History 5880
Graduate Seminar: History and Theory

Semester: Fall 2010
Instructor: Associate Professor Marianne Kamp
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Class meets: Thursday, 3:10-5:30 pm, Business 23
Office hours: Mon 10-11; Tues 1-3; Wed 11-12

Introduction:
The graduate seminar in history and theory is an introductory course for all students entering the History MA program. The central purpose of this course is to introduce students to the theoretical approaches that have informed and shaped the writing of history, with a heavy focus on twentieth century directions in theory. We will read a broad spectrum of writings, including works that elucidate theory, and works that put theory into practice. Students will build on this introduction to theory in a substantial paper that explores the historiography of a topic of their own interest (related to their proposed thesis), analyzing the uses of theory in that body of historiography.

Second, this course focuses on professionalization: students will expand research methods, learn about professional organizations for historians, locate potential conferences and write sample conference proposals, and find grants for research and write sample grant proposals.

Third, this course is set up to allow students to meet the faculty of the history department and to learn something about the interests or areas of expertise of faculty members.

E-companion:
The REAL syllabus for this course is on e-companion. E-companion is an electronic course platform that you are already enrolled in, by virtue of having enrolled for this course. To find and use the ecompanion platform, go to http://ecampus.uwyo.edu and follow the login instructions. After logging on, click on the ‘Academics’ tab, then select this course, and you will find a navigable syllabus. You will need to use ecompanion all the time in this course, because this instructor does not believe in paper. Download readings in the pdf form to your own flashdrive, and then you will never be able to tell me that you could not find or access the readings. You will submit papers via ecompanion, and I will grade them and return them electronically.

Required Readings:
The required readings for this course include five books for purchase from the University Bookstore, and a large selection of chapters and articles that will be found in .pdf form on the ecompanion for this course. The books are listed below; the list of articles will be found in the bibliography on ecompanion. Articles will be referred to by author last name in the weekly assignments below.

I suggest that you purchase a copy of *A Manual for Writers of Term Papers, Theses, and Dissertations, 7th edition: Chicago Style for Students and Researchers,*...a book which is also casually known as Turabian. This volume sets out the basic style that historians use for reference and citation.

**Course Requirements:**
You are required to prepare for every class session by doing the assigned reading, to be present for each class session and to participate actively in discussions. You will write several small papers (3 to 5 pages, meaning 750-1250 words) and one large final paper (15-20 pages, 3750-5000 words). You will take the lead role in discussion of certain readings, and you will present your own work to the class. You will read and comment on other students’ papers.

Papers will be submitted and returned electronically. You will be expected to follow “Chicago style” footnote and bibliography citation format for this course. Chicago style is explained in *A Manual for Writers of Term Papers,*...and in much more excruciating in the *Chicago Manual of Style,* which you can find in the reference section of the library.

The major assignment for this class is to write a 15-20-page (3500-5000 word) detailed, polished, and comprehensive *critical* essay that analyzes the general historiography on a well-defined historical topic of your choice, preferably one directly related to your MA thesis research project. The student will define this topic in consultation with the instructor. The paper will start with early approaches and conclude with a state-of-the-art analysis of contemporary research. It will clearly identify the theoretical approaches and personal and societal biases that have influenced the conclusions reached by each new generation of historians. Finally, the paper should suggest possible new sources, methods, and theoretical approaches relevant to the topic, including those that the student hopes to apply to his/her MA thesis research. Consider this an early opportunity to read and think about your topic from a “big picture” perspective before plunging into the archives or more focused research. This exercise will help you identify and narrow down your research topic, place it within a broader historiographical framework, prepare a literature review-type introduction, and suggest novel approaches for your research. An A-level paper will be comprehensive, well-written and well-argued, and original.

**Grading Standards:**
Scale: A= 100 – 91; B = 90 – 81; C= 80 – 71; D= 70 – 61; F= 60 or below. In a graduate program, any grade less than a B is not acceptable. Substantively, A papers meet the specific requirements of the assignment excellently and are written with correct grammar, good style, and the technical apparatus that historians use. In some cases, you may be asked to rewrite and resubmit your work in order to improve it. In discussion, A work is coming to class having done the readings, thought about them, prepared to speak about them, and taking a leading role in at least some portion of each day’s discussion. B work may be missing some element of that description; C work achieves only part of that...
description, and a D is coming to class and warming a seat. C and D level work is not acceptable from graduate students.

**Attendance and Timeliness:**
This is a seminar, not a lecture. Seminars depend on the active participation of all of the students and instructors. Your presence is expected for every class session, and your absence will be noted. You are expected to be in class on time, to stay for the full session, and to participate in the discussion. Any absolutely necessary absence should be cleared with the instructor in advance, if possible. All written work should be submitted by the deadline for the assignment via e-companion. I do not accept late work.

**Disability Statement:**
If you have a physical, learning, or psychological disability and require accommodations, please let the instructor know as soon as possible. You must register with, and provide documentation of your disability to University Disability Support Services (UDSS) in room 330 Knight Hall. 766-6189

**Academic Honesty:**
The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated [from the UW General Bulletin]. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. An explanation of what constitutes Academic dishonesty and how it will be handled is found on the UW A-Z website under “Academic Dishonesty.”

