This course is designed to introduce history majors to a range of problems, approaches, and methodologies in the discipline of history as it is practiced today. Part I will explore the ethical and public dimension of history; Part II will sample a variety of schools of historical thought; Part III will examine the problem of historical interpretation and will provide students an opportunity to interpret a historical problem using primary sources; and Part IV will consider different types of evidence, methods and approaches in the construction of historical explanations.

There will be several different kinds of writing assignments:

- 4 short (2-page) discussion papers, spread across Parts I-IV (students choose submission dates; minimum length 500 words, maximum length 650 words)
- A 5-7 page essay on the case study in Part III
- Brief responses to questions about the readings on days when the above papers are not due
- A final project that involves the preparation of a research proposal (12-15 pages)

Students will also be graded on the quality of their class participation and attendance. For full descriptions of assignments and grading go to pages 8-9 of this syllabus.

Readings will be drawn from the following books that are available at Broad Street Books and from readings available digitally on the Moodle for this course. The books below are also on reserve in Olin Library:


For this course as well as for their senior essays and theses, students are expected to format footnotes, endnotes, and bibliographies according to the 15th edition of *The Chicago Manual of Style* (available on-line through a link on Moodle). Kate Turabian's *A Manual for Writers of Research Papers, Theses and Dissertations*, 7th edition (2008), briefly summarizes these conventions. *EndNote* is a software program that facilitates this formatting, prevents errors, and saves time. Students will learn about this program at one of the mandatory *EndNote* workshops scheduled on 29 September and 1 October (noon to 1 pm).

Please note: In conformance with university policy class will be held on Tuesday 24 November and all students are expected to be in attendance. All absences will be noted.

As noted above, the semester is divided into five parts:

- Part I: Ethical and Public Dimensions of History (weeks 1 and 2)
- Part II: Schools of Historical Thought (weeks 3, 4, and 5)
- Part III: Historical Interpretations and Primary Sources (weeks 6, 7, 8, 9, and 10.1)
- Part IV: Varieties of Evidence (weeks 10.2, 11, 12, and 13)
- Part V: Conclusion (week 14)

**Disability Resources**

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in and benefit from its programs and services. To receive accommodations, a student must have a documented disability as defined by Section 504 of the Rehabilitation Act of 1973 and the ADA Amendments Act of 2008, and provide documentation of the disability. Since accommodations may require early planning and generally are not provided retroactively, please contact Disability Resources as soon as possible.

If you believe that you need accommodations for a disability, please contact Dean Patey (lpatey@wesleyan.edu) in Disability Resources, located in North College, Room 021, or call 860-685-5581 for an appointment to discuss your needs and the process for requesting accommodations.
PART I: Ethical and Public Dimensions of History

Week One: History, Historians, and Ethics

Tuesday, September 8:

Margaret MacMillan, Dangerous Games: The Uses and Abuses of History (New York, 2009), 3-11, 35-49.

NOTE: Sign up sheets for paper submission dates must be completed by 9 Sept.

NOTE: Film screening of "Rashomon," the classic 1950 film by Akira Kurosawa, Wednesday evening, 9 Sep., 6:30 p.m., PAC 004. Dinner (pizza) will be provided.

Thursday, September 10:


Week Two: History and Memory

Tuesday, September 15:

Michael Kort, ed., Columbia Guide to Hiroshima and the Bomb (N.Y, 2007), pp. 4-5, 8-13, 81-82, 96-104; (only peruse Kort as a source of information for questions that may come up in the following readings).

Thursday, September 17:

Sanford Levinson Written In Stone, entire.

SPECIAL NOON LECTURE, September 17: Professor Erik Grimmer-Solem, “Blind Spot on the Right: The Wehrmacht, the Holocaust and the Politics of Commemoration in Contemporary Germany.” PAC 001, 12-1 p.m. This is a required class event. Lunch will be provided.

PART II: Schools of Historical Thought

Week Three: History, the Nation, and Class

Tuesday, September 22: Historicism and National Histories

Georg G. Iggers, “Classical Historicism as a Model for Historical Scholarship,” idem, Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge (Middletown, CT, 1997), 23-30, 164-66
Leopold von Ranke, Preface to Histories of the Latin and Germanic Nations, 1494-1514 (1824) and Preface to History of the Popes, Their Church and State (1834) in Adam Budd (ed.) The Modern Historiography Reader: Western Sources (London: Routledge, 2009), 172-177

NOTE: STUDENTS MUST SIGN UP FOR THE NOON ENDNOTE SESSION ON EITHER TUESDAY, 29 SEPTEMBER, OR THURSDAY, 1 OCTOBER.

