HIS 600: Historiography and Methodologies
Meetings: Wednesday, 4:00 - 6:30 pm, LA 203
Instructor: Sanjay Joshi

Course Description
Despite Calvin’s profound opinions on our discipline, paying attention to questions about history changes what we know as history. This seminar introduces new graduate students to trends in modern historiography. While literally meaning, the writing of history, “historiography” also refers to theories of history. The course asks you to think about a range of questions related to our discipline: What is history? How have historians approached the study of the past? How and why have there been changes in the approach to the study of history? This seminar is designed to make students aware of the dynamic nature of scholarship within (and outside) the discipline. We will do so by examining some of the major shifts (or “turns”) and debates within the discipline over the last fifty years or so.

The course is divided into three parts. Part One consists of a series of introductions -- to the idea of historiography, to some recent changes in the approaches to the writing of history, and how historians have correlated these changes with those in the larger world. A central theme running through these introductions is the relationship between power and the writing of history. Part Two examines this relationship in more detail. We examine a variety of approaches that have shaped modern historiographical scholarship. The work of Marxist, Feminist, Foucauldian, and Postcolonial theorists, among others that we read in this part of the course, has brought to light
different configurations of power shaping the way in which we write and understand history. Finally, in Part Three, we look at a few of the approaches and methodologies that appear to be changing the field. No course of this nature can ever hope to be exhaustive in its coverage. I am well aware of many themes, approaches, and debates we do not discuss this semester. Undoubtedly, there other omissions of which I am not aware. The purpose of this course is to introduce students to some elements from vibrant and dynamic field of scholarship with the intention that their own interests will take them far beyond the confines of this syllabus.

Objectives
Students are expected to gain an appreciation of the broad philosophical background of historical schools and especially of the way in which all historical questions, research, writing, and judgments, are themselves the products of history. From the readings, they should acquire a basis for understanding (rather than resolving) persistent issues and debates in the discipline. Writing assignments ask students to critically analyze the readings and reflect upon how we “do” history.

Course Structure and Approach
The course is conducted in a seminar format in which students actively participate through the exchange of ideas in critical discussions of readings. Because all seminars are efforts at collaborative learning, attendance and participation in the seminars is of critical importance. Under normal circumstances, you are expected to be present for each class meeting, and absences, other than for University-accepted reasons, will be penalized.

Required Texts
The following books are part of the required reading for this class.


   Also available as EBook via Cline. This is the direct link to the book.

   Also available as an EBOOK via Cline Library. Here is the direct link to the book.


In addition, some REQUIRED scholarly articles are available electronically, usually via direct links embedded in the electronic version of this syllabus.
**Recommended Texts**
On certain weeks, I have recommended some articles that might help you make better sense of the themes and required readings for that week.

**Assignments and Assessment**
There are four different sorts of assignments (subject to modification) required of all students enrolled in this class.

A. **You will have to write two review essays. Look at professional journals in your area of interest to look at best practices for review essays.** Reading academic journals in your areas of interest is an integral part of your graduate education in History

1. In around **five to eight to ten double-spaced pages**, analyze the readings from the Part One of the course. As a guide, you may use the following question(s): Is History simply a recounting of the past? What do you make of the ways in which historiography changed from Carr’s time to Eley’s? What does Trouillot add to the dimensions of historiography discussed by Carr and Eley? **DUE OCTOBER 18, in class in my mailbox in the History Office AND on CANVAS. 15 points** (there is no class meeting on this date to allow to you time to focus on your writing).

2. In about **ten to fifteen double-spaced pages** show how might you use the entire set of course readings to analyze a specific historical subject or an area of professional interest. I leave the choice of subject to you. However, I must emphasize that the **objective** of this assignment is to demonstrate to me your understanding of the material from this course. I happen to believe the best way of doing that is to “apply” theoretical knowledge to a specific case study. I encourage you to use the readings from the entire course, but in any case, a substantial part of the course readings should be referenced in this final essay. **DUE DECEMBER 6 in my mailbox in the History office. 20 points** (again, no class meeting on this day)

B. **Regular response papers to the week’s readings.** You need to submit response papers to at least EIGHT of the eleven weeks where we have assigned readings. I ask you to write at least **two responses from Part I** of the course, at least **three from Part II**, and at least **one from Part III**. If you do more than eight response papers, I will take the best eight reviews into account for the grade.

Your response papers should start with the THESIS of the reading(s) for the week (or what ties them together). You should provide a short summary of the work(s) you read, as well as your own reflections on the ideas you encounter in the readings. I encourage you to raise questions based on your review, and include them as part of your review. I expect the response papers to be between two and four DOUBLE SPACED pages (one-inch margins), and submitted to me on the day of the class meeting.

That you can skip writing response papers some weeks does NOT mean you can come to class without having done the week’s assigned readings. You are responsible
for completing ALL the required readings for this course. Each response paper will count for 5 points, and together these will comprise 40 points.

