

HIS6061/2513: Introduction to Historiography, Spring 2017 (DRAFT 2)

Course Meets: Mondays, 3-6pm

Location: in the seminar room on the ground floor of Keene Flint

Instructor: Dr. Louise Newman, Associate Professor of History, lnewman@ufl.edu

Office Hours: Wed, 3-4pm, in Keene Flint 212

“The very possibility of historical scholarship as an enterprise distinct from propaganda requires of its practitioners that vital minimum of ascetic self-discipline that enables a person to do such things as abandon wishful thinking, assimilate bad news, discard pleasing interpretations that cannot pass elementary tests of evidence and logic, and, *most important of all, suspend or bracket one's own perceptions long enough to enter sympathetically into the alien and possibly repugnant perspectives of rival thinkers.*”

--Thomas L. Haskell, “Objectivity is not Neutrality” (1990), 132.

Course Description

This course introduces graduate students to some of the key concepts and challenges faced by practicing historians today, in reading, researching, and writing history at the professional level. The syllabus is divided into three parts; First we will read some theoretical/philosophical works that examine the assumptions and methods of academic historians, exploring how the discipline has changed over recent decades and considering such concepts as objectivity, narrativity, causality, agency, representation, truth, evidence, etc. Then we will study some exemplary monographs drawn from students' major fields of interest, enabling us to explore how historians frame their questions, engage in conversations with others, and justify the significance, or usefulness of their work. In the final segment of the course, students will write an historiographical essay on scholarship of their choosing. Although the course does not cover examples of historical writing that were published earlier than the 20th century, students who want to examine writers of history from earlier periods may do so during the final segment of the course.

Definitions of historiography that this course will investigate:

1. The process of writing history (i.e. what you'll do when you write an MA thesis or Ph.D dissertation)
2. The study of the history of historical writing (e.g. Lynn Hunt's monograph, *Writing History in the Global Era*, the first assigned reading in this course.)
3. Published (written) historical knowledge about a field/subfield of history: e.g. historiography on U.S. slavery
4. Non-written forms of historiography, including (but not limited to) photographic exhibits, paintings, films/documentaries, podcasts, and oral histories.

Course Objectives

- Enable students to improve the skills they need to become successful professional historians, notably critical reading, thinking and writing skills
- Foster independence among students in terms of their being able to set for themselves an intellectual agenda and then pursue that agenda with minimal faculty supervision
- Introduce students to the various ways in which historians understand the development of the academic discipline of history and the forms/conventions of writing that have been most prevalent in recent decades
- Familiarize students with the vocabulary historians use to describe recent historiographic trends and practices, including such concepts as “bottom up versus top down,” “the new social history,” Marxist or materialist approaches to the study of history, imagined communities, collective memory, “deconstructionist approaches,” Annales school, La longue durée, Mentalités, zeitgeist, Postmodernism, the Linguistic or Cultural Turn, etc.
- Increase students’ ability to put their fingers on the pulse, i.e., to discern future historiographic trends in their subfields and the discipline at large

Course participants

- Dr. Louise Newman (AMH, instructor), lnewman@ufl.edu
- José Alvarez, jealvarez@ufl.edu
- Adrian Banegas (AMH, Newman), abanegas81@ufl.edu
- Michael Barry (AMH, Kendi), mbarry14@ufl.edu
- Cortney Cantrell (EUH, Effros), cecantrell@ufl.edu
- Nicholas Dzoba (Political Science), ndzoba@ufl.edu
- Heather Gonyeau (LAH, Guerra), hgonyeau@ufl.edu
- Colin Kearney (Journalism and communications), ckearney!@ufl.edu
- David Meltsner (AMH, Pearlman), dmeltsner@ufl.edu
- Ethan Williamson (EUH, Curta), ethanjwilliamson@ufl.edu

Guest Facilitators

- Dr. Eric Segal, seminar takes place at Harn Museum, week 5, Feb 6
- Dr. Bonnie Effros, week 6, Feb 13
- Dr. Lauren Pearlman, week 7, Feb 20
- Dr. Ibram Kendi, week 8, Feb 27

Required-- Common Readings

Books—need to be purchased and brought to class on the days that they are discussed. Listed in the order in which they will be read

