

## HIS6061: INTRODUCTION TO HISTORIOGRAPHY (FALL 2022)



**CLASS SCHEDULE:** T: 3:00–6:00PM in 013 Keene-Flint Hall

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Office: 230 Keene-Flint Hall

Office Hours: Tuesdays: 1–2PM, Thursdays: 2–4PM, or by appointment in 230 Keene-Flint Hall

**COURSE DESCRIPTION:** This course introduces beginning graduate students to some of the most essential issues and challenges involved in reading, researching, and writing history at the professional level. We will explore the various ways in which historians have approached the study of the past, examining different historiographical schools, theories, and philosophies of history. The readings will include both classic texts of historical scholarship and more recent work, exposing students to a broad range of approaches and methodologies. *This course is required for all History graduate students (MA and PhD).*

### **LEARNING GOALS:**

- (1) The main goal of this course is to provide students with an overview of the various approaches to the discipline of history. We will explore the beginnings of professional history, explore key turning points and changes in the discipline, and analyze some of the major historiographical debates of the twentieth and twenty first centuries.
- (2) Students will encounter a variety of historiographical debates about methodology. One of the key themes that students will examine over the course of the semester is how scholars' theoretical approaches inform the practice of their scholarship.
- (3) Students will relate the different themes and debates of the course to their own geographical and chronological specializations.
- (4) The written assignments will allow students to develop skills in writing short review essays and longer literature overviews.

(5) The preparations for leading discussion and in-class interaction will provide students with important experience in guiding collegial conversation and leading class discussion.

### **CONDUCT OF COURSES:**

This course is scheduled to meet face-to-face. It will not have a HyFlex option or any other kind of online attendance component.

### **REQUIRED TEXTS:**

- 1) Sarah Maza, *Thinking About History* (University of Chicago Press, 2017) ISBN: 9780226109336
- 2) Marc Bloch, *The Historian's Craft* (Vintage, 1964) ISBN: 9780394705125
- 3) Anthony T. Grafton, *The Footnote: A Curious History* (Harvard UP, 1999) ISBN: 9780674307605
- 4) John Robert McNeill and William Hardy McNeill, *The Human Web: A Bird's-eye View of Human History* (W. W. Norton, 2003) ISBN: 9780393925685
- 5) Karl Marx, *Selected Writings* (Hackett Classics, 1994) ISBN: 9780872202184
- 6) Sven Beckert, *Empire of Cotton: A Global History* (Vintage, 2014) ISBN: 9780375713965
- 7) Carlo Ginzburg, *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*, revised ed. (Johns Hopkins UP, 2013) ISBN: 9781421409887
- 8) Michel Foucault, *The Order of Things: An Archaeology of The Human Sciences* (Vintage, 1994) ISBN: 9780679753353
- 9) Joan Wallach Scott, *Gender and the Politics of History* revised ed. (Columbia UP, 2018) ISBN: 9780231188012
- 10) Karen Fields and Barbara Fields, *Racecraft: The Soul of Inequality in American Life* (Verso, 2014) ISBN: 9781781683132
- 11) Edward Said, *Orientalism* (Vintage, 1979) ISBN: 9780394740676
- 12) Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession* (Cambridge UP, 1988) ISBN: 9780521357456
- 13) Michel Rolph-Trouillot, *Silencing the Past: Power and the Production of History*, 2<sup>nd</sup> ed. (Beacon Press, 2015) ISBN: 9780807080535
- 14) John Lukacs, *The Future of History* (Yale UP, 2011) ISBN: 9780300169560

### **ASSIGNMENTS AND EVALUATION:**

Participation and Professionalism (25%)

Presentations (20% total/10% each)

Book Reviews (20% total/10% each)

Historiography Review Essay (35%)

### **Grading Scale:**

A = 100–93    B+ = 89–87    B- = 82–79    C = 74–71    D+ = 66–63    D- = 59–56

A- = 92–90    B = 86–83    C+ = 78–75    C- = 70–67    D = 62–60    E = below 55

For more information see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **Participation and Professionalism (25%):**

(A) Attendance: This is a seminar course that will depend heavily on your active and collegial participation in class discussion to be successful. Students are expected to thoroughly read all assigned texts and to contribute regularly to class discussion. Students are expected to attend **all**

**scheduled meetings.** If you are unable to attend, it is your responsibility to notify the instructor ahead of time and to determine the makeup assignment. Missing more than one meeting for the semester will significantly hurt your participation grade. Please arrive to the meetings on time. Punctuality is a show of respect for your instructor and classmates, and it is important not just in class but in a job and your eventual career. Accommodations will be provided to any student who needs to miss class meetings for medical reasons. Guidelines for excused absences can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencestext>

**(B) Participation in discussions:** The success of the course depends in large part on the students' active participation in our weekly discussions. Bear in mind that "active participation" means asking good questions as well as proposing good answers. You are strongly encouraged to bring questions about the readings to class. If one of you had questions or difficulties, others certainly did as well.

