

## **HIST 610: History and Historical Methods**

**Fall 2015**

**Tuesdays, 6:30-9:20**

**UNIV 319**

### **Dr. Foray**

Email: jforay@purdue.edu

Office: UNIV 222

Office hours: Tuesdays, 11 AM to 1 PM

### **COURSE SCOPE AND OBJECTIVES**

Required of all incoming graduate students, this course investigates the practices and problems of historical study. It is not intended as a historiography class, a kind of “greatest hits” of American, European, and Global History, or a graduate boot camp providing students all tools of the trade. Our endeavor is far more modest yet far more challenging. Over the course of the semester, we will explore the historical profession as it exists in the United States today. We will examine different methodologies and approaches to studies of the past, but so too will we explore the professionalization of the discipline; the surfeit, and absences of historical “memory”; archival practices; and the role of the historian—if any—in contemporary society. All written assignments will allow students the opportunity to pursue their individual areas of interest and, at the same time, prepare for their second-semester research project in HIST 611.

### **COURSE MATERIALS**

Students in the class are responsible for obtaining copies of all books listed on the syllabus, whether via online vendors, Purdue/local libraries, or Interlibrary Loan. The complete list of books you must purchase/obtain has also been emailed to you.

Materials indicated with a “B” on the schedule of readings will be made available, in PDF or other format, via Blackboard.

Other books/printed materials must be ordered through the AHA’s publications service; these sources are indicated on your schedule of readings with the designation “AHA.” You should order these materials as soon as possible. I will provide PDF versions of all articles, chapters, and shorter pieces.

You may use paper or electronic versions of assigned readings, but you are expected to bring to class your copies of the week’s assigned reading(s), whether in digital or paper form. These assigned works are to be read in their entirety. As a member of this seminar, you are expected to attend every class, ready to engage this assigned material. On any given class meeting, you should be prepared to speak about the author(s) and his/her body of work and raise relevant questions and comments for further examination by the class.

### **ASSIGNMENTS AND ASSESSMENT:**

All students in the class must join the American Historical Association as student members, and all students are expected to keep abreast of AHA activities, publications, and communiques, including the online community forum.

Students in the class must complete, and will be assessed according to, the following assignments:

- Talk/lecture/conference panel attendance and write-up
  - Worth **10%** of final grade
  - This assignment will be accepted at any point during the semester but no later than our class meeting on **Tuesday, December 8**
- Historiographical overview of chosen subject in student's field
  - Worth **15%** of final course grade
  - Due in class, **Tuesday, November 3**
- Proposal and detailed plan for HIST 611 research paper, with mandatory follow-up meeting after Dec.8
  - Worth **25%** of final course grade
  - Due in class, **Tuesday, December 1**
- Regular participation and involvement (including careful preparation) in all class discussions
  - Worth **50%** of final course grade
  - **Ongoing throughout semester**, beginning with our first class meeting and ending with our last session on December 8

### **MISC. FORMAT AND PROCEDURES**

All written work in the class should be double-spaced, with 1 inch margins, and Times New Roman 12 pt. font. These are not recommended guidelines but mandatory formatting requirements.

Any footnoted citations should follow Chicago Manual of Style guidelines, as detailed in Chapter 7 of Rampolla, *A Pocket Guide to Writing in History*, 8<sup>th</sup> Ed.

All deadlines, as listed on the syllabus, are to be considered hard and fast due dates. Please do not ask for extensions in this course, as they will not be granted. Late work of any sort will not be accepted, nor will I grant “incompletes” as final course grades.

### **UNIVERSITY POLICIES**

As a student in this class and at Purdue, you are expected to uphold the highest standards of academic integrity. Plagiarism and other forms of academic dishonesty are serious offenses, and they will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials.

Academic dishonesty includes, but is not limited to, the following: failing to properly cite or indicate the words and ideas of someone else; having someone else write a paper and submitting it as one's own; turning in a paper that has been purchased from a commercial research firm, essay bank, or other source; and “recycling” papers and assignments originally submitted for other classes. If you have a question about whether a certain act or behavior constitutes academic dishonesty, you should consult with me before you commit such an act. Those who engage in such practices should expect to fail the course. This is non-negotiable: if I find that you have committed academic dishonesty, you will fail the course—period. Please do not put yourself in this situation. In addition, I will report the violation to the History

Department Director of Graduate Studies, the Graduate School, and the Office of Student Rights and Responsibilities (OSSR). Any of these offices and individuals may enforce additional penalties.

