

History 610: Theory and Methods  
Fall Semester 2010  
Tuesday, 6-9

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**Objectives:**

History 610 is part of an introductory two-semester colloquium for new graduate students intended to acquaint you with some important issues regarding the modern professional practice of history. This semester concentrates on historiography, theoretical questions, and methodological debates that today's working historians inevitably encounter. The companion course next semester is a research seminar in which you will shape and execute your own original historical project.

**Readings:** (purchase these please)

*Books:*

Anderson, Benedict, *Imagined Communities* rev ed.  
Iggers, Georg, Q. Edward Wang, and Supriya Mukherjee. *A Global History of Modern Historiography*  
Jenkins, Keith. *Re-Thinking History*.  
Kuhn, Thomas, *Structure of Scientific Revolutions*  
Marwick, Arthur, *New Nature of History*  
Said, Edward. *Orientalism*.  
Wunderli, Richard, *Peasant Fires*.

*Articles/Selections:*

Nash, Gary, et al., *History on Trial* (selections)  
Turner, F. J. "Significance of the Frontier in American History," AHA (1894)  
Scott, Joan W. "Gender as a Category of Historical Analysis," AHR (1986).  
Geertz, Clifford. *The Interpretation of Cultures* (selections)  
Smith, Daniel Scott. "Noble Dream, Dead Certainties, Sophomoric Stance: Historical Objectivity for Adults," *Historical Methods* (1993): 183-88.  
Haskell, Thomas L. "Objectivity is not Neutrality," *History and Theory* (1990): 129-57.  
Novick, Peter. "The Death of Ethics in Historical Practice (And Why I am not Mourning)," *Annals of the American Academy of Political and Social Science* (1998): 28-42.

### Writings:

- 1) **Your first assignment** will be to write a brief narrative based on a historical document, a copy of which will be distributed in class. 750-1000 words, 12 pt font, double-spaced. 5 points
- 2) **Initial position paper:** a short, personal statement answering the question, “What do historians do?” These will be introduced into discussion that week. 750-1000 words. 5 points
- 3) **Four Reports:** Everyone will write reports on Kuhn, Jenkins/Marwick, and Said, and each of you will select **one** additional book from **Blocks I-IV** below. In your reports answer each of the following questions: What does the book say (what is its argument, thesis, etc.)? How does the author support his or her argument? What are his or her assumptions, biases, strategies, crooked goals, premeditated dishonesties? Every author writes a book to persuade the reader of his or her position. What is it that this author is trying to persuade you to believe? What do you think shaped this author’s view on how history can or should be written? What contribution does this author make to **your** understanding of the practice of history? 750-1000 words. 10 points each
- 4) **PRF Grants:** mock grant proposals requiring you to find a topic and situate it in the literature as if you were requesting funding from a granting agency. Select carefully in consultation with a faculty member with whom you might wish to work in the future. This will be the topic of your research paper that will be written in the next semester, History 611. Key elements of any grant proposal are: 1) Statement of the Problem, 2) Significance of the Problem, 3) Historiography, and 4) Plan of Research. 10-12 pages, 12 point font, text double spaced, bibliography single-spaced; due last day of class. 65 points
- 5) **Final position paper:** a slightly longer reprise of the opening assignment in which you *may* change your mind but you *must* defend what you think it is historians do and explain what kind of history you hope to write as a professional. Due finals week. 1250-1500 words, double spaced. 20 points

### Discussion:

Your participation in weekly discussions is essential and will be graded. Evaluating discussion is not an exact science—it depends upon your personality and intellectual style as well as the classroom dynamics. What I look for is evidence of preparation, engagement, curiosity, and willingness to consider different perspectives. Please see me at any time for feedback on this important part of the graduate experience. 65 points

### Grades:

Add up the points (total 200: 180-200=A; 160-179=B, etc.)