**(C) Readings:** Please come to discussions having completed the assigned readings. "To complete the readings" means allowing yourself sufficient time both to read through the assigned materials and to think about them. Please have the readings readily available during the class discussion. It is your responsibility to contact me if you have difficulty locating the reading assignments.

**"Australian Rules" for Discussions:** The seminar will be divided into two groups. In our first week of discussion (week 2), group A will meet several days before class and develop a set of four or five written questions based on the readings. These questions, generally a short paragraph each, can treat the substance of the readings and/or problems of historical method and reasoning. They should be interpretive, rather than factual; that is, concerned not only with what authors say but how they frame or construct their major arguments. In general, interpretive questions are phrased in ways that do not invite simple yes-or-no answers. They tend to favor "how," "why," "in what sense," "what is at stake in..." and other gestures that stimulate conversation.

Group B should meet to discuss Group A's questions and prepare answers at some point before the start of class. Responses should address questions directly, but they can also critique the questions and move beyond them, according to the collective judgment of Group B. Group B will then be responsible for leading discussion with their responses to Group A's questions. Group A will then have the chance to comment on the responses. The idea is to make useful connections and distinctions, suggest areas in need of clarification, pose follow-up questions, and offer Group A's responses to their own questions. The groups will alternate their responsibilities from week to week.

**Presentations (20% total/10% each):** Students will pick two weeks during which they will co-lead brief group presentations. These presentations should provide relevant contextual information about the week's readings and scholarly approach. They should be about 15 minutes in length.

**Book Reviews (20% total/10% each):** Each student will pick **two books** to review during the course of the semester. These should not be books on which you are presenting. The book reviews should be approximately **1000 words** in length and engage with the key arguments of the texts.

**Historiography Review Essay (35%):** By the end of the semester, each student will write a substantial historiographical essay. The paper should focus on each student's research field and interests and should provide an overview of 4-5 monographs. Students must meet with the instructor no later than Week 8 to discuss their topics. The final assignment should be submitted electronically (via Canvas) **by Thursday, December 15<sup>th</sup> by 5:00PM.**

### **COURSE POLICIES AND EXPECTATIONS:**

**Extensions and Late Penalties:** The penalty for turning in late assignments is one letter grade (A to B, B to C, and C to D) for each day that the assignment is late. Assignments that are over three days late will not be accepted and will automatically receive an F. Extensions will only be granted in case of extenuating circumstances, such as documented medical emergencies. **Please note that you must complete all of the assignments in order to pass the course.**

**Classroom Etiquette:** Please engage each other collegially and with respect. You are welcome and encouraged to disagree with your peers, but please do so graciously, focusing on ideas and not posing *ad hominem* arguments. Unless otherwise specified, **computers, tablet devices, and phones are not permitted** in the classroom. Please **refrain from using any electronic devices** during our meetings, as they can be distracting to both you and your fellow classmates. In cases where your readings are available on Canvas, please **print** the readings out and bring them to class.

**Diversity and Inclusiveness in the Classroom:** An open, inclusive environment in the classroom is key to our collective success and is something that the university and I value enormously. I hold myself and each student responsible for fostering a productive learning environment that supports and encourages diversity and inclusiveness. Diversity can include, but is not limited to, race, ethnicity, gender, religion, age, disability, sexual orientation, nationality, and immigration status. Diversity also entails different perspectives, philosophies, and life experiences. I believe that by hearing and learning from a variety of sources and viewpoints, each of us will gain competence in communication, critical thinking, and cultural understanding, as well as an awareness of our implicit biases and how they shape our interactions with others and the world. This will make us better scholars, better citizens, and better people.

**Contact:** The University of Florida requires that you use your UF Gatorlink account for university related e-mail communication. Please see <http://www.it.ufl.edu/policies/#email> to read more on this policy. It is important to check Canvas and your UF e-mail accounts regularly. I will do my best to respond to all course-related emails within 24 hours on weekdays and 48 hours on weekends and during breaks. Please note that if you contact me about an assignment at the last minute, I may not have time to respond. Like most UF faculty, I treat e-mail as a formal means of communication. Your e-mails should be written with a basic greeting (i.e. *Dear, Hello, Hi*, then my name), body, and salutation (i.e. *Thank you, Sincerely, Best*, then your name). Proper grammar is expected.

**Office Hours:** My office hours are **Tuesdays 1–2PM** and **Thursdays 2–4PM** in Keene-Flint 230; or by appointment. You are highly encouraged to attend office hours at least once during the semester. I would like to get to know each of you individually.