- **Hunt, Lynn.** *Writing History in the Global Era.* New York: W. W. Norton, 2014. (Need to have read by the first class meeting on January 9; reflection paper due January 8)
- **Brown, Peter.** *Through the Eye of a Needle: Wealth, the Fall of Rome, and the Making of Christianity in the West, 350-550 AD* (2012)
- (read for Feb 13)
- **Kendi, Ibram X.** *Stamped from the Beginning: The Definitive History of Racist Ideas in America.* New York: Nation Books, 2016. (read for Feb 27)
- **Baker, Keith Michael and Dan Edelstein,** eds. *Scripting Revolution: A Historical Approach to the Comparative Study of Revolutions.* Stanford University Press, 2015. UF has a free e-book available. (read for March 13)

Note: Students will be choosing and adding their own readings (identifying key monographs in their fields of interest) for the second and third segments of the course.

Articles (book chapters and excerpts)—These common readings need to be downloaded and hard copies brought to class on the days that they are discussed. These are listed alphabetically. Schedule at the end of this syllabus has due dates.

- Buruma, Ian. "Introduction to the Second Edition." *The Wages of Guilt: Memories of War in Germany and Japan.* 2nd ed., 2015.
- Chakrabarty, Dipesh. "The Lost Causes of E. P. Thompson." *Labour* 72 (Fall 2013): 207-12.
- Cheng, Eileen Ca-May. "Exceptional History? The Origins of Historiography in the United States." *History and Theory* 47 (May 2008): 200-228.
- Confino, Alon. "Collective Memory and Cultural History: Problems of Method." *The American Historical Review* 102. 5 (Dec 1997): 1386-1403.
- Hall, Jacquelyn Dowd. "The Long Civil Rights Movement and the Political Uses of the Past," *The Journal of American History* 91.4 (March 2005): 1233-1263.
- Haskell, Thomas L. "Objectivity is not Neutrality: Rhetoric vs. Practice in Peter Novick's *That Noble Dream.*" *History and Theory*, 29. 2 (May 1990): 129-157.
- Holt, Thomas C. "Explaining Racism in American History," in *Imagined Histories: American Historians Interpret the Past.* Eds. Anthony Molho and Gordon Wood. Princeton University Press, 1998, 107-119.
- Ott, John. "Labeled Stereotypes: Palmer Hayden's The Janitor Who Paints." *American Art*, 22.1 (2008): 102–115.
http://www.jstor.org/stable/10.1086/587918?seq=2#page_scan_tab_contents
- Sandage, Scott A. "A Marble House Divided: The Lincoln Memorial, the Civil Rights Movement, and the Politics of Memory, 1939-1963," *The Journal of American History* 80. 1. (June 1993): 135-167.
- Tyrrell, Ian. "American Exceptionalism in an Age of International History." *American Historical Review* 96 (1991): 1031-1038.

- Wiener, Martin. "Introduction to the second edition." *English Culture and the Decline of the Industrial Spirit*. (1981; 2nd ed., 2004).

Additional Relevant Readings for Part 1 (to assist students who want to study the theory/philosophy of history in more depth)

Philosophy of History/Reflections on Historical Writing/Methods

- Berkhofer, Jr., Robert F. *Beyond the Great Story: History as Text and Discourse*. Cambridge, MA, 1995.
- Bloch, Marc. *The Historians Craft*. Manchester, 1953. (Also see Stuart Clark, *The Annales School: Histories and Overviews*. London: Taylor & Francis, 1999.
- Braudel, Fernand. *On History: History and the Social Science (the longue durée)*; also see Fernand Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II*, 2 vols. Trans Sian Reynolds (1949; Berkeley: University of California Press, 1995).
- Burke, Peter. *History and Social Theory*. New York: Oxford University Press, 1992.
- Burke, Peter. "Strengths and Weaknesses of Cultural History." *Cultural History* 1.1 (2012): 1-13.
- Carr, Edward Hallett. *What is History?*
- Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. Princeton: Princeton University Press, 2000.
- Chakrabarty, Dipesh. "Postcoloniality and the Artifice of History: Who Speaks for 'Indian' Pasts?" *Representations* 37 (January 1, 1992): 1-26.
- Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton: Princeton University Press 1993.
- Derrida, Jacques. "Structure, Sign, and Play in the Discourse of the Human Sciences." (1966) in Joseph P. Atoli and Hinda Hutcheon, eds., *A Postmodern Reader*. Albany; SUNY Press, 1993.
- Durkheim, Émile. *The Division of Labor in Society*. New York: Free Press, 1984. (Also see R. Colbert Rhodes, "Emile Durkheim and the Historical Thought of Marc Bloch," *Theory and Society* 5.1 (1978): 45-73.
- Foucault, Michel. Any work. Possibilities include *The History of Sexuality, Discipline and Punish* (1975), *The Order of Things: An Archaeology of the Human Sciences*. New York: Pantheon Books, 1970. A very useful anthropology is Paul Rabinow, eds., *The Foucault Reader*. New York: Random House, 1984.
- Gaddis, John. *The Landscape of History: How Historians Map the Past*.
- Geertz, Clifford. "Thick Description: Toward an Interpretative Theory of Culture." In *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, 1973.
- Le Goff, Jacques. "Mentalities: A History of Ambiguities" in *Constructing the Past: Essays in Historical Methodology*, Le Goff and Pierre Nora, eds. (New York, 1984). First published as "Les mentalités: Une histoire ambiguë," in *Faire de l'histoire*, Jacques Le Goff and Pierre Nora, eds., vol. 3 (Paris, 1974).