**Calendar of Assignments (subject to change)**

<b>Week</b>	<b>Topic</b>	<b>Readings, Assignments</b>	<b>Topics for Discussion</b>
Week 1: Aug. 24	Intro and orientation	Handout	
Week 2: Aug. 31	Document Analysis	Paper due	Just look at the sources! What do they tell us? What do we tell them?
Week 3: Sept. 7	History Before History; History in the 20 <sup>th</sup> century	Iggers, chs. 1-6 (to p. 270); Turner; Block I	What is History? How did it Become History?
Week 4: Sept. 14	Paradigms and “normal science”	Kuhn; Paper due	“Normal science” and historical practice.
Week 5: Sept. 21	Liberalism: rule of reason or bourgeois trick?	Marwick; Jenkins; Paper due	Marketplace of ideas? Facts and Historical Constructions
Week 6: Sept. 28	The Cultural Turn: Gender, Identity, and New Historicism	Iggers, p. 270-280, 301-316; Anderson; Geertz; Scott; Block II	The Fruits of Interdisciplinarity; Post-Modernism
Week 7: Oct. 5	Going Global (I): Imperialism and Orientalism	Said; Iggers, p. 281-300. Paper due	The West, The World, and the Other; the dangers of essentialism
Week 8: Oct. 19	Going Global (II)	Iggers, Ch. 7-8; Block III	
Week 9: Oct. 26	Scaling Down: microhistories	Wunderli; Block IV	Is smaller better?
Week 10: Nov. 2	Praxis: how can we proceed?	Nash, Haskell, Novick, Smith	Where do we go from here?
Week 11: Nov. 9	No Class; individual consultations	Work on PRF Proposal	
Week 12: Nov. 16	No Class	PRF	
Week 13: Nov. 23	No Class	PRF	
Week 14: Nov. 30	No Class	PRF	
Week 15: Dec. 7	Grant proposal pitches	Class members; oral presentations	
Week 16: Dec. 17	No Class	PRF Grant Proposal and final position papers due	

## Supplemental Readings

### BLOCK I

- Burke, Peter. *The French Historical Revolution*. (1990)  
Fogel, Robert W. and Stanley Engerman, *Time on the Cross* (1974)  
Foucault, Michel. *Discipline and Punish*. (1975, 1995).  
Guttman, Allen. *From Ritual to Record: The Nature of Modern Sports*. (2004)  
Skinner, Quentin, ed.. *The Return of Grand Theory in the Human Sciences*. (1990).

### BLOCK II

- Cohen, Paul A. *Speaking to History: The Story of King Goujian in Twentieth-Century China* (2010).  
Davis, Natalie Z. *Fiction in the Archives*. (1987)  
Gauderman, Kimberly. *Women's Lives in Colonial Quito: Gender, Law, and Economy in Spanish America* (2009)  
Resendez, Andres. *Changing National Identities at the Frontier: Texas and New Mexico, 1800-1850* . (2004)  
Scott, Joan Wallach. *Only Paradoxes to Offer: French Feminists and the Rights of Man*. (1997)  
Seed, Patricia. *Ceremonies of Possession in Europe's Conquest of the New World* (1995).  
Greenblatt, Stephen. *Marvelous Possessions* (1991).

### BLOCK III

- Crosby, Alfred. *Ecological Imperialism: The Biological Expansion of Europe* (1983, 2004).  
Schiebinger, Londa. *Plants and Empire* (2004).  
Watts, S.J. *Epidemics and History: Disease, Power, and Imperialism* (1999)

### BLOCK IV

- Ginzburg, Carlo. *The Cheese and the Worms: The Cosmology of a Sixteenth Century Miller* (1980).  
Farr, James. *Tale of Two Murders: Passion and Power in Seventeenth Century France*. (2005)  
Cohen, Patricia. *Murder of Helen Jewett*. (1999)

## UNIVERSITY DISCLAIMERS

### **Cheating / Plagiarism:**

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. University Regulations contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office.

### **Disclaimer:**

In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be posted once the course resumes on Blackboard or can be obtained by contacting the professor via email or phone.