C. Starting Week Five, one student will be responsible for LEADING CLASS DISCUSSION once during the rest of the course. Other than administrative stuff, and some interventions from me, the running of that class will be in the hands of that student for that week. Of course, you have to work within the confines of the syllabus and assigned readings. I will take down student preferences, starting Week One. Weeks for leading discussion are assigned on a first-come-first-served basis. Everyone in the course should have signed up for leading class discussion by Week Three, at the latest. 10 points

You will be evaluated on your own understanding of the material for that week, and how well you are able to communicate that to your peers. I strongly recommend that you meet with me the Monday before you are to lead the class discussion. By 10 am on the day you are leading discussion, please submit to me (via email if necessary) a WRITTEN outline of your plan for leading discussion, the questions you will pose, and any supplementary material. 10 points

D. Regular Attendance and Participation. This is a seminar, where we learn not through passive osmosis, but by participating in meaningful conversations with each other. Attendance and participation over the ENTIRE semester, including days when you have chosen not to write reviews of the reading, is crucial. Participation means just that. Your physical presence in the class is mandatory, of course (unless there is a real emergency that prevents you from attending, please let me know of any absence in advance, if possible). However, mere presence does not constitute full participation. Nor does simply talking in the classroom equal participation. I want you to come to the classroom, having completed the assigned readings, and ready to engage thoughtfully with the readings, and move our discussion in new directions. Attendance and participation, evaluated at my discretion, will count for 15 points.

Evaluation

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<tr>
<th>Evaluation</th>
<th>Points</th>
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<tr>
<td>TOTAL 2 Review Essays</td>
<td>35</td>
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<td>TOTAL 8 Response Papers</td>
<td>40</td>
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<tr>
<td>Leading Discussion</td>
<td>10</td>
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<td>Attendance and Participation</td>
<td>15</td>
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<td>TOTAL for course</td>
<td>100</td>
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Grading Scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69= D; below 60 = F

PLEASE NOTE: I do not give extensions or incompletes except in the most extreme cases. Plagiarism will not be tolerated and will result in failing the course. Please consult the NAU Student Handbook’s sections on academic dishonesty if you are not certain of the meaning of this term. IT IS THE STUDENTS’ RESPONSIBILITY TO FAMILIARIZE HERSELF/HIMSELF WITH THESE MATTERS AS DEFINED BY THE UNIVERSITY.
Provisional Course Schedule: Subject to Modification

PART I. Introductions

Week One  August 30  Course Introduction

Agenda
Who are we? What is this course about?
A discussion of Akira Kurosawa’s Rashomon and history.
(You should already have seen this film, available to stream through the Canvas page for this course).

Week Two  September 6  The Historiographical Approach
Discuss Required Reading
Carr, What is History?

Week Three  September 13  An Overview of Changes
Discuss Required Reading
Munslow, Deconstructing History.

RECOMMENDED
Alun Munslow  Reviews E. H. Carr’s What is History

Week Four  September 20  A Historian’s Journey
Discuss Required Reading
Eley, Crooked Line.

RECOMMENDED
AHR forum on Geoff Eley’s Crooked Line  (JSTOR link)

Week Five  September 27  Power and the Past
Discuss Required Reading
Trouillot, Silencing the Past.

PART II. Methodologies of Power

Week Six  October 4  Class and history
The readings for this week consist of both primary and secondary readings. They may seem like a lot, but, for most part, the readings are pretty short.

Discuss Required Reading
1. Rius, Marx For Beginners.  Extracts  http://jan.ucc.nau.edu/~sj6/Middle Class Course/marx_for_beginners extracts.pdf  (a fun starting point)  secondary
3. Karl Marx, “Preface” to A Contribution to the Critique of Political Economy (1859)  
https://www.marxists.org/archive.marx.works.1859.critique-pol-economy.preface.htm

   primary theoretical outline (see paras 5-7)

https://www.marxists.org/archive.marx.works.1848.communist-manifesto.ch01.htm

   primary theoretical/polemic

5. Karl Marx, “Chapter One” The Eighteenth Brumaire of Louis Bonaparte (1852)  
https://www.marxists.org/archive.marx.works.1852.18th-brumaire.ch01.htm

   primary example of how Marx applied his method


RECOMMENDED

1. I found the following essay to be very useful guide while reading the 18th Brumaire  
http://isreview.org/issue/74/eighteenth-brumaire-louis-bonaparte If that is too much, you may consider using the Wikipedia page  

2. What is Marxism: The Marxist Theory of History  
http://www.marxism.org.uk/pack/history.html


5. I found the following sites to be very useful for relating Marx and Gramsci and outlining some of the major Gramscian interventions http://www.theory.org.uk/ctr-gram.htm (particularly 1-4), AND http://postcolonialstudies.emory.edu/hegemony-in-gramsci/

Week Seven October 11
Discuss Required Reading
Said, Orientalism.

RECOMMENDED

1. Edward Said’s Video Interview “On Orientalism”
2. Amardeep Singh’s useful blog post on Said and Orientalism

Week Eight October 18
No Class Meeting

ASSIGNMENT: Review Essay ONE Due

Week Nine October 25
Discuss Required Reading


Week Ten November 1
Discuss Required Reading
Foucault, Discipline & Punish.

Week Eleven November 8
Discuss Required Reading

PART III. Newer Questions in the Discipline
Week Twelve November 15
Discuss Required Reading
Sebastian Conrad, What Is Global History?

RECOMMENDED
2. Leslie Witz, “Meetings of World History and Public History” (Access both via BBLearn)

Week Thirteen November 22
No Class

Week Fourteen: November 29
Discuss Required Reading
Archives and Narratives

Week Fifteen December 6  No Scheduled Class Meeting

Final papers are DUE DECEMBER 6 by 4 pm over Canvas AND in my box in the HISTORY OFFICE.