### **STATEMENT REGARDING ACADEMIC HONESTY:**

Students are expected to uphold the Academic Honor Code of the University of Florida. The Academic Honor Code is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student's own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and responsibility on the part of the University community. For a full explanation visit: [www.registrar.ufl.edu/catalog/policies/students.html](http://www.registrar.ufl.edu/catalog/policies/students.html). An excellent website that discusses plagiarism, correct citing of references, and correct use of quotations is: <http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f9>.

### **COURSE EVALUATIONS:**

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

### **UNIVERSITY RESOURCES:**

**Disability Accommodations:** Students requesting accommodation should first register with the Dean of Students Office so that you have documentation for all your courses. For more information about services available to University of Florida students: Dean of Students Office Disability Resource Center, 202 Peabody Hall or 0020 Reid Hall Phone: (352) 392-1261/(352) 392-8570 or at: <http://www.dso.ufl.edu/drc/>

**UF Counseling and Academic Resources:** On-campus services are available for students having personal problems or lacking clear career and academic goals. They include:

1. U Matter, We Care: If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or (352) 392-1575 so that a team member can reach out to the student.
2. University Counseling Center, 301 Peabody Hall, (352) 392-1575,
3. Student Mental Health, Student Health Care Center, (352) 392-1171
4. Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161
5. Career Resource Center, Reitz Union, (352) 392-1601 <http://www.crc.ufl.edu/>
6. E-learning technical support: (352) 392-4357/ email: [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu)  
<https://lss.at.ufl.edu/help.shtml>.
7. Library Support, <http://cms.uflib.ufl.edu/ask>  
Writing Studio, 302 Tigert Hall, (352) 846-1138 <http://writing.ufl.edu/writing-studio/>

## WEEKLY TOPICS AND READING ASSIGNMENTS

Note: Readings Marked as [C] are available for download on Canvas

### WEEK 1 (AUGUST 24–26): NO MEETING

### WEEK 2 (AUGUST 30): INTRODUCTION: WHAT IS HISTORIOGRAPHY?

- 1) Sara Maza, *Thinking About History* (2017)

### WEEK 3 (SEPTEMBER 6): THE ROLE OF THE HISTORIAN

- 1) Marc Bloch, *The Historian's Craft* (1949; 1964 edition)
- 2) R. G. Collingwood, excerpts from *The Idea of History* (1946; 1956 edition), 1–13, 205–249 [C]
- 3) E. H. Carr, excerpts from *What Is History?* (1961; 1990 edition), 7–30 [C]
- 4) Carlo Ginzburg, “Checking the Evidence: The Judge and the Historian,” *Critical Inquiry* 18, no. 1 (1991): 79–92 [C]

### WEEK 4 (SEPTEMBER 13): ANTIQUARIANISM AND HISTORICAL CONSCIOUSNESS

- 1) Anthony T. Grafton, *The Footnote: A Curious History* (1999)
- 2) Arnaldo Momigliano, “Ancient History and the Antiquarian,” *Journal of the Warburg and Courtauld Institutes* 13, nos. 3/4 (1950): 285–315 [C]
- 3) Zachary S. Schiffman, excerpts from *The Birth of the Past* (2011), 1–13, 245–278 [C]
- 4) Jeremy Popkin, excerpts from *Herodotus to H-Net: The Story of Historiography* (2020), 47–67 [C]

### WEEK 5 (SEPTEMBER 20): FROM UNIVERSAL HISTORY TO MACROHISTORY

- 1) Voltaire, excerpts from *An Essay on Universal History* (1756) 1–35 [C]
- 2) John Robert McNeill and William Hardy McNeill, *The Human Web: A Bird's-eye View of Human History* (2003)
- 3) David Christian, “The Return of Universal History,” *History and Theory* 49 (2010): 6–27 [C]

### WEEK 6 (SEPTEMBER 27): MARX AND SCIENTIFIC HISTORY

- 1) Karl Marx, *The German Ideology* (1846), *The Communist Manifesto* (1848), The Eighteenth Brumaire of Louis Bonaparte (1852), *A Contribution to the Critique of Political Economy* (1859), in *Selected Writings* (1994), 103–126, 157–213
- 2) E. P. Thompson, excerpts from *The Making of the English Working Class* (1963), 9–14, 807–832 [C]
- 3) Albert Soboul, “The French Revolution in the History of the Contemporary World,” in *The French Revolution: Recent Debates and New Controversies*, ed. Gary Kates (1998), 23–40 [C]
- 4) Raymond Williams, “[Base and Superstructure in Marxist Cultural Theory](#),” *New Left Review* I/82 (1973) [C]

**WEEK 7 (OCTOBER 4): CAPITALISM AND GLOBAL ECONOMIC HISTORY**

- 1) Fernand Braudel, excerpts from *Civilization and Capitalism* (1979), v.1: 23–29, 559–563; v.2: 21–23, 600–601; v.3: 17–20, 619–632 [C]
- 2) Eric Williams, excerpts from *Capitalism and Slavery* (1944), vii–viii, 169–196, 209–212 [C]
- 3) Sven Beckert, *Empire of Cotton: A Global History* (2014)
- 4) Sebastian Conrad, excerpts from *What Is Global History?* (2016), 37–89 [C]