- Jameson, Frederick. *The Political Unconscious*.
- Jordanova, Ludmilla. *History in Practice*. London, 2000.
- Kuhn, Thomas. *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press, 1962.
- LaCapra, Dominick. *History and Criticism*. Ithaca: Cornell University Press, 1985; critique of mentalités.
- Lévi-Strauss, Claude. *The Elementary Structures of Kinship* (1947) trans. James Harle Bell and John Richard von Sturmer. Boston, Beacon Press, 1969; also see Marcel Hénaff, *Claude Lévi-Strauss and the Making of Structural Anthropology*, trans. Mary Baker. Minneapolis; University of Minnesota Press, 1998.
- Lowenthal, David. *The Heritage Crusade*. (Cambridge, 1997); how history is used by society for good and ill
- Novick, Peter. *That Noble Dream: The 'Objectivity Question' and the American Historical Profession*. Cambridge, 1998.
- Said, Edward W. *Orientalism*. New York: Random House, 1978.
- Scott, Joan Wallach. *Gender and the Politics of History*. New York: Columbia University Press, 1999.
- Tosh, John, ed. *Historians on History*. 2nd ed. 2008.
- Tosh, John. *Why History Matters*. Palgrave Macmillan, 2008.
- Tosh, John. *The Pursuit of History: Aims, Methods and New Perspectives in the Study of Modern History*, 4th ed., Longman, 2006

Still need to add more works on historical memory, oral history, interpreting visual sources, digital history, etc.

- Gold and Klein, editors, *Debates in the Digital Humanities*, 2d ed. University of Minnesota Press, 2016.
- For discussions/reviews of monographs in Digital History, see Los Angeles Review of Books,; <https://lareviewofbooks.org/feature/the-digital-in-the-humanities/#!>

Histories of Historiographical Paradigms (Discourse Theory, Annales, Structuralism, Post-Structuralism, Postmodernism, Postcolonialism)

- Gilman, Nils. *Maqndarins of the Future: Modernization Theory in Cold War America*. Baltimore: Johns Hopkins University Press, 2007.
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Examples of Exemplary Monographs—Additional Recommended Readings for Part 2 (to assist students in identifying monographs that have been highly influential in shaping the discipline in recent decades.)

- Anderson, Benedict. *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. London: Verso, 1st edition, 1983; revised edition, 1991.
- Thompson, E. P. *The Making of the English Working Class*. New York: Pantheon Books, 1964.
- Najmabadi, Afsaneh. *Women with Mustaches, Men Without Beards*.
- Coates, Ta-Nahisi.
<https://www.theatlantic.com/magazine/archive/2017/01/my-president-was-black/508793/>
- Said, Edward W. *Orientalism*. (1978); find more updated edition.
- Schivelbusch, Wolfgang. *Tastes of Paradise: A Social History of Spices, Stimulants, and Intoxicants*. New York: Vintage Books, 1993.

Instructor still needs to add more works; students encouraged to make their own lists.

