

Term Information

Effective Term Spring 2024
[Previous Value](#) Spring 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Name change to more accurately reflect content.

What is the rationale for the proposed change(s)?

During the semester conversion, this course was originally part of a 2-part series. In semesters, it is only one course and has a slightly different name.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	7900
Course Title	Colloquium in Historiography and Critical Theory
Previous Value	Colloquium in the Philosophy of History, Historiography, and the Historian's Skills I
Transcript Abbreviation	Historiography
Previous Value	Historiography 1
Course Description	Colloquium on the principles of historical thought, historiography, critical theory, and methods of historical research.
Previous Value	Colloquium on the principles of historical thought, historiography, and methods of historical research.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Grad standing.
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Doctoral Course
Intended Rank	Masters, Doctoral

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- To gain a richer, more informed understanding of the practice of history by studying the discipline's historical evolution to the present day.
- To recognize that "theory" is fundamental to the practice of history, since it shapes all the questions we ask and all the answers we produce, whether we know it or not.
- To become especially familiar with major interpretive approaches employed by historians in the later 20th and 21st centuries, along with the theoretical rationales and assumptions which underpin those approaches.
- To become more sensitized to the intimate connections between the kind of world we live in and the kinds of histories we produce.
- To become more critically self-aware and self-consciously anti-racist in our own historical practice and interests, while expecting the same of others.

Previous Value

Content Topic List

- Readings on historical thought
- Historiography
- Methods of historical research

Sought Concurrence

No

COURSE CHANGE REQUEST
7900 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/30/2023

Attachments

- 786 syllabus ND Conklin.pdf: History 786 Syllabus (Conklin)
(Syllabus. Owner: Getson, Jennifer L.)
- 786 syllabus AU08 Anderson.pdf: History 786 Syllabus (Anderson)
(Syllabus. Owner: Getson, Jennifer L.)
- 7900 Syllabus Anderson SP23.docx: 7900 Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

- I have attached 2 syllabi for History 786, the previous iteration of this course. *(by Getson, Jennifer L. on 11/14/2023 11:38 AM)*
- Could you please also provide the syllabus of this course as it used to be taught previously (as part 1 of a sequence)? *(by Vankeerbergen, Bernadette Chantal on 10/29/2023 11:37 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	10/08/2023 05:55 PM	Submitted for Approval
Approved	Soland, Birgitte	10/08/2023 06:54 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/29/2023 11:37 AM	College Approval
Submitted	Getson, Jennifer L.	11/14/2023 11:38 AM	Submitted for Approval
Approved	Soland, Birgitte	11/14/2023 11:39 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/28/2023 03:51 PM	College Approval
Submitted	Getson, Jennifer L.	11/30/2023 09:42 AM	Submitted for Approval
Approved	Soland, Birgitte	11/30/2023 10:52 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/30/2023 11:47 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/30/2023 11:47 AM	ASCCAO Approval

History 786: Graduate Colloquium in the Philosophy of History

Prof. Alice L. Conklin
232 Dulles Hall, tel. 292 6325
conklin.44@osu.edu

Office hours: R 1:30-3:30 and F 10:00-12:00
(or by appointment)

Meetings: R 3.30-5.48 Journalism 0387

Course Description: The course is the History Department's "gateway" to graduate study in the discipline. It offers a broad introduction to the philosophy and methods of history. Major topics covered include: the formation and evolution of history as a discipline; rival philosophies of history; the different approaches and methodologies now employed by professional historians; the impact of the "cultural turn" of the 1980s on historical practice; the role of history in society; the impact of shifts in the larger socio-cultural environment on the practice of history. Important questions raised include: Why does the past matter? How do societies use history? Is it possible to write a truly objective historical account? Does history need to be "relevant" to present concerns?

Aims:

- To gain a richer, more informed understanding of the practice of history by studying the discipline's historical evolution to the present day.
- To become more familiar with the principal methods and approaches employed by historians in the 19th, 20th, and 21st centuries, and with the intellectual rationales which underpin those approaches.
- To become better acquainted with the work of individual historians (and a few non-historians) whose work has shaped the formation of the discipline.
- To become more sensitive to the impact of broader historical and cultural shifts on the practice of history.
- To become more self-conscious regarding our own methodological choices and their wider cultural, political, and intellectual implications.

