

HIST 2015: Historiography
University of Pittsburgh
Spring term 2016

Monday, 6:00–8:30pm
3701 Posvar Hall

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Office hours:
Thursday 2–3pm
or by appointment

This course provides an introduction to historiography by following the development of history as an academic discipline in Europe and North America from the late eighteenth century to the present. We will be reading and discussing some of the most influential books and programmatic texts that shaped the discipline, in combination with historiographical essays that contextualize these works.

The selection of texts is meant to shed light on the range of methodological approaches and narrative strategies historians have employed. We want to understand their choice of topics and questions, and discuss their assumptions regarding the forces and agents of change, the nature of the changes that affect human societies, and the historian's role in this process. This course's broad chronological perspective will also allow us to engage in a conversation about the changes within the discipline over time, and discuss the real and imagined novelty claimed by the advocates of the more recent academic "turns." Last but not least, working through this reading list might inspire us to reflect upon the place of our own research within the tradition of the discipline, and the direction the discipline is likely to take in years to come.

Needless to say, it is impossible to fully cover the development of history as a discipline during the past two centuries in a dozen class sessions, not even by limiting the reading list to texts that emerged within the discipline's "western tradition." A selection had to be made, and it can't be other than subjective. While my goal was to design a reading list that reflects the discipline's methodological breadth, and that complements the reading lists of the department's current core seminars in Texts & Contexts (fall 2015), Power & Inequality (fall 2016), and World History (fall 2016), to a degree it also reflects my personal preferences and regional expertise. But I am open to all changes you propose, and suggestions you make for future revisions.

Course requirements

Attendance and participation:

You are expected to attend all class sessions and contribute generously to discussions. To get the most out of in-class discussions, a focused, goal-oriented, and inclusive conversation is crucial. The most helpful contributions to the conversation tend to be those that are based on careful preparation of the reading assignments, and that engage with the questions posed during our meetings.

Weekly response papers:

Please submit via email to me by **Sunday noon** prior to each class session a brief reflection on the assigned readings (400-800 words). For the 13 text-based class sessions of this course, please submit **at least 11 response papers (with addendum)**.

The response paper should reflect what you found most intriguing about the assigned readings, and what questions you would like to discuss during the upcoming class session. Keep in mind that this is a course on historiography, specifically on how the approaches of the various historians differ from each other, and what changes we can see over time. While we cannot avoid talking also about the topics of the classic texts we discuss, they are not the main subject of this course.

What is relevant about the selected readings and worth discussing in class is determined by you. But as a general orientation, your weekly response papers might engage with the following questions:

- What do the historians in question consider to be the agents and forces of historical change?
- How do they understand the nature of change?
- What value judgments do they make?
- How do they see their own role as historians?
- What sources do they use?
- What narrative strategies do they employ?
- How do their works compare to the historiography of preceding and succeeding eras, and to the historiography of our own time?
- What inspirations may these texts offer today?

Obviously, the brevity of the response paper will not allow you to engage with all of these questions at once, and you might very well come up with questions that are more useful than those proposed. Therefore, please feel free to focus on what seems most relevant to you. To make that clear what your general argument is, please provide your response papers with good titles.

The conversations during the course sessions constitute the most valuable part of the overall learning experience. I therefore want you to add an addendum (300-400 words) to each response paper after class, summarizing what you consider to be the most important conclusions reached during in-class discussion. Feel free also to revise the preceding part of your response paper. The final document, which should not exceed 1,800 words, needs to be submitted to me by **Wednesday noon**. Please use the track-change mode, so that I

can see what changes you made. I will merge the final papers into a single document for each class session and post it on CourseWeb.

The response papers need to be in **MS Word** format. For me to keep track easily, please give the **file name** to following format: your last name_feb22(=session)_revised).

Discussion leadership

Each student will introduce one of the historical “classics” (the underlined titles). This includes a 10-minute presentation of a text’s general argument and a contextualization. Apart from this, discussion leaders prepare questions to kick-off the discussion, and lead the the discussion during the first part of the session (until break). The discussion leaders will have access to the response papers prior to our meeting, so that they can engage with them while preparing the discussion.