Additional exemplary monographs can be located by identifying monographs that have been awarded national prizes, e.g. the AHA's Bancroft Prize, or by reading book reviews in prominent journals.

http://library.columbia.edu/about/awards/bancroft/previous_awards.html

Exemplary Articles

- Thompson, Heather. "Why Mass Incarceration Matters: Rethinking Crisis, Decline, and Transformation in Postwar American History." *Journal of American History* (December 2010):

Journals to peruse

- *American Historical Review*
- *Diacritics*
- *Gender & History*
- *History & Theory*
- *Representations*
- *Reviews in American History*

Students encouraged to add titles of journals from their own subfields

Assignments (1000 pts)

- Attendance at one public talk (suitable talks will be announced several weeks in advance)
- 4 out of 7 possible Weekly reflection essays (300-600 words) electronic copy due Sunday before class at midnight and hard copy brought to class in designated weeks (200 pts)
- Two short essays (5-7pp) due weeks 5 and 11 (200 pts), see below

- Create a course syllabus (100 pts), due week 14
- Lead discussion, twice during the semester (200 pts)
- Longer historiographical review essay (10-15pp); final draft due week 16 (300 pts)

Instructions for Short Essay 1 (5-7pp), due week 5

Describe a philosophy, or approach to history that you find appealing by discussing the work(s) of a historian (theorist or philosopher) whose reflections on the practice of history resonate for you. Make sure you choose someone who has written about the practice or discipline of history—not just someone who has written a great monograph, and make sure that the person you select has garnered a significant amount of recognition, not just within a subfield, but from the profession as a whole (e.g. someone on the order of John Tosh, Joan Scott, Hayden White, Karl Marx, Marc Bloch, Edward Said, etc.) A list of suitable writers appears above under “Additional Relevant Readings for Part I” but you may choose someone whose name does not appear on this list provided you receive the instructor’s approval in advance.

Instructions for Short Essay 2 (5-7pp), due week 11

Choose a monograph you admire that has had a significant impact on your field of interest.

Analyze the philosophy of history, theoretical assumptions and research methods that inform the work you have chosen and explain what impact this work has had on the scholarship in your subfield. The work may be one published decades ago that is now considered to be a classic in its field, or it may be a book that has been recently published and has called for the revision of some traditional understanding of a problem, or has set a new research agenda, or is having an influence on the academic practice of history writing more broadly. Regardless of when it was published, the work you choose must have had (or is in the process of having) a major influence on a subfield of history, or on the discipline as a whole, transforming how subsequent scholars think about the questions that need to be asked, the methods that need to be employed, the sources that need to be re-examined and/or the conclusions/narratives that need to be rethought and rewritten. Make sure that you are dealing with a different writer of history from the one you explored in your first essay assignment.

University Policies

- Students are expected to arrive on time, be attentive and respectful during class, and remain until class is over. Habitual or severe lateness will be treated as an “absence” and penalized with grade deductions. If something unexpected comes up that prevents you from attending class, please notify the professor immediately, either by email or text: 352 318-9796.
- In general, no late work will be accepted unless accompanied by documentation from the Dean of Students or Health Services offices. However, in the case of exceptional or unforeseen circumstances, students needing an extension of a deadline may request one from the instructor in advance of the deadline.

- Cell phones should be turned off before entering the classroom. Computers (laptops, tablets) are permitted, but students caught using them inappropriately-- e.g., emailing or using social media-- will be asked to leave the classroom and will be counted as absent from the session.
- Students requesting accommodation for disabilities must register with the Dean of Students Office (<https://www.dso.ufl.edu/>) and obtain proper documentation to be submitted to the instructor during the first week of the semester. **Instructors are not obligated to grant accommodations after the first week of the semester.**
- Students are expected to provide feedback on the quality of instruction in this course. These evaluations are conducted online <<https://evaluations.ufl.edu>> during the last two weeks of the semester. A summary of the results of these assessments are available to students at <<https://evaluations.ufl.edu>>.
- All students must adhere to the University of Florida's standards of academic honesty. UF students are bound by The Honor Pledge, which states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) also specifies a number of behaviors that are in violation of this code and the possible sanctions that may be applied to those found guilty of violating the code. Students are obligated to report any condition that facilitates academic misconduct to appropriate personnel (usually the instructor).
- Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

All students must observe the University of Florida's standards of academic honesty.