Requirements/Grades:

One short paper (5-10 pages) = 20% (due Oct. 21); one long paper and presentation (15-20 pages) = 40% (due Dec. 9); preparation, participation, professionalism = 40%

Assignments:

The short paper should be at least 5 but not more than 10 pages in length, and is due Oct. 21. You have two options:

- 1) An exploratory paper on some historiographical issues in the reading to date OR

- 2) "History in the News." You can begin collecting "history in the news" items right away, and select one item to follow over several weeks for your paper. The point of the paper will be to show how the reporting of this news item changed over time.

The long paper should not exceed 20 typed, double-spaced pages and is due on Dec. 9. The format of the paper will be that of a "review article," using the *New York Review of Books* as a model. You will also find models in many scholarly journals. A review article explores a topic while reviewing recent books on that subject. Begin by thinking of topics you already have an interest in or that you have explored in another course: the Reformation, the French Revolution, the Cold War, etc. You may choose a topic that comes out of the work in this course: nineteenth-century positivism, the Annales school, Marxist historiography, etc. Then look for at least three books on the subject, preferably books that look at the topic from different perspectives or that offer different interpretations. Not all the books need be "recent." You might want to select three books that represent changing points of view over time, e.g. one written 50 years ago another 15 years ago and one published within the last year. Hand in a statement of your topic and the books you plan to read by Nov. 4. If revision is needed, hand in a final statement and the books by Nov. 18.

The long paper will serve as a basis for the oral presentations in the final class on Dec. 2. Each student will have 5-7 minutes to make a presentation. You may present just one of your books to the class and contextualize it for them, or you can choose to present two or three. The point is to be succinct, stay strictly to time, and convey enough information lucidly for the seminar to understand the importance, strengths and weaknesses of the book(s) under review.

Required Text:

L. Kramer and S. Maza, eds., *A Companion to Western Historical Thought* (Blackwell Publishing, 2002, 2006) (one copy on 4-hour reserve in Thompson Library) All supplementary readings will be on Carmen.

Please Note: All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Plagiarism: It is plagiarism anytime you use the words or ideas of another (book author, website, teacher, fellow-student) without acknowledging the fact. If you are working closely from a text, make sure you cite the work and put its ideas into your own words. Otherwise, use speech marks to show that it is a quotation. In accordance with university rules, all cases of suspected plagiarism will be reported to the Committee on Academic Misconduct.

Disability Statement: The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact ODS at 2-3307.

Syllabus

(It is recommended that the assignments for each class are read in the order listed)

Sept. 23 Course introduction: aims, content, approach; current trends

Companion, Intro, 20 and 22

G. Eley, "Defiance: history in the present tense," in *A Crooked Line: From Cultural History to the History of Society* (Ann Arbor, 2005), 183-203.

J. Appleby et al., "The future of history," in *Telling the Truth about History* (New York, 1994), 271-309.

Sept. 30 The prehistory of history in the west: from the Greeks to the early modern age

Companion, 2-5 (optional: 1)

Thucydides, *History of the Peloponnesian War*, Book I.1-88

Bede, *A History of the English Church and People*, Preface, Book I.1-20

Oct. 7 The formation of a discipline: empiricism, objectivity, and political history

Companion, 7, 8 (esp. 166-71), 11 (optional: 6, 9)

A. Green and K. Troup, "The empiricists," in *The Houses of History* (New York, 1999), 1-11.

L. von Ranke, "The idealistic theory of historiography," in *The Theory and Practice of History* (Indianapolis, 1973), eds. G. G. Iggers and K. von Moltke, 25-59.

G. R. Elton, *The Practice of History* (Oxford, 2002), chas. 1 and 2, with Afterword by Richard J. Evans.

G. R. Elton, *England Under the Tudors* (London, 1955), ch. 2.

Bonnie G. Smith, "Gender and the Practices of Scientific History: The Seminar and Archival History in the Nineteenth Century," *AHR* 100 (Oct. 1995), 1150-1176.

Oct. 14 Social history I: Marxist Historiography

Companion, 10

A. Green and K. Troup, "The Marxist historians," in *The Houses of History* (New York, 1999), 33-43.

K. Marx and F. Engels, "Manifesto of the Communist Party," in *The Marx-Engels Reader* (New York, 1978), esp. 469-83.

K. Marx, "Society and economy in history," in *The Marx-Engels Reader* (New York,

1978), 136-42.

G. Rudé, "The London 'mob' of the eighteenth century," *Historical Journal* 2 (1959), 1-18.

E. Hobsbawm, "History and the 'dark satanic mills'," in *Labouring Men* (London, 1964), 105-119.

E. P. Thompson, *The Making of the English Working Class* (New York, 1963), preface and ch.1, "Members Unlimited," and ch.6, "Exploitation."

