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History 601

Introduction to the Professional Study of History

<http://www.indiana.edu/~hist601/>

What, if anything, is a historian? What makes professional historians distinct from amateur ones and what does it say about our culture and our history that we value—or, at least, accept—that distinction?

This course offers an introduction to the theoretical and conceptual debates that animate the historical profession today: By whom and for whom is history written? What can historians learn from other academic disciplines? How can we best relate to the subjects (and/or objects) of our study? In the twenty-first century, is studying history the same sort of activity it was in the nineteenth? Throughout the semester, students are encouraged to think carefully both about the content of these discussions and about how they have been framed and conducted.

In order to be a successful historian, one must read both *extensively* and *intensively*—this course provides an introduction to both reading strategies. Students are exposed to a wide variety of models for historical writing as well as a number of key theoretical texts. The bibliography of suggested further reading (see the website) is extensive, but it cannot be exhaustive. It is an invitation to further reading rather than a set of dogmatic instructions.

Books. We will discuss the following, which are available in the university bookstores:
Benedict Anderson, *Imagined Communities*
Natalie Z. Davis, *The Return of Martin Guerre*
Franz Fanon, “Algeria Unveiled” in *A Dying Colonialism*
Michel Foucault, *Power/Knowledge*
Sigmund Freud, *The “Wolf Man” and Other Cases*
Edward Said, *Orientalism*

Other Readings for Discussion will be linked on the **course website**, as will suggestions for further reading and recommended on-line resources. Students are expected to

CHECK THE WEBSITE often.

<http://www.indiana.edu/~hist601/>

This syllabus is provisional and may be subject to revision throughout the semester. If they differ, information found on the course website supersedes that provided by this handout.

Policy on Attendance and Participation: Attendance is *mandatory*. If you miss more than one session you will be at risk for *failing the course*, no matter what grade you have received on assessed coursework or how actively you have engaged in other sessions. Please note that 50% of each student's final grade will be determined by his/her participation in class discussion (including the writing of three response papers, see below). Attendance, *per se*, is not graded, but it is an obvious prerequisite to successful involvement in discussions. Simply being present and talking is not the same as constructive participation!

Professor Dodson's section of History 601: As you probably know, this course is taught in two sections of twelve students each. Both sections meet on Tuesdays, 4:00-6:00. For the first two-thirds of the semester, the sections cover similar materials and questions, but we have chosen to treat different topics for the last weeks of the course. You will therefore have a choice of which section you attend for weeks 10-15. You will need to state your preferences before then, so that we can guarantee a rough numerical balance between the two classes. See the weekly syllabus below for a list of topics that Professor Dodson plans to cover. (I will probably circulate a form for you to indicate your preferences in week 8 and let you know in week 9 which section you are expected to attend.)

Written Work: Throughout the semester, each student must write three "response papers" or mini-essays (5-6 pages, *double spaced*) commenting upon one or more of the texts we are about to discuss. (due in class) These papers will be returned to you in one-on-one tutorial sessions only: *I will not give you back your paper unless you come and discuss it with me. It is up to you to schedule a time to meet with me.*

A response paper indicates *your* intellectual reaction to something you have read. It is *not a summary*. You need to demonstrate that you understand the text's main claims, but you should do so *very briefly*, leaving most of the paper to deal with the following sorts of questions: What did you think of the reading(s)? What about them did you find most surprising, thought provoking, or ill conceived? Most important, *why* did you react in that way? You need to provide *specific evidence* from the text; *examples* of the particular attitude, perspective, claim, or assumption that grabbed your interest.

Even if you hate/love the work in question, your response paper should not be a "rant" (or a "hymn of praise"). You may want to begin by considering your "visceral" response to a book or article—how do you feel about it? Then you need to *explain* this feeling, both to yourself and to others. Assertions of the form "this book isn't about medieval/gender/African-American history and so is irrelevant to me" are *not acceptable* as a response. However, it could be *very* useful if you could demonstrate either a). how this author's account of the "modern" world (for example) would be different if s/he knew more about the medieval era; or, b). how the approach used by a historian of modern China (for instance) could be used in the colonial North-American context.

Final Paper: (worth 50%) 15-20 pages, double spaced, **DUE TUESDAY, 15 December (by 3:00 p.m.)** in my pigeonhole in the History Department office. There is no set topic for this paper, but *you must discuss possible topics with me well in advance of the due date*. You may find the following two rubrics helpful as you consider possible paper topics:

1. Based on your reading of the past five years of two academic journals, what do you see as the most important intellectual trends and developments in academic history writing today? How do those relate to the reading you have done for this course? In what ways do “general” and “specialist” history writing/publishing relate to each other? If you decide to write on this topic, make sure that you read one specialist journal from your own field, and one general historical journal (such as *American Historical Review*, *Journal of Social History*, *Comparative Studies in Society and History*, *History Workshop Journal*, *The Historical Journal*, etc.).