<http://www.dso.ufl.edu/judicial/academic.php>

Acts of dishonesty, cheating and plagiarism include (but are not limited to) the following:

- Turning in a paper that was written by someone else (i.e., papers written by another student, a research service, or downloaded off the Internet); or written by you for another course.
- Copying, a portion of text from the work of another author without using quotation marks and acknowledging the source through a commonly accepted style of footnoting
- Paraphrasing (i.e., restating in your own words) text written by another author without referencing that author, both within in the text and by using a commonly accepted style of footnoting

- Using a unique idea or concept, which you discovered in a specific reading, website, blog, discussion board, etc., without acknowledging the original author and source, both within the text and by using a commonly accepted style of footnoting

Schedule

Part 1. Introduction to the Philosophy and Practice of Writing History

Week 1 (Mon, Jan 2)—No class meeting because classes begin on Wednesday, Jan 4.

However, there is a reading and writing assignment due Monday Jan 9, week 2.

Week 2 (Mon, Jan 9). Historicizing History, or what is the purpose of writing history in the 21st century?

History is always under construction but perhaps never more so than in the twenty-first century. The dominant paradigms of the twentieth century [modernization, [Marxism, the Annales school, and identity politics] have fallen into disrepair.... [but] narratives, whether at the level of ethnic identity, national unity, the history of the West, or the history of the world, are crucial for establishing a sense of place in a wider order and for changing that order itself.

--Lynn Hunt, *Writing History in the Global Era* (2014, 119, 122)

- Lynn Hunt, *Writing History in the Global Era* (New York: W. W. Norton, 2014).

Reflection due, 300-600 words, due Sunday, January 8 by midnight. Email .doc to instructor, lnewman@ufl.edu; bring hard copy to class on Monday, January 9.

Week 3 (Mon Jan 16). No class meeting- MLK Holiday

During this week, students will be customizing this syllabus, adding key monographs and articles that come out of their own subfields to the readings required in weeks 3-10.

Customized Syllabus due Sunday, January 15 by midnight. Email .doc to instructor lnewman@ufl.edu; bring hard copy to class on Monday, January 16.

Week 4 (Mon, Jan 23). In defense of objectivity ... Are there common values, practices, or goals shared by most academic historians? Honesty? Fairness? Detachment? Truth-telling?

I see nothing to admire in neutrality. My conception of objectivity (which I believe is widely, if tacitly, shared by historians today) is compatible with strong political commitment. It pays no premium for standing in the middle of the road and it recognizes that scholars are as passionate and as likely to be driven by interest as those they write about. It does not value even detachment as an end in itself, but only as an indispensable prelude or preparation for the achievement of higher levels of understanding.

--Thomas L. Haskell, "Objectivity is not Neutrality" (1990)

- Haskell, Thomas L. "Objectivity is not Neutrality: Rhetoric vs. Practice in Peter Novick's *That Noble Dream*." *History and Theory*, 29. 2 (May 1990): 129-157.
- Excerpt from Peter Novick, *That Noble Dream: The 'Objectivity Question' and the American Historical Profession* (1998).
- Reread relevant sections of Lynn Hunt's *Writing History in the Global Era*, esp. pp. 122-129.

Reflection, 300-600 words, due Sunday January 22 by midnight. Email .doc to instructor lnewman@ufl.edu, bring hard copy to class on Monday, January 23.

Additional readings to be determined by students.

Week 5 (Mon, Jan 30). Memory, Narrativity and Representation: Written, Oral, Visual and Digital Forms of Remembering and Conveying History

"[C]ollective memory is an exploration of a shared identity that unites a social group, be it a family [a community] or a nation, whose members nonetheless have different interests and motivations.... [T]he crucial issue in the history of memory is not how a past is represented but why it was received or rejected.... Memory is viewed here as a subjective experience of a social group that essentially sustains a relationship of power. Simply stated, it is who wants whom to remember what, and why."

--Alon Confino, "Collective Memory and Cultural History," (1997): 1389-90, 1393

- Confino, Alon. "Collective Memory and Cultural History: Problems of Method." *The American Historical Review* 102. 5 (Dec 1997): 1386-1403.
- Stoler, Ann Laura. "Colonial Aphasia: Race and Disabled Histories in France" *Public Culture* 23.1 (2011): 121-156.
- Najmabadi, Afsahneh. Excerpt from *Women with Mustaches, Men Without Beards*.

Additional readings to be determined by instructor and students.

Reflection, 300-600 words due Sunday January 29 by midnight, Email .doc to lnewman@ufl.edu, and bring hard copy to class on Monday, January 30.