Grade weighting:

Attendance and participation: 30%

Response papers: 50%

Discussion leadership: 20%

– Course schedule –

Jan 11 Introduction

Jan 18 *** *Dr. Martin Luther King's Birthday Observance* ***

Jan 25 Universal History in the Age of the Enlightenment

- Voltaire. *The Age of Louis XIV* (1779). Transl. by Martyn P. Pollack. London: Dent 1961, ch. I–II, 24–36.
- Immanuel Kant. "Idea for a Universal History from a Cosmopolitan Point of View" (1784), In *On History*, edited by Lewis White Beck, 11–26. Indianapolis: Bobbs-Merrill, 1963

Feb 1 The forces and agents of history: two interpretations

- Karl Marx. *The Eighteenth Brumaire of Louis Napoleon* (1852)
- Leopold von Ranke. “The Great Powers” (1833) & “On Progress in History (From the first lecture to King Maximilian II of Bavaria ‘On the Epochs of Modern History’)” (1854), In *The Theory and Practice of History: Leopold von Ranke*, edited by Georg G. Iggers. 20–23 & 29-53. Abingdon: Routledge, 2011.

Feb 8 Historians and the nation

- Gita Deneckere and Thomas Welskopp. "The 'Nation' and 'Class': European Nationalist Master Narratives and Their Social 'Other'." In *Nationalizing the Past: Historians as Nation Builders in Modern Europe*, edited by Stefan Berger and Chris Lorenz. 135–170. Houndsmill: Palgrave Macmillan, 2010.
- Heinrich von Treitschke. *Origins of Prussianism* (1862), New York 1962
- Frederick Jackson Turner. "The Significance of the Frontier in American History" (1893), In *Rereading Frederick Jackson Turner: The Significance of the Frontier in American History' and Other Essays*, 31-60. New York: Henry Holt, 1994.

Feb 15 The establishment of history as an academic discipline

- Peter Lambert. "The Professionalization and Institutionalization of History." In *Writing History: Theory and Practice*, edited by S. Berger, H. Feldner and K. Passmore. 40–58. London: Bloomsbury Academic, 2010.
- Anthony Crafton. "Ranke: A Footnote about Scientific History." In *The Footnote. A Curious History*, 34–61. Cambridge, MA: Harvard University Press, 1997.
- Prospectuses of *Historische Zeitschrift*, *Revue Historique*, and *English Historical Review*, In *The Varieties of History. From Voltaire to the Present 170-177*. Edited by Fritz Stern. New York: Vintage Books, 1973.
- Theodor Mommsen's Rectorial Address (On the Training of Historians) (1874), In *The Varieties of History*, 191–196.
- Richard J. Evans. "History, Science, and Morality." In *In Defence of History*, 39–63. London: Granta Books, 1997.

Feb 22 The School of the *Annales*

- Fernand Braudel. "The Longue Durée." Translated by Sarah Matthews. In *On History*. 25–54. Chicago: University of Chicago Press, 1980.
- Fernand Braudel. *The Mediterranean and the Mediterranean World in the Age of Philip II. (Revised edition 1972)*. Please read: Preface to the first edition / Part One: Introduction; I (The Peninsulas); V (The Mediterranean as a Human Unit), 1, 2, 4; / Part Two: Introduction, VI (Civilizations), 1, 2; VIII (By way of conclusion) / Part Three, IV (Lepanto), 1; Conclusion.

Feb 29 Social History

- E.P. Thompson. *The Making of the English Working Class*. New York: Vintage, 1963, Preface, chapters 5-6, 10 & pp. 807-832
- Thomas Welskopp. "Social History." In *Writing History: Theory and Practice*, edited by Stefan Berger, Heiko Feldner and Kevin Passmore, 228–247. London: Bloomsbury Academic, 2010.