Thursday, September 24: Marxism and “History from Below”

Karl Marx and Friedrich Engels, “Premises of the Materialist Concept of History (1845),” in Budd (ed.) Modern Historiography Reader, 214-218
Adam Budd, ed., Modern Historiography Reader, introduction to the chapter “Marxism and ‘History from Below’”, in Budd, ed., Modern Historiography Reader, 267-276
Introduction to Past and Present inaugural issue (1952), in Budd (ed.) Modern Historiography Reader, 277-280
E.P. Thompson, “Preface” to The Making of the English Working Class (1963), in Budd (ed.) Modern Historiography Reader, 281-284

Week Four: Beyond the Nation

Tuesday, September 29: Annales

Marc Bloch and Lucien Febvre, “Preface to Our Readers (1929),” in Budd (ed.) Modern Historiography Reader, 188-189

29 SEPTEMBER, NOON-1, Endnote workshop (lunch will be provided), ALLBRITTON 204
1 OCTOBER, NOON-1, Endnote workshop (lunch will be provided), ALLBRITTON 204

Thursday, October 1: Identity: Gender and Race in History

Joan Wallach Scott, “Gender: A Useful Category of Historical Analysis”, in Budd, ed., Modern Historiography Reader, 389-397
Video interview: A Conversation with Joan Wallach Scott (2009)
http://www.youtube.com/watch?v=MrknwNi818Y

Friday, October 2, 12 noon – Preliminary approval of research proposal topic due on Moodle

Week Five: Planetary Flows

Tuesday, October 6: World History and Global History


Thursday, October 8: Deep and Big History

Andrew Shryrock and Daniel Lord Smail, eds., Deep History (Berkeley, 2011), v-xvii (including Table of Contents, Preface, and Note on Dates), 1-20 (“Introduction”)


PART III: Historical Interpretations and Primary Sources

Monday, October 12, 12 noon – Final Project, Part 1 - Definition of the problem and bibliography (5%) due on Moodle.

Week Six: Modeling Historical Debate

Tuesday, October 13: Natalie Zemon Davis, Return of Martin Guerre

Note: Students will also give brief oral reports on their research topics.

Tuesday, October 13, FILM SCREENING: “The Return of Martin Guerre”, 7 p.m., PAC 001. Dinner will be provided.

Thursday, October 15: Evidence and the Role of Imagination


Week Seven: New World Identities

Tuesday, October 20:


Thursday, October 22:


Week Eight: CASE STUDY—New Delhi in 1947-48
Tuesday, October 27: NO CLASS – FALL BREAK

Thursday, October 29: CASE STUDY, Day 1. Today we begin to read a range of primary sources concerning a dramatic series of events that took place in and around New Delhi in 1947 and 1948. The readings and discussion are spread over three days. On the fourth day, Tuesday, 10 November, we will discuss your papers based on these sources.


**Backstory readings:**

Pyarelal, *Mahatma Gandhi: The Last Phase*, vol. 1 (1956), pp. xvii-xxii (preface and acknowledgments); 569-605 (chapter entitled "Brahmacharya"), 731-734 (notes), and 737-739 (glossary)

Partition photographs, from the teaching website of Fran Pritchett, professor emerita, Columbia University: [Communal Riots], [Refugees], [Trains], [Camps]

**Week Nine: Case study, cont.**

Tuesday, November 3: Case study, day 2

G. D. Khosla, *The Murder of the Mahatma, and other cases from a judge’s notebook* (1963), pp. 226-276

**Backstory readings:**

*Collected Works of Mahatma Gandhi*, vol. 93 (CD-ROM edition), select documents as noted in "Case Study Day 2 notes.pdf"

Partition maps. These are provided by Fran Pritchett, emerita at Columbia.

Thursday, November 5: Case study, day 3


**Backstory readings:**


More images from Bourke-White and Cartier-Bresson:

Cartier-Bresson photographs: [Here]
Margaret Bourke-White photographs: [Here]

**Week Ten: Case Study, concluded**

Tuesday, November 10:
Discussion on New Delhi in 1947-48

Reminder: Paper on New Delhi in 1947-48 is due on Moodle no later than midnight Nov. 9.

PART IV: Varieties of Evidence

Thursday, November 12: Digital Evidence

Lyell Davies and Ellena Razlogova, “Framing the Contested History of Digital Culture,” 117 (Fall 2013): 5-31

Week Eleven: Word and Image

Tuesday, November 17: Oral Evidence


Tuesday, November 17, 12-1 p.m. Screening of “Looking for an Icon”. PAC 001. Lunch will be provided.