In the event of a major campus emergency, course requirements, deadlines, and grading percentages are subject to changes as necessitated by a revised semester calendar or other circumstances. Necessary changes will be announced via email and/or the class Blackboard page. Safety procedures will be reviewed during the first week of class. In addition, please familiarize yourself with the “Emergency Preparedness for Classrooms” guidelines that I will distribute in class.

During the last two weeks of the semester, you will be provided an opportunity to evaluate this course and my teaching. You will receive an official email from evaluation administrators with a link to the online evaluation site, and you will have two weeks to complete this evaluation. I consider your feedback vital, as does Purdue University. Your professors have access to these online evaluations only after grades are due.

## SCHEDULE OF READINGS

Tuesday, August 25:

### Introduction to the course and syllabus

- Discussion of AHA and recent issue of *Perspectives* (AHA)
- Selections from AHA publications “Becoming a Historian: Survival Manual” (B) and “Assessment in History: A Guide to Best Practices” (B)

Tuesday, September 1:

- 
- Becker, *Everyman His Own Historian*, with Introduction by Laurel Thatcher Ulrich (AHA)
  - Rampolla, *A Pocket Guide to Writing in History*, 8<sup>th</sup> Edition
  - Selections from AHA publication “Creating History Papers” (B)

Tuesday, September 8:

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- Putnam, selections from *Reason, Truth, and History*, including “Brains in a vat” (B)
  - White, selections from *The Content of The Form*, including “The Value of Narrativity in the Representation of Reality” (B)
  - Zemon Davis and Starn, Introduction to *Representations* Special Issue: Memory and Counter-Memory (B)
  - Nora, “Between Memory and History: Les Lieux de Mémoire” (B)
  - Harrison, “Forgetting to remember, remembering to forget: late modern heritage practices, sustainability and the ‘crisis’ of accumulation of the past” (B)

Tuesday, September 15:

- 
- Novick, *That Noble Dream: The ‘Objectivity Question’ and the American Historical Profession*

Tuesday, September 22:

- 
- Guldi and Armitage, *The History Manifesto*
  - AHR Exchange on *The History Manifesto*: Introduction; Critique by Cohen and Mandler; Reply by Armitage and Guldi (3 separate pieces, B)

Tuesday, September 29:

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- Ginzberg, *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*

Tuesday, October 6:

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- Allen, *Our Declaration: A Reading of the Declaration of Independence in Defense of Equality*

Tuesday, October 13:

**Fall Break. No class**

Tuesday, October 20:

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- Shorto, *Amsterdam: A History of the World's Most Liberal City*

Tuesday, October 27:

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- Stoler, *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense*

Tuesday, November 3:

Research process

HIST 611 research discussion with Dr. Janney

**Historiographical overviews due**

- Galgano et al, *Doing History: Research and Writing in the Digital Age*
- Antonova, *Writing History* (manuscript draft; B)

Tuesday, November 10:

The Problems of Archives and Access

- AHR Roundtable: The Archives of Decolonization: Mir, Introduction; Elkins, "Looking beyond Mau Mau"; Shepard, "Of Sovereignty"; Bailkin, "Where Did the Empire Go?" (4 separate pieces, B)

Tuesday, November 17:

The Practices, and Payoff, of Archival Research

Meet in Purdue Archives and Special Collections (HSSE Library, 4<sup>th</sup> Floor): Discussion with Sammie Morris

- Redman, “Historical Research in Archives: A Practical Guide” (AHA)
- Till, “Out of office: on research leave in Florence” (B)

Tuesday, November 24: **Thanksgiving. No class.**

Tuesday, December 1: **Research proposals due; discuss in class**

Tuesday, December 8: Existential crises, or “what now?”

- Exchange in *Passport: The Society for Historians of American Foreign Relations Review*: front matter, pps. 4-16. Please note that the entire issue, not solely this selection, is contained on (B).
- Geertz, “Very Bad News” (B)
- Burke, Letter to the Editor of *Perspectives*, “The Last Artifact of the World Trade Center” (B)