DESCRIPTION

What constitutes an appropriate historical method? What sources are valid and why? What justifies who and what gets included and the topics that are ignored? What makes writing history different from reading Wikipedia? This course focuses on how the answers to these questions have changed over time by using two approaches to the study of history—one traditional/political approach from “above” and one social/everyday approach from “below.”

This course offers an introduction to the themes and approaches that have been influential in the historical profession from the late 19th century through to today. It is intended for advanced undergraduates who are planning to teach history or enter into the historical profession, essential for graduate students who wish to be literate in the field, and open to anyone who is interested in rigorously interrogating texts for their presentations of argument, objectivity, perspective, and narrative. Readings include works from such philosophers and practicing historians as Bloch, Ranke, Freud, Thompson, Foucault, Scott, and Chakrabarty.

History is about the stories that we tell ourselves about who we are. That process is inevitably implicated in the debates and struggles of our communities, nations, and the world. As we trace these approaches over time, it becomes clear who is included and excluded in different versions; the identity of historical subjects as well as practitioners become crucial questions in this analysis.

LEARNING GOALS

- Students will gain “professional literacy” in the field and familiarity with major thinkers, debates, and approaches in the field of history.
- Students will improve their ability to compare competing approaches and schools of thoughts and to develop their informed and critical assessments of these approaches.
- Students will improve their ability to present their own historical narratives and arguments that are in dialogue with the field and substantiated by sources.
- Students will improve their ability to express themselves critically, clearly, and persuasively, orally and in writing.
- In surveying historical approaches that are informed by gender, race, culture, class and sexuality, students will gain a perspective from the historical discipline.
that will enhance and enrich disciplinary and interdisciplinary understanding of these issues (WGS).

• Students will gain an appreciation for how selection, narrative, and subject matter is interconnected with the contexts in which we write (WGS).

COURSE POLICIES (Adopted with advice from Dr. Elliott, DGS)

Attendance:
A student who is not present at the beginning of class will be marked “absent.” You may miss 1 class without penalty. However, please use your one unpenalized absence wisely, reserving it for an emergency or serious sickness. More than one absence will lower your final grade. Missing a total of 4 or more classes (one-third of the semester) will result in an automatic “F” for the course. No exceptions.

Students are responsible for completing on time all work assigned (or due) on days in which they are absent.

Participation:
You are expected to complete each week’s reading before class so that you can participate constructively in class discussion. You must be attentive and engaged during class. Sleeping in class, arriving late, or leaving class early without permission will cause you to be given a zero for participation that day. Cell phones and laptops should be turned off and stored away.

Presentations:
Graduate students will make 3 informal presentations [worth 35 points each] and undergraduate students will make 2 informal presentations to the class [worth 50 points each]. Guidelines for the presentation assignments will be distributed in class. Students will be required to provide one-page handouts summarizing their presentations for the class (included as part of the presentation grade).

Written Work:
There will be two papers over the course of the semester. The first paper will be due Friday, October 14th and the second paper will be due Tuesday, November 22nd. There will be a cumulative take-home final exam. The details of the paper assignments will be distributed in class a week before the paper is due.

Academic Integrity Policy:
All work submitted in your name must be your own original work for this class with proper citation or credit given to all sources. All papers will be turned in using turnitin on Canvas which automatically scans your paper for plagiarism. Each student should be familiar with the Academic Integrity Policy, and the penalties for plagiarism. Please see this UNCG website for more details: http://studentconduct.uncg.edu/
You may also wish to review these pedagogical tools from the AHA website on plagiarism:
http://www.historians.org/governance/pd/curriculum/plagiarism_intro.htm

Grade Breakdown (courtesy of Dr. Elliott, DGS).

100 Points: Participation in class discussion (You can earn up to 10 points per class. We meet 14 times. No constructive contributions to discussion = 0 points. Minimal participation = 5-6 points. Strong participation = 7-8 points. Outstanding participation = 9-10 points).
100 Points: Class Presentations. Undergrads will do 2 presentations worth 50 point each. Graduate students will do 3 presentations worth 35 points each.
100 Points: First Paper
100 Points: Second Paper
100 Points: Final Take Home Exam

Final Grade Scale:

A 465-500; A- 450-464; B+ 435-449; B 415-434; B- 400-414;
C+ 385-399; C 365-384; C- 350-364; D+ 335-349; D 315-334; D-
300-314; F 299 or less.

REQUIRED READING

Readings:
The books listed below are available for purchase at the bookstore and on overnight Reserve at Jackson Library. If you purchase from another outlet be mindful of the ISBN code. Other articles and video/film can be accessed through the class Canvas site and are marked with an asterisk.

Required Books:
Week 1

INTRODUCTION

Aug. 15

Two different historical schools—Herodotus and Thucydides

Reading:

Week 2

CLASSIC APPROACHES

Aug. 22

Reading:
Herbert Butterfield, *The Whig Interpretation of History* (1931)*

Week 3

MORAL ECONOMY AND IMAGINED COMMUNITY: MODELS OF CULTURAL COHESION

Aug. 29

Reading:

Week 4

MICROHISTORY, ANTHROPOLOGY, AND THE ‘NEW’ CULTURAL HISTORY
Sept. 5  **Reading:**

**Week 5**

THE SOCIAL HISTORY OF IDEAS

Sept. 12  **Reading:**
Peter Gay, Chapter 4, *Freud for Historians* (New York: Oxford, 1985).*

**Week 6**  

CLASS CANCELLED

Sept. 17  Office Hours (Recommended)

Sept. 19  No class

Due: First Paper, Friday September 21st, online by 5pm.

**Week 7**

GENDER HISTORY

Sept. 26  **Reading:**
Week 8

POST-MODERNISM

Oct. 3

Reading:


Week 9

POST-COLONIALISM

Oct. 10

Reading:


Week 10

ECONOMY, GLOBALIZATION, GLOBAL HISTORY

Oct. 17

Reading


**Blog:** Sam Moyn and Andrew Sartori, “What is Global Intellectual History—if It Should Exist At All?” (February 23, 2015)*

Week 11

SPACE, PLACE, AND ENVIRONMENT

Oct. 24

Reading:


Dolores Hayden, Chapter 3: Place Memory and Urban Preservation, *The Power of Place: Urban Landscapes as Public History* (Cambridge, 1995).*

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Week 12  
THE END OF HISTORY  

Oct. 31  
Reading:  
Francis Fukuyama, The End of History*  

Due: Friday, November 2nd, Second Paper, Online by 5pm.

Week 13  
THE FUTURE OF HISTORY  

Selections:  

Nov. 7  
View:  
William Cronon, “Storytelling,” 2013 Presidential Address, AHA.*  

Reading:  
Book: Siegfried Kracauer, The Last Things Before the Last

Week 14  
HISTORY AS COMMUNITY, ANALOGY, AND ADVOCACY  

Nov. 14  
Informal Presentations  

Reading:  
Jo Guldi and David Armitage, “The History Manifesto” online at http://historymanifesto.cambridge.org.*  
Graham Allison and Niall Ferguson, “Establish a White House Council of Historical Advisers Now,” (August 2016).*

Week 15  
THANKSGIVING HOLIDAY  

Nov. 19  
Pick up take-home exam  

Nov. 21  
No Class
Week 16

Nov. 28  Take-home exam due, 5pm online.

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Have a great winter break!