Oct. 21 Social history II: macro-history, micro-history, and the Annales. Short paper due in class.

Companion, 13 and 19

F. Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II* (New York, 1972, 2nd ed.), I: 355-394, "Economies: the Measure of the Century," and II: 1238-244, "Epilogue."

Geoffrey Parker, "Crisis and Catastrophe: The Global Catastrophe of the Seventeenth Century Reconsidered," *AHR* 113 (Oct. 2008), 1053-1079.

Carlo Ginzburg, 125 "Clues: Roots of an Evidential Paradigm" in *Clues, Myths and the Historical Method* (Baltimore, 1989), 96- 125 plus notes.

Oct. 28 Surviving the Archives: Guest visit from Prof. Geoffrey Parker (his readings will be posted two weeks ahead of time on Carmen)

Judith Brown, *Immodest Acts*, 3-20

Caroline Elkins, *Imperial Reckoning*, xi-xvi, 300-1 and 420; and "A very British Massacre," *History Today* August 2006, 20-22

Eddy Put & Craig Harline, *The Bishop's Tale*, 306-10

Carolyn Steedman, "Something she Called a Fever," *AHR* 106 (2001), 1159-80

Niccolo Capponi, "Clio, Mars, and Wine: Tracking down Military Documents in Italy," in *Journal of Military History* 72 (Oct. 2008), 1249-1256

Nov. 4 The cultural turn: history meets anthropology. Paper topics due

Companion 14

C. Geertz, "Thick description: toward an interpretive theory of culture," in *The Interpretation of Cultures* (New York, 1973), 3-30.

C. Geertz, "The Balinese cockfight as play," in *Culture and Society: Contemporary Debates* (Cambridge, 1990), eds. J. Alexander and S. Seidman, 113-21.

M. Sahlins, "Individual experience and cultural order," in *Practicing History: New Directions in Historical Writing after the Linguistic Turn* (New York, 2005), ed. G. Spiegel, 111-20.

R. Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History* (New York, 1984), ch. 2.
Robert Finlay, "The Refashioning of Martin Guerre," and Natalie Zemon Davis, "On the
Lame," in *AHR Forum: The Return of Martin Guerre*, *AHR* 93 (June 1988), 553-605.

Nov. 11 Postmodernism and the linguistic turn

Companion 15 and 16

S. Best and D. Kellner, "In search of the postmodern," in *Postmodern Theory: Critical
Interrogations* (New York, 1991), 1-33.
H. White, "Introduction: the poetics of history," in *Metahistory* (Baltimore, 1973), 1
42.
M. Foucault, "The body of the condemned," in *Discipline and Punish: The Birth of the
Prison* (New York, 1995), 3-31.
J. W. Scott, "The evidence of experience," in *Practicing History: New Directions in
Historical Writing after the Linguistic Turn* (New York, 2005), ed. G. Spiegel, 199-
216.
K. Jenkins, ed., "The Holocaust debate," in *The Postmodern History Reader* (London,
1997), 384-433.

Nov. 18 Gender, sexuality, and race. **Paper topics finalized**

Companion 18 and 21

S. Rowbotham et al., "The trouble with 'patriarchy'," in *The Feminist History Reader*
(London, 2006), ed. S. Morgan, 51-58.
J. W. Scott, "Gender: a useful category of historical analysis," in *The Feminist History
Reader* (London, 2006), ed. S. Morgan, 133-48.
C. Hall, "Gender divisions and class formation in the Birmingham middle class, 1780-
1850," in *The Houses of History* (New York, 1999), eds. A. Green and K. Troup,
263-76.
Ann Laura Stoler, *Carnal Knowledge and Imperial Power: Race and the Intimate in
Colonial Rule*, ch. 3, 41-78.
L. Rupp, "Toward a global history of same-sex sexuality," in *The Feminist History
Reader* (London, 2006), ed. S. Morgan, 260-70.

Nov. 25 Thanksgiving Break

Dec. 2 Presentations

Dec. 9 Final Papers Due



Autumn 2005
Call No. 20533-6

History 786 Historiography

Beyerchen
MW 3:30-5:18

The purpose of this course is to explore the history and philosophy of the practice of history, both as an intellectual endeavor and as a profession. To this end, our classes will focus on discussion of assigned readings. Grades will be based on class participation (20 percent), two short papers (20 percent each) and a longer thought piece at the end of the term (40 percent). The short papers will ask you to consider such matters as ways to envision our endeavors or the interplay of methodologies in various fields. The long paper will ask you to explore the work of a major historian in light of the issues and questions we will have addressed. More detailed assignment sheets will be handed out in advance of the due dates indicated below.

