Reading:**


**Recommended Reading:**


Bertram Wyatt-Brown, Southern Honor: Ethics and Behavior in the Old South (New York: Oxford University Press, 1982); available in abridged version as Honor and Violence in the Old South (1986).

WEEK 12: GENDER, WOMEN’S HISTORY, AND AMERICAN STUDIES

Assigned Reading:


Recommended Reading:


Judith Stacey, Patriarchy and Socialist Revolution in China (Berkeley: 1983).

**WEEK 13: CLASS, CULTURE, CITIES, AND 20TH-CENTURY U.S. POLITICAL HISTORY**

*Assigned Reading:*


*Recommended Reading:*


WEEK 14: HOLOCAUST, HISTORY, AND MEMORY

Assigned Reading:

(Read First) Pierre Nora, "From Lieux de mémoire to Realms of Memory" (Preface) and "Between Memory and History" (general introduction) to Realms of Memory: Rethinking the French Past Volume I: Conflicts and Divisions (Trans Arthur Goldhamer (NY: Columbia University Press, 1996).


Recommended Reading:


Sarah Farmer, Martyred Village: Commemorating the 1944 Massacre at Oradour-sur-Glane (Berkeley, UC Press, 1999)

Saul Friedlander, Memory, History and the Extermination of the Jews of Europe (Bloomington, Indiana UP 1993)


Elizabeth Heinemann, "The Hour of the Woman: Memories of Germany's 'Crisis Years' and West German National Identity" American Historical Review, 101 (1996), 354-95

Maurice Halbwachs, Collective Memory (Chicago: Univ. of Chicago Press, 19??)

Dominick LaCapra, History and Memory after Auschwitz (Ithaca: Cornell UP, 1998)


Eric Santner, Stranded Objects: Mourning, Memory and Film in post-war Germany (Ithaca: Cornell UP, 1990)


**WEEK 15: FRAGMENTATIONS**

*Assigned Reading:*


*Recommended Reading:*


Michel Foucault, The Order of Things (New York; Vintage, 1973).


**Appendix**

*Recommended Reading on the Annales School:*


Peter Burke, ed., *Economy and Society in Early modern Europe: Essays from the Annales* (New York, Harper & Row, 1972)