2.) Explore a historiographical development (e.g., studies of “identity” or models of state formation or the definition of “totalitarian” regimes, etc.) within a particular historical context. What are the issues and debates at stake here? How have historians applied “theory” in this context? How would you do things differently?

Further guidance on paper writing is available on the course website.

Extensions to the deadline will only be granted in the case of serious illness (with medical documentation), bereavement, or other grave personal circumstances. Students facing such circumstances should notify me as soon as possible. In the absence of any valid excuse, late papers will be marked down 1/3 of a letter grade for each day late (e.g., submitted one day late, an “A” paper will receive an “A-”). Weekends count as two days.

Policy on Academic Honesty: All papers must include consistently formatted notes and a full bibliography. **Ignorance of scholarly reference form is no excuse. Plagiarism and misuse of sources constitute intellectual theft and will result in my recommending that you be dropped from the graduate program immediately.**

History 601: Schedule of Classes

<http://www.indiana.edu/~hist601/>

Part One: The Stuff of History

1 September: Greetings and Introductions

No required reading.

See the website for suggestions and useful links.

YOU SHOULD CHECK THE WEBSITE SEVERAL TIMES EVERY WEEK.

8 September: Time and the Archives

D. C. Feeney, "Synchronizing Time", chapter one of his *Caesar's Calendar: Ancient Time and the Beginnings of History* (2007)—available as an e-book through IUCAT

Bonnie Smith, "Gender and the Practices of Scientific History: the Seminar and Archival Research," *AHR* 100:4 (Oct. 1995), 1150-1176.

Timothy Garton Ash, *The File* (1997), pp. 3-24, 140-144 on e-reserves (password "family")

Kathryn Burns, "Notaries, Truth, and Consequences," *American Historical Review* 110: 2 (April 2005), 350-379 **AND/OR**

Randolph Head, "Knowing Like a State: The Transformation of Political Knowledge in Swiss Archives, 1450-1770," *Journal of Modern History* 75:4 (Dec 2003), pp. 745-782.

15 September: Material Pasts

Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction" (1933) in the volume of his work entitled *Illuminations* and also available on-line.

Cynthia Hahn, "The Voices of the Saints: Speaking Reliquaries," *Gesta* 36:1 (1997), 20-31.

Carolyn Steedman, "What a Rag Rug Means," *Journal of Material Culture* 3:3 (1998); another version is available in her *Dust* (2001).

Zoe Strother, "Architecture against the State: The Virtues of Impermanence in the Kibulu of Eastern Pende Chiefs in Central Africa," *Journal of the Society of Architectural Historians* 63:3 (Sep., 2004), pp. 272-295 **AND/OR**

Paul Betts, "The Twilight of the Idols: East German Memory and Material Culture," *Journal of Modern History* 72:3 (Sept. 2000), 731-765.

Part Two: Big Questions, Partial Answers

22 September: History, Structure, Story

Natalie Z. Davis, *The Return of Martin Guerre* (1983)—available for purchase.

Jean-Jacques Hémardinquer, “The Family Pig of the Ancien Régime: Myth or Fact?” (1970) in R. Forster and O. Ranum, eds., *Food and Drink in History* (1979), available on e-reserves. [password: “family”]

Samuel Flagg Bemis, “American Foreign Policy and the Blessings of Liberty,” *American Historical Review* 67:2 (1962), 1-15, available on-line via JSTOR or in the library.

29 September: Economic Change and Global Inequalities

Avner Greif, “Family Structure, Institutions, and Growth: The Origins and Implications of Western Corporations,” *American Economic Review* 96: 2 (May, 2006), pp. 308-312.

Kenneth Pomeranz, “Political Economy and Ecology on the Eve of Industrialization: Europe, China, and the Global Conjuncture,” *American Historical Review* 107 (April 2002), pp. 425-446.

Craig Clunas, “Modernity Global and Local: Consumption and the Rise of the West,” *American Historical Review* 104:5 (Dec. 1999), 1497-1511.

Paul Bohannon, “The Impact of Money on an African Subsistence Economy,” *Journal of Economic History* 19 (1959), 491-503.

6 October: Power, Knowledge, Bodies

Michel Foucault, *Power/Knowledge* (1972), at least pp. 78-108.

Laura Engelstein, “Combined Underdevelopment: Discipline and the Law in Imperial and Soviet Russia,” *American Historical Review* 98:2 (April 1993), 338-353.

Geoffrey C. Bowker and Susan Leigh Star, “Pure, Real and Rational Numbers: The American Imaginary of Countability,” *Social Studies of Science* 31:3 (June 2001), 422-425.