Week 6 (Mon, Feb 6). Deciphering Art as a Means of Accessing Forgotten Memories

When we interpret a work of art, we **cannot** assume that images are the transparent expressions of political and social values, for in fact artistic style is a most treacherous key for ascertaining political and social developments. *In short, the work of art cannot speak for itself; to decipher its meaning, we must examine intermediaries between the social world and the artistic representation.*

--Alon Confino, "Collective Memory and Cultural History," (1997): 1392

Visit to the Harn Museum, Eric Segal facilitator

- Ott, John. "Labored Stereotypes: *Palmer Hayden's* The Janitor Who Paints." *American Art*, vol. 22, no. 1, 2008, pp. 102–115.
http://www.jstor.org/stable/10.1086/587918?seq=2#page_scan_tab_contents

Additional readings to be determined by students.

First Short Essay Due Mon Feb 6, (5-7pp, 1500-2000 words), hard copy, bring to class

Part 2. Exemplary Monographs & Articles**Week 7 (Mon, Feb 13). Early Christians and their beliefs about wealth
Bonnie Effros, facilitator**

- Brown, Peter. *Through the Eye of a Needle* (2012)

Reflection 300-600 words, due Sunday February 12 by midnight.
Email .doc to inewman@ufl.edu; bring hard copy to class

Talk at UF's Humanities Center, February 16.
<http://www.humanities.ufl.edu/calendar/20160216-Moreira.html>.

**Week 8 (Mon, Feb 20). The Long Civil Rights Movement
Lauren Pearlman, facilitator**

- Cha-Jua, Sundiata Keita and Clarence Lang. "The "Long Movement" as Vampire: Temporal and Spatial Fallacies in Recent Black Freedom Studies." *The Journal of African American History* 92.2 (Spring 2007): 265- 288.
- Jacquelyn Dowd Hall, "The Long Civil Rights Movement and the Political Uses of the Past," *The Journal of American History* 91.4 (March 2005): 1233-1263.

- Scott A. Sandage, "A Marble House Divided: The Lincoln Memorial, the Civil Rights Movement, and the Politics of Memory, 1939-1963," *The Journal of American History* 80. 1. (June 1993): 135-167.

Reflection, 300-600 words, due Sunday February 21 by midnight.
Email .doc to lnewman@ufl.edu; bring hard copy to class

Week 9 (Mon, Feb 27). Comparative Histories—The case of Revolutions

- Keith Michael Baker and Dan Edelstein, eds., *Scripting Revolution: A Historical Approach to the Comparative Study of Revolutions* (2015); chapters to be selected.

Additional readings to be determined by students.

Reflection 300-600 words, due Sunday February 26 by midnight.
Email .doc to lnewman@ufl.edu; bring hard copy to class

Week 10 (Mon, Mar 6). Spring Break—No Class

Week 11 (Mon, Mar 13). Rethinking Racism **Ibram Kendi, facilitator**

- Kendi, Ibram X. *Stamped from the Beginning* (2016), pages to be determined.
- Holt, Thomas C. "Explaining Racism in American History," in *Imagined Histories: American Historians Interpret the Past*. Eds. Anthony Molho and Gordon Wood. Princeton University Press, 1998, 107-119.
- Jacobson, Matthew Frye. *Whiteness of a Different Color*.
- Arendt, Hannah.
- Said, Edward. *Orientalism*

Reflection, 300-600 words, due Sunday, March 12 by midnight.
Email .doc to lnewman@ufl.edu; bring hard copy to class

Week 12 (Mon Mar 20)—No regular class meeting?/Library Workshop instead?

Second Short Essay (5-7pp, 1500-2000 words), due Monday, March 20;
Email .doc to instructor, lnewman@ufl.edu;

Part 3. Mapping the Historiography of a subfield or research topic

Week 13 (Mon, Mar 27). Student presentations and student-led discussion

Additional readings to be determined by students.

Week 14 (Mon, Apr 3). Student presentations and student-led discussion

Additional readings to be determined by students.

Devise a syllabus for a course you could teach in your own subfield, due Sunday April 2; email .doc to instructor, and then bring hard copy to class.

Week 15 (Mon, April 10). Student presentations and student-led discussion

Additional readings to be determined by students.

Week 16 (Mon, April 17). Last Class Meeting

Historiographical Review Essay due by April 24; email .doc to instructor.