The readings for this course include items placed on Electronic Reserve online, handouts and the books listed below. The books have been ordered at the Student Book Exchange (SBX) on North High Street, and are best sought there. There may be some additional items on Rlosed Reserve. From time to time we may have guest lecturers, who will have extra reading assignments for their presentations.

My office hours for this class are Wednesdays 1:00-2:00, Thursdays 2-3:00 and by appointment in Dulles Hall 136, phone 247-6719. My email is beyerchen.1@osu.edu.

The books for this course, in the order assigned, are:

Beverly Southgate, *History: What & Why?*
Arnaldo Momigliano, *The Classical Foundations of Modern Historiography*
Ranajit Guha, *History at the Limit of World-History*
Natalie Zemon Davis, *Slaves on Screen: Film and Historical Vision*
Eric Foner, *Who Owns History?*

WEEK	TOPICS	ASSIGNMENT
Sept 22	Introduction	Review issues raised by E. H. Carr in <i>What Is History?</i>
Sept 26 & 28	Where have we been?	Begin Southgate
Oct 3 & 5	History: some questions	Finish Southgate; begin Momigliano
Oct 10 & 12	The classical historians	Finish Momigliano; begin "Figures" items on Electronic Reserve
Oct 17 & 19	Selected major figures in western historiography	Continue reserve readings
Oct 24 & 26	Selected recent influential figures and disciplines for historians	"Influences" items on Electronic Reserve in Main Library; *first essay due

Oct 31 & Nov 2	Where are we now?	Continue reserve readings
Nov 7 & 9	Monocultures of the mind	Guha
Nov 14 & 16	Historians and story-telling	Davis
Nov 21 & 23	History beyond the academy	Foner* second essay due
Nov 28 & 30	Figure and ground: where are we going?	Foner; review all readings
Dec 5	*Final essay due	

**Colloquium in the Philosophy of History,
Historiography, and the Historian's Skills
History 786
Autumn 2008**

Dr. Greg Anderson
271 Dulles Hall
614-247-8040
anderson.1381@osu.edu
Office hours: M 2-4
(or by appointment)

Meetings
W 3.30-5.48
Scott Lab 0245

Course Description

The course is the History Department's "gateway" to graduate study in the discipline. It offers a broad introduction to the philosophy and methods of history. Major topics covered include: the formation and evolution of history as a discipline; rival philosophies of history; the different approaches and methodologies now employed by professional historians; the impact of the "cultural turn" of the 1980s on historical practice; the role of history in society; the impact of shifts in the larger socio-cultural environment on the practice of history. Along the way, important questions raised include: Why does the past matter? How do societies use history? Is it possible to write a truly objective historical account? Does history need to be "relevant" to present concerns?

Aims

- To gain a richer, more informed understanding of the practice of history by studying the discipline's historical evolution to the present day.
- To become more familiar with the principal methods and approaches employed by historians in the 19th, 20th, and 21st centuries, and with the intellectual rationales which underpin those approaches.
- To become better acquainted with the work of individual historians (and a few non-historians) whose work has shaped the formation of the discipline.
- To become more sensitive to the impact of broader historical and cultural shifts on the practice of history.
- To become more self-conscious regarding our own methodological choices and their wider cultural, political, and intellectual implications.

Requirements/Grades

Term paper = 50% (due Dec. 10)
Preparation, participation, professionalism = 50%

Required Text

L. Kramer and S. Maza, eds., *A Companion to Western Historical Thought* (Malden, Mass, 2002).
NB. All supplementary readings will be on Carmen.

Please Note

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the Chair of the Department after that time. Enrolling officially and on time is solely the responsibility of the student.

Plagiarism

It is plagiarism anytime you use the words or ideas of another (book author, website author, teacher, fellow-student) without acknowledging the fact. If you are working closely from a text, make sure you cite the work and put its ideas into your own words. Otherwise, use speech marks to show that it is a quotation. In accordance with university rules, all cases of suspected plagiarism will be reported to the Committee on Academic Misconduct.

Disability Statement

The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact ODS at 2-3307.