**Week 1, August 26**
Introduction to technical stuff, library, honesty; and the bigger question—history and theory.


Written work: Write a 3 page paper (750 words) that considers Carr’s approach to history, and your own. What does Carr consider history to be about, and how does Carr, the historian, write history? What do you think history does or should be about, and to what extent do you, or would you, go about writing history differently than Carr does? Your paper should be written in essay form, with a clear thesis that I can find in the first paragraph, and it should reference the sources of your ideas as well as the sources of words that you quote, using Chicago style reference. This is a response to class discussion, and we will decide in class on an appropriate due date.

**Week 2, Sept 2**
Historiography, the professionalization of History, epistemology, and a critique.

Discuss in class: Writing History: Theory and Practice, chapters 1 to 3 (historical “science”; Ranke; professionalization). Also read Acton, John E. E. D., Baron. *Lectures on Modern History.* (London: Macmillan 1906). Acton is found as an E-book through Coe Library homepage. Read introductory lecture and choose one other. Gibbon, Edward. *The Decline and Fall of the Roman Empire.* Vol. 6, Ch. 71 “Four
Causes of Decay and Destruction,” or any other chapter of your choosing. E-book. Read selections from Simon Schama, *Dead Certainties (Unwarrented Speculations)*. Pdf link from bibliography on ecompanion.

Written work: write a 750 word essay comparing Schama’s approach to thinking about and writing history in the book Dead Certainties with the approach that one of the other historians uses (Ranke, Acton, Gibbon). What is evidence and how do historians use evidence?

**Week 3, Sept 9**  Marx and his school of thought. Guest on professionalization, Jeff Means


Professionalization: Grant and conference applications. Create and post a list of grants that you might apply for, and of conferences that you might attend.

**Week 4, Sept 16**  History and the Social Sciences; Annales School. Guest: Brose on digital approaches to research/analysis

Discuss in class: Writing History, Chapter 5 Social Sciences; and 6 Annales. Read Braudel (Preface and Economy chapters); Burgiere on the Annales School; Bloch; and Febvre; Kuhn.

Written work: after consulting with your probable thesis advisor, write up and post a 1-2 page description of potential thesis topics, and begin a bibliography of relevant books and articles.

Written work: complete a grant application for an external grant that you may apply for, and post it.

**Week 5, Sept 23**  Post-Structuralism.

Discuss in class: Writing History, Chapter 7 on Post-structuralism and History. Foucault, selection from *The Order of Things*, and selections from Discipline and Punish; Barthes; Bakhtin.

Written work: 3 page response, drawing on readings from past three weeks: more and less effective uses of theory

**Week 6, Sept 30**  Anthropology and History. Guest, Messenger on Memory

Discuss in class: Writing History, Chapters 8 (psychoanalysis) and 9 (anthropology); also, Darnton, --only the chapter on the Great Cat Massacre; *LaDurie, Montaillou; Ginzburg, Cheese and Worms; Davis, Martin Guerre*; for the memory section, *Pierre Nora, Aguilar, and Muller*. 
Written work: 3 page response, drawing on readings from past three weeks: more and less effective uses of theory

Written work: post a full bibliography for your final paper, including journal articles and articles in collections.

**Week 7, Oct 7** Comparative and Social history. Guest: Poblete-Cross, comparative

Discuss in class: Writing History, Chapter 10 (comparative) and 12 (social); Geyer and Fitzpatrick; Hobsbawm; Trevalyan; Eley; Skocpol—two chapters.

**Week 8, Oct 14** Competing explanatory modes. Guest: Roberts, public history

Discuss in class: Writing History, Chapters 11 (political) and 13 (economic); Chapter 17 (voices from below); Fogel & Engerman; Habermas; Halfin, Khelvniuk, Gregory.

**Week 9, Oct 21**, CONE LECTURE

Written work 1: post analysis of Fitzpatrick lecture
Written work 2: book review of a book from your bibliography, focusing on author's use of theory

**Week 10, Oct 28** guest, Helfgott, cultural history, and Wells.

Discuss in class: Writing History, Chapter 14 (intellectual) and Peter Burke, What is Cultural History? Read Cook, and read Huizinga or Burckhardt. There will be one or two more articles.

Written work: outline of your final paper

**Week 11, Nov 4** Gender/Race/Ethnicity in History. Guest: Dewey (post-col)

Discuss in class: Writing History, chapters 15 (gender) and 16 (race/ethnicity); Canning; Joan Scott; Stansell; Hall; James Scott; Viola.

**Week 12, Nov 11** Post-colonial history. Guest: Schultz

Discuss in class: selections from Orientalism; Chakrabarty; Chatterjee; Duara; Cooper and Brubaker

Written work: three page response paper to last three weeks of readings.

**Week 13, Nov 18** History’s battles: Appleby; LaCapra; Novick; Giddens; Stone; Palmer.

Written work: draft of your final paper
Week 14, Nov 25  NO CLASS, THANKSGIVING

Week 15, Dec 2 In class presentations of your research:

Week 16, Dec 9  FINALS week, final papers due.

Bibliography:


Ignatieff, Michael, “The Nightmare from which we are trying to awake,” *The Warrior’s Honor: Ethnic War and the Modern Conscience* (London: Chatto and Windus 1998), 164-190


Kowalsky, Sharon A. *Deviant Women: Female crime and Criminology in Revolutionary Russia, 1880-1930*. Intro, Ch 1 and Ch 5.