Alexandra Minna Stern, “Buildings, Boundaries, and Blood: Medicalization and Nation-Building on the U.S.-Mexico Border, 1910-1930,” *Hispanic American Historical Review* 79:1 (Feb., 1999), pp. 41-81 **AND/OR**

Jan Goldstein, “The Hysteria Diagnosis and the Politics of Anticlericalism in Late Nineteenth-Century France,” *Journal of Modern History* 54:2 (1982), pp. 209-239.

13 October: Culture, Ideas, and Institutions

Elizabeth Eisenstein, “An Unacknowledged Revolution Revisited” and Adrian Johns “How to Acknowledge a Revolution” (on the “print revolution” in Early Modern Europe), *American Historical Review* 107:1 (Feb. 2002), 87-105, 106-125.

Sophia Rosenfeld, “Before Democracy: The Production and Uses of Common Sense,” *Journal of Modern History* 80 (March 2008), 1-45.

Trish Loughran, “Disseminating *Common Sense*: Thomas Paine and the Problem of the Early National Best Seller,” *American Literature* 78:1 (2006), 1-28.

20 October: Nation and State

Benedict Anderson, *Imagined Communities* (1983; 1991)—available for purchase. If you run out of time, focus on chapters 1-3 and 9-10.

Giorgio Agamben, "We Refugees" (1994), on-line.

Mahmood Mamdani, "Beyond Settler and Native as Political Identities: Overcoming the Political Legacy of Colonialism," *Comparative Studies in Society and History* (2001) 651-664.

Susan Pedersen, "Gender, Welfare, and Citizenship in Britain during the Great War," *American Historical Review* 95:4 (Oct. 1990), 983-1006.

27 October: Orientalists and other Others

Edward Said, *Orientalism* (1978), available for purchase; at the very least, read pp. 1-73.

Frantz Fanon, "Algeria unveiled" in his *A Dying Colonialism* (available for purchase) or *The Fanon Reader*.

Part Three: Historians' Interests

3 November: Ideology

[Dodson: Empire]

Karl Marx and Friedrich Engels, *The German Ideology*, part one (section available in *The Marx-Engels Reader*, ed. Tucker, which you should probably acquire).

Karl Marx, *The Eighteenth Brumaire* (1852). Sections of this are available in *The Marx-Engels Reader* but you would be better served by getting the International Publishers edition (ISBN 978-0717800568). Do not get the Bibliobazaar edition (ISBN 978-1434615060)—it is a very poor and confusing translation.

10 November: Agents and Actors

[Dodson: Subalterns, Peasants, and History from Below]

Dipesh Chakrabarty, "Postcoloniality and the Artifice of History: Who Speaks for 'Indian' Pasts?" *Representations* 37 (1992).

Bruno Latour, *Pasteurization of France* (1988)—you could buy a copy of this. You should at least read pp. 1-28, which are available on books.google.com

Ted Steinberg, "Down to Earth: Nature, Agency, and Power in History," *American Historical Review* 107:3 (2002), 798-820.

Kate Brown, "A Place in Biography for Oneself," *American Historical Review* 114 (June 2009), 596-605.

17 November: Public and Private

[Dodson: Landscape and Environment]

Jürgen Habermas, *The Structural Transformation of the Public Sphere* (1962; 1989) chapter two on e-reserves.

Rebecca Spang, *Invention of the Restaurant* (2000), chapter 3 on e-reserves.

Lauren Berlant and Michael Warner, "Sex in Public," *Critical Inquiry* 24:2 (1998), 547-566.

Michael Willrich, "Home Slackers: Men, the State, and Welfare in Modern America," *Journal of American History* 87:2 (2000), 460-489.

Mark P. Whitaker, "Tamilnet.com: Some Reflections on Popular Anthropology, Nationalism, and the Internet," *Anthropological Quarterly* 77:3 (summer 2004), 469-498.

THANKSGIVING BREAK

1 December: Trauma, Causes, and Effects

[Dodson: Globalization]

Sigmund Freud, "From the History of an Infantile Neurosis" (1919) also known as "The Wolfman", in *The "Wolfman" and other Cases*, which is available for purchase at the book store.

8 December: Memory and History

[Dodson: Modernity and Post-Modernism]

Paul Connerton, *How Societies Remember* (1989), especially chapter 3 ("Bodily Practices"); most of this is available on e-reserves, I also have a few photocopies.

Pierre Nora, "Between Memory and History," introduction to *Realms of Memory: Rethinking the French Past*, vol. 1 (originally published in French in 1984), pp. 1-12; this is also available in Revel and Hunt, eds., *Histories* (1995) and in *Representations* (spring 1989), 7-25, which you can get in the library or on-line.

Marian Hodgkin and Poppy Sebag-Montefiore, "The Rwanda Forum 2004," *History Workshop Journal* 60 (autumn 2005), 1-24.