Syllabus

(It is recommended that the assignments for each class are read in the order listed)

Sept. 24 Course introduction: aims, content, approach

Oct. 1 The prehistory of history in the west: from the Greeks to the early modern age

Companion, Introduction, chh. 2-5 (optional: 1)
Thucydides, *History of the Peloponnesian War*, Book I.1-88
Bede, *A History of the English Church and People*, Preface, Book I.1-20

Oct. 8 The formation of a discipline: empiricism, objectivity, and political history

Companion, 7, 8 (esp. 166-71), 11 (optional: 6, 9)
A. Green and K. Troup, "The empiricists," in *The Houses of History* (New York, 1999), 1-11.
L. von Ranke, "The idealistic theory of historiography," in *The Theory and Practice of History* (Indianapolis, 1973), eds. G. G. Iggers and K. von Moltke, 25-59.
G. R. Elton, *The Practice of History* (Oxford, 2002), chh. 1-2, with Afterword by Richard J. Evans.
G. R. Elton, *England Under the Tudors* (London, 1955), ch. 2.

Oct. 15 Social history I: Marxist Historiography

Companion, 10

- A. Green and K. Troup, "The Marxist historians," in *The Houses of History* (New York, 1999), 33-43.
K. Marx and F. Engels, "Manifesto of the Communist Party," in *The Marx-Engels Reader* (New York, 1978), esp. 469-83.
K. Marx, "Society and economy in history," in *The Marx-Engels Reader* (New York, 1978), 136-42.
G. Rudé, "The London 'mob' of the eighteenth century," *Historical Journal* 2 (1959), 1-18.
E. Hobsbawm, "History and the 'dark satanic mills'," in *Labouring Men* (London, 1964), 105-119.
E. P. Thompson, *The Making of the English Working Class* (New York, 1963), chh. 1, 6.

Oct. 22 Social history II: macro-history, micro-history, and the *Annales*

Companion, 13

- F. Braudel, "The Mediterranean and the Mediterranean world in the age of Philip II," in *The Houses of History* (New York, 1999), eds. A. Green and K. Troup, 98-109.
E. Le Roy Ladurie, "The history of climate," in *Constructing the Past* (Cambridge, 1987), eds. P. Nora and J. Le Goff, 81-98.
J. Le Goff, "Mentalities: a history of ambiguities," in *Constructing the Past* (Cambridge, 1987), eds. P. Nora and J. Le Goff, 166-80.
E. Le Roy Ladurie, *Montaillou: Cathars and Catholics in a French Village, 1294-1324* (London, 1978), Introduction, chh. 1-2.

Oct. 29 NO CLASS

Nov. 5 Social history III: history by numbers

- J. Tosh, "History by numbers," in *The Pursuit of History* (Harlow, 2002), 244-70.
F. Furet, "Quantitative methods," in *Constructing the Past* (Cambridge, 1987), eds. P. Nora and J. Le Goff, 12-27.
E. Hobsbawm, "The labour aristocracy in nineteenth-century Britain," in *Labouring Men* (London, 1964), 272-316.
B. Hanawalt, "Childrearing among the lower classes of late medieval England," in *Population History and the Family* (Cambridge, Mass, 2001), ed. R. I Rotberg, 23-44.
D. Cressy, "The seasonality of marriage in Old and New England," in *Population History and the Family* (Cambridge, Mass, 2001), ed. R. I Rotberg, 297-317.
W. R. Lee, "Bastardy and the socioeconomic structure of South Germany," *Population History and the Family* (Cambridge, Mass, 2001), ed. R. I Rotberg, 237-259.

Nov. 12 The cultural turn: history meets anthropology

Companion 14

- C. Geertz, "Thick description: toward an interpretive theory of culture," in *The Interpretation of Cultures* (New York, 1973), 3-30.
- C. Geertz, "The Balinese cockfight as play," in *Culture and Society: Contemporary Debates* (Cambridge, 1990), eds. J. Alexander and S. Seidman, 113-21.
- M. Sahlins, "Individual experience and cultural order," in *Practicing History: New Directions in Historical Writing after the Linguistic Turn* (New York, 2005), ed. G. Spiegel, 111-20.
- R. Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History* (New York, 1984), ch. 2.
- P. Burke, "Chivalry in the New World," in *Varieties of Cultural History* (Ithaca, NY, 1997), 136-47.
- J. Price, "A 'black gash of shame' or 'the wings of an abstract bird'? The Vietnam Veterans' War Memorial," in *Explorations in Cultural History* (London, 2001), eds. T. G. Ashplant and G. Smyth, 139-68.
- G. Smyth, "'I'd love to turn you on': the Beatles' Sgt. Pepper's Lonely Hearts Club Band," in *Explorations in Cultural History* (London, 2001), eds. T. G. Ashplant and G. Smyth, 169-98.