Mar 7

*** Spring break ***

Mar 14 From Women's History of Gender History

- Joan Wallach Scott. "Women's history" & "Gender: A Useful Category of Historical Analysis." In *Gender and the Politics of History*, 15–50. New York, 1988.
- Lara Putnam. *The Company They Kept: Migrants and the Politics of Gender in Caribbean Costa Rica, 1870-1960*. Chapel Hill: University of North Carolina Press, 2002

*** The author of *The Company They Kept* will join our conversation ***

Mar 21 The New Cultural History

- Clifford Geertz. "Thick Description: Toward an Interpretive Theory of Culture" [1973], In *The Interpretation of Cultures: Selected Essays*, 3-32. New York: Basic Books, 2000
- Natalie Zemon Davis. *The Return of Martin Guerre*. Cambridge: Harvard University Press, 1983.
- Lynn Hunt. "Introduction: History, Culture, and Text." In *The New Cultural History*, edited by Lynn Hunt, 1–24. Berkeley: University of California Press, 1989.
- Lloyd S. Kramer. "Literature, Criticism, and Historical Imagination: The Literary Challenge of Hayden White and Dominick LaCapra." In *The New Cultural History*, 97–128.
- Roger Chartier. "History Between Narrative and Knowledge." In *On the Edge of the Cliff: History, Language, Practice*. 13–27. Baltimore and London: The Johns Hopkins University Press, 1997.

Mar 28 Rediscovering the spatial dimension of history

- John A. Agnew, "The Devaluation of Place in the Social Science." In *The Power of Place: Bringing Together Geographical and Sociological Imaginations*, edited by John A. Agnew and James S. Duncan, 9–29. Boston, Mass: Unwin Hyman, 1989.
- Donald W. Meinig. "Symbolic Landscapes: Models of American Community." In *The Interpretation of Ordinary Landscapes. Geographical Essays*, edited by Donald W Meinig. 164-192. Oxford: Oxford University Press, 1979.
- Schorske, Carl E. "The Ringstrasse, Its Critics, and the Birth of Urban Modernism." In *Fin-de-siècle Vienna: Politics and Culture*, 25–115. New York: Knopf, 1979.
- Valerie A. Kivelson. "'Exalted and Glorified at the Ends of the Earth': Imperial Maps and Christian Spaces in Seventeenth- and Early Eighteenth-Century Russian Siberia." In *The Imperial Map: Cartography and the Mastery of Empire*, edited by James R. Akermann. 47–92. Chicago: University of Chicago Press, 2009.
- Michel Gobat. "The Invention of Latin America: A Transnational History of Anti-Imperialism," *American Historical Review* 118, no. 5 (2013): 1345–1375

Apr 4 *Histoire totale?* Trying to bring everything together

- Karl Schlögel. *Moscow 1937*. Malden, MA: Polity Press, 2012, Introduction, chapters 1-3, 6, 9, 28-29, 31, 33, 35, 38, Instead of an Epilogue

Apr 11 History and psychology

- Daniel L. Schacter. *Searching for Memory: The Brain, the Mind, and the Past*. New York: Basic Books, 1996, Introduction, chapters 1–3 & 7
- Aleida Assmann. "Memory, Individual and Collective." In *The Oxford Handbook of Contextual Political Analysis*, edited by Robert E. Goodin and Charles Tilly, 210-224. Oxford: Oxford University Press, 2006.
- Kathleen M. McGraw. "Why and How Psychology Matters." In *The Oxford Handbook of Contextual Political Analysis*, edited by Robert E. Goodin and Charles Tilly, 131–156. Oxford: Oxford University Press, 2006.

Apr 18 History and natural science

- Geoffrey Parker. *Global Crisis: War, Climate Change, and Catastrophe in the Seventeenth Century*. New Haven: Yale University Press, 2013, Prologue, Introduction, chapters 1-6, 10, 17, 22, Conclusion, Epilogue

Apr 25 Concluding session: Where are we headed?

- Lynn Hunt. *Writing History in the Global Era*. New York: W.W. Norton, 2015.
- Jo Guldi and David Armitage. *The History Manifesto*. Cambridge: Cambridge University Press, 2014 (available online: <http://historymanifesto.cambridge.org>)