Thursday, November 19: Visual Evidence


NOTE: Over the next two weeks, we mix things up a bit. On the Tuesdays before and after Thanksgiving Break, we will be dividing the three sections into two large groups of about 23 students each. On one Tuesday, one group will visit the Special Collections & Archives in Olin Library while the other group will visit the exhibit at the Van Vleck Observatory. On the other Tuesday, the groups will be reversed. Students should do the reading listed for week 12 in preparation for the date they visit the Van Vleck Observatory. The sign-up sheet for the two groups is on the Moodle.

Week Twelve: Text and Context

Mon., Nov. 23, 12 noon - Bibliographic essay, part 2 of final project is due on Moodle (10%)

This week we mix things up. We will divide into two groups. Today, 24 November, one group will go to the Special Collections and Archives in Olin Library. While this group is in Olin, the other group will visit Van Vleck Observatory to reflect on material objects as evidence. We will swap locations on the following Tuesday, 1 December. There is only one set of readings for this Tuesday and next Tuesday. Students should do the "material culture" reading listed below when their group visits Van Vleck. There is no reading for the visit to the Special Collections & Archives.
The readings for "Material Culture" raise questions about objects, or things, as historical evidence. How is the study of beliefs, values, and ideas possible through objects? What kind of historical questions do objects raise for scholars? How are they different from texts? What can be learned from material culture beyond points that are of antiquarian significance? How do all these scholars reflect on their use of material culture? What are the limits of material culture as evidence? What can objects tell us that texts can't? Can we read an object as a text? How? Where are the "humans" in "material culture"? Think of examples.


Tuesday, November 24: Depending on which group you are in, you will go to either Van Vleck or Olin.

Thursday, November 26: THANKSGIVING BREAK—no class

Week Thirteen: Things and Numbers

Tuesday, December 1: If you went to Van Vleck last week, you go to Olin today; and vice versa.

Tuesday, December 1: **Annual HIST 362 Lecture and Dinner.** Lecture: Seth Rockman, [Title TBA]. 4:15 p.m., Russell House. Followed by dinner in Daniel Family Commons, Usdan.

Thursday, December 3: **Quantitative Evidence**

Robert Allen, The British Industrial Revolution in Global Perspective (Cambridge: Cambridge UP, 2009), Ch. 1-2 (pp. 1-56), Ch. 5-6 (pp. 106-151).

PART V: Conclusions

Week Fourteen: Our obligations as Historians

Tuesday, December 8: **Student oral reports on the primary sources for their research proposals.**

Thursday, December 10: **Reflections on History & Historiography**

Antoon de Baets, “A Declaration of the Responsibilities of Present Generations Toward Past Generations,” History and Theory 43 (Dec 2004): 130, 133-139 (these pages are selections from the article)
American Historical Association Standards on Professional Conduct

Fri., Dec. 18, 7 p.m. – Research Proposal, part 3 of Final Project is Due on Moodle (15%)
Note: For this course as well as for their senior essays and theses, students are expected to format footnotes, endnotes, and bibliographies according to the 15th edition of *The Chicago Manual of Style*. It is available on-line through a link on the course Moodle.

**ASSIGNMENTS AND GRADING:**

**Class Discussion and attendance** = 20% of grade:

Students are expected to attend all classes, to arrive on time, to complete the readings for the day, and to make insightful contributions to class discussion. Lateness will count as absence.

**Reading Responses** = 5% of the grade:

These are brief, informally written, not graded responses to questions posed by the instructor. They are due on the days that students do not submit discussion papers. In order for these responses to be a resource for all students and instructors, and to be eligible for credit, they must be submitted on Moodle by 11:59 p.m. on the day before the class meets.

**Four 2-page Discussion Papers on the assigned readings** = 30% of grade:

**By Wednesday, Sept. 9th**, students must sign up in sections for four specific paper-submission dates. The papers are due on the relevant Moodle Assignments link by 11:59 p.m. the day before they are discussed. Discussion papers may not be turned in after the pertinent class discussion and no make-ups will be allowed. Students are responsible for remembering the dates they have chosen. You must choose your four paper dates according to the following parameters:

- One date from Part I: Ethical and Public Dimensions of History (weeks 1 and 2)
- One date from Part II: Schools of Historical Thought (weeks 3, 4, and 5)
- One date from Part III: Historical Interpretations and Primary Sources (weeks 6 and 7 [excluding the Equiano book, Tuesday 20 Oct] [NOTE: weeks 8, 9, and 10 (Tues) are given over to the case study, so no discussion papers are allowed then])
- One date from Part IV: Varieties of Historical Evidence (weeks 10 [Thurs only], 11, 12, and 13)

The papers should adhere strictly to the following format: in four paragraphs each paper will state (1) the argument of the reading(s); (2) the evidence on which the argument is based; (3) a critique of the argument(s); and (4) significant methodological questions raised by the reading(s). Ordinarily, each discussion paper should cover the day’s entire reading assignment. However, if there are more than two readings assigned, you may choose to focus on only two, but the choice should be defensible based on thematic connections.