**WEEK 8 (OCTOBER 11): MICROHISTORY**

- 1) Carlo Ginzburg, *The Cheese and the Worms* (1976; 2013 edition)
- 2) Lara Putnam, “To Study the Fragments/Whole: Microhistory and the Atlantic World,” *Journal of Social History* 39, no. 3 (2006): 615–630
- 3) Francesca Trivellato, “Is There a Future for Italian Microhistory in the Age of Global History?” *California Italian Studies* 2, no. 1 (2011): 1–24

**WEEK 9 (OCTOBER 18): THE THEORETICAL TURN AND INTELLECTUAL HISTORY**

- 1) Michel Foucault, *The Order of Things: An Archaeology of Knowledge* (1969; 1994 edition)
- 2) Quentin Skinner, “Meaning and Understanding in the History of Ideas,” *History and Theory* 8, no.1 (1969): 3–53 [C]

**WEEK 10 (OCTOBER 25): GENDER AND HISTORY**

- 1) Joan Wallach Scott, *Gender and the Politics of History* (1988; 2018 edition)
- 2) George Chauncey, excerpts from *Gay New York: Gender, Urban Culture, and the Making of the Gay Male World, 1890-1940* (1994), 1–29, 207–225, 355–361 [C]
- 3) Merry E. Wiesner-Hanks, *Gender in History: Global Perspectives*, 2<sup>nd</sup> ed. (2010), 1–24, 195–227 [C]

**WEEK 11 (NOVEMBER 1): RACE AND HISTORY**

- 1) Henry Louis Gates Jr., “Writing ‘Race’ and the Difference It Makes,” in “Race,” *Writing, and Difference*, ed. Henry Louis Gates Jr. (1986), 1–20 [C]
- 2) Karen Fields and Barbara Fields, *Racecraft: The Soul of Inequality in American Life* (2012)

**WEEK 12 (NOVEMBER 8): POSTCOLONIALISM AND SUBALTERN STUDIES**

- 1) Edward Said, *Orientalism* (1979)
- 2) Gayatri Chakravorty Spivak, “Can the Subaltern Speak?” in *Marxism and the Interpretation of Culture*, ed. Cary Nelson and Lawrence Grossberg (1988), 271–313 [C]
- 3) Dipesh Chakrabarty, excerpts from *Provincializing Europe: Postcolonial Thought and Historical Difference* (2000), 3–23, 237–255 [C]

**WEEK 13 (NOVEMBER 15): OBJECTIVITY AND HISTORY**

- 1) Peter Novick, *That Noble Dream: The "Objectivity Question" and the American Historical Profession* (1988)
- 2) Thomas Haskell, "Objectivity Is Not Neutrality: Rhetoric vs. Practice in Peter Novick's *That Noble Dream*," *History and Theory* 29, no. 2 (1990): 129–157 [C]

**WEEK 14 (NOVEMBER 22): THANKSGIVING BREAK (NO CLASS)**

**WEEK 15 (NOVEMBER 29): THE LIMITS OF HISTORICAL KNOWLEDGE**

- 1) Michel Rolph-Trouillot, *Silencing the Past: Power and the Production of History* (1995; 2015 edition)
- 2) Hayden White, "The Burden of History" *History and Theory* 5, No. 2 (1966): 111–134 [C]
- 3) Hayden White, "Interpretation in History," *New Literary History* 4, No. 2, (1973): 281–314 [C]
- 4) Joan Wallach Scott, "The Evidence of Experience," *Critical Inquiry* 17, No. 4 (1991): 773–797 [C]
- 5) Achille Mbembe, "The Power of the Archive and its Limits," in *Refiguring the Archive*, Carolyn Hamilton et al. eds. (Durham, NC: Duke University Press, 2002), 19–27 [C]

**WEEK 16 (DECEMBER 6): CONCLUSIONS: THE FUTURE OF HISTORY**

- 1) John Lukacs, *The Future of History* (2012)
- 2) Jo Guldi and David Armitage, excerpts from *The History Manifesto* (2014), 1–13, 88–125 [C]
- 3) Deborah Cohen, Peter Mandler, David Armitage, and Jo Guldi, "AHR Exchange on The History Manifesto," *American Historical Review* 120, no. 2 (2015): 527–554 [C]
- 4) Jeremy Popkin, excerpts from *Herodotus to H-Net: The Story of Historiography* (2020), 166–195 [C]

**FINAL PAPER: DUE, THURSDAY, DECEMBER 15<sup>TH</sup> BY 5:00PM**