A note on page-length (and word-limits): Each paper should be two-pages in length. According to the wisdom of the Internet, a double-spaced paper using “Times New Roman” 12-point font and one-inch margins on all sides comes to about 500 words. However, upon testing this axiom, we have found that, in fact, the word count result is closer to 650. So we are setting minimum and maximum word limits at 500-650 (that is, minimum limit 500 words; maximum 650 words).

**Essay for Case Study in Part III (5-7 pages)** = 15% of grade: Due on Moodle by 11:59 p.m., Monday, Nov. 9.

Imagine that you have been asked by a prestigious academic publisher to write a historical account of the events in New Delhi in 1947-1948. Using as a point of departure or as an illustration any event(s) or participant(s) in the sources assigned on the topic, construct a historical account. (Do not use sources other than the primary sources assigned here.) Be sure to use work by at least four different authors. How would you mesh (or not) your sources? What methodological problems would arise? What solutions (if any) would you propose to solve them? What explanations would you discard and what explanations would you find viable? What conclusions would you reach in your effort to construct a historical account?

**Final Project** = 30% of grade: Prepare a research proposal, which will include:
Preliminary approval of the topic – a 1-2 sentence description - Due on Moodle by **Friday, October 2, 12 noon**.

In order to obtain preliminary approval students will meet individually with the instructor no later, and preferably earlier, than the last week of September to discuss the viability of the proposed topic. Please identify the languages that you can read.

**Part 1 - Definition of the problem and preliminary bibliography (5%)** – Due on Moodle by **Monday, October 12, 12 noon:***

Prepare a brief essay (2 pages) that defines the historical problem you wish to research in connection with your selected topic and that identifies the significant issues associated with it. Include a bibliography of secondary works that you have consulted in helping you shape your topic. Identify in your discussion at least three primary sources that you could consult this semester in connection with your research problem. These primary sources may be items that you have noticed in the course of reading the secondary literature (and examining the bibliographies therein), or items that you have found on your own as your topic has emerged. Is there an archive that you would have to travel to in order to consult these sources? If so, in a paragraph, investigate and describe what this archive might offer you even if you will not be able to use it until you begin your research next summer.

**Part 2 - Historiographical/bibliographical Essay (10%)** – Due on Moodle by **Mon., Nov. 23, 12 noon:***

Prepare a 5-page essay that situates your subject in a context of relevant scholarship. You will need to discuss how the subject has been investigated over time and to what effects, that is: What kinds of questions are historians asking about this topic? Are there differences in the kinds of questions being asked? How would you account for these differences? What are the implications of following one line of investigation or explanation rather than another? What is at stake in these different approaches? Discuss the works you select in chronological order (by date of publication) from the earliest to the most recent. Include footnotes and a bibliography. Both should be formatted according to the 16th edition of *The Chicago Manual of Style*, which is one of the formats available in EndNote.

You may wish to consult a “review essay” that treats the topic you would like to investigate or offers an example of a historiographical/bibliographical essay. An example from our syllabus is Michael Kort, ed., *Columbia Guide to Hiroshima and the Bomb* (N.Y., 2007), pp. 8-13, or James H. Sweet, "Mistaken Identities? Olaudah Equiano, Domingo Álvares, and the Methodological Challenges of Studying the African Diaspora," *American Historical Review*, 114:2 (April 2009), 279-306. You may also look for review essays in a wide variety of historical journals, among them, the *Journal of Modern History*, *American Historical Review*, *Journal of American History*, *Journal of Asian Studies*, *Journal of African History*, *Latin American Research Review*, *History Workshop*, *Hispanic American Historical Review*, *Journal of Social History*, *International Labor and Working Class History*, *Speculum*, *Renaissance Quarterly*, *History and Theory*, and others. If you read foreign languages, there are additional historical journals available to you; for specific suggestions speak with your professor or with the library staff at Olin.

**Part 3 - Research Proposal (15%)** – Due on Moodle by **Friday, December 18, 7 p.m.:***

Propose your own research plan. This should include: the primary sources/evidence you will need, how your research will address the problem you have posed, and the implications of your work for the larger body of existing research in the field. Include properly formatted footnotes at the bottom of each page and a properly formatted bibliography at the end.

This part of the assignment must include evidence of revisions of Parts 1 and 2 (This will count as 1/3 of Part 3 of the final project – in other words 5% of your final grade). Include properly formatted footnotes at the bottom of each page and a properly formatted bibliography at the end of the research plan.

Total of 12-15 pages.