Nov. 19 Postmodernism and the linguistic turn

Companion 16

- S. Best and D. Kellner, "In search of the postmodern," in *Postmodern theory: critical interrogations* (New York, 1991), 1-33.
- H. White, "Introduction: the poetics of history," in *Metahistory* (Baltimore, 1973), 1-42.
- M. Foucault, "The body of the condemned," in *Discipline and Punish: The Birth of the Prison* (New York, 1995), 3-31.
- J. Scott, "The evidence of experience," in *Practicing History: New Directions in Historical Writing after the Linguistic Turn* (New York, 2005), ed. G. Spiegel, 199-216.
- S. Cornell, "Early American history in a postmodern age," *William and Mary Quarterly* 50 (1993), 329-341.
- K. Jenkins, ed., "The Holocaust debate," in *The Postmodern History Reader* (London, 1997), 384-433.

Nov. 26 Gender and sexuality

Companion 18

- S. Rowbotham et al., "The trouble with 'patriarchy'," in *The Feminist History Reader* (London, 2006), ed. S. Morgan, 51-58.
- J. W. Scott, "Gender: a useful category of historical analysis," in *The Feminist History Reader* (London, 2006), ed. S. Morgan, 133-48.
- C. Hall, "Gender divisions and class formation in the Birmingham middle class, 1780-1850," in *The Houses of History* (New York, 1999), eds. A. Green and K. Troup, 263-76.
- J. Walkowitz, "Science and the séance: transgressions of gender and genre in late Victorian London," *Representations* 22 (1988) 3-29.

L. Rupp, "Toward a global history of same-sex sexuality," in *The Feminist History Reader* (London, 2006), ed. S. Morgan, 260-70.

Dec. 3 Histories of the present and future

Companion 20, 21, 22 (optional: 23, 24)

G. Eley, "Defiance: history in the present tense," in *A Crooked Line: From Cultural History to the History of Society* (Ann Arbor, 2005), 183-203.

J. Appleby et al., "The future of history," in *Telling the Truth About History* (New York, 1994), 271-309.

Dec. 10 Roundtable discussion with guest faculty from History department
[Term paper due]

**Colloquium in Historiography
and Critical Theory
History 7900
Spring 2023**

Dr. Greg Anderson
271 Dulles Hall
anderson.1381@osu.edu
Office hours: by appointment/Zoom

Meetings

T 2.15-4.30 Smith Lab 1064

Course Description

This is the History Department's required foundation course for advanced study in the discipline. It offers a broad introduction to contemporary ways of exploring and interpreting realities past and present. To do this, it combines an overview of the evolution of history as a discipline with discussion of the currents of social/critical theory which have shaped the more influential modes of historical analysis along the way. The course focuses in particular on historiographical and theoretical developments of the past fifty years or so. And to support Department's express commitment to anti-racism, it foregrounds theoretical currents that seek to expose forms of systemic racism, both in conventional modern historical practice and in the modern capitalist world as a whole. Ultimately, the class aspires to help students prepare themselves for the job market, both as critically self-aware citizen-historians and as critically informed evaluators of the thought and work of others.

Aims

- To gain a richer, more informed understanding of the practice of history by studying the discipline's historical evolution to the present day.
- To recognize that “theory” is fundamental to the practice of history, since it shapes all the questions we ask and all the answers we produce, whether we know it or not.
- To become especially familiar with major interpretive approaches employed by historians in the later 20th and 21st centuries, along with the theoretical rationales and assumptions which underpin those approaches.
- To become more sensitized to the intimate connections between the kind of world we live in and the kinds of histories we produce.
- To become more critically self-aware and self-consciously anti-racist in our own historical practice and interests, while expecting the same of others.

Requirements/Grades

Term paper = 50% (due Friday May 5)
Preparation, participation, professionalism = 50%

Texts

All course readings will be on Carmen. For reference, *Companion* readings are from:
L. Kramer and S. Maza, eds., *A Companion to Western Historical Thought* (Malden, Mass, 2002).

***** SYLLABUS *****

(It is recommended that the assignments for each class are read in the order listed)

WEEK ONE

January 10

Course Introduction and Theoretical Background

- Aims, priorities, scope, and format of the course
- Anti-racism commitment
- Syllabus
- Introduction to the common-sense western “model” of reality which is both taken for granted and reproduced by conventional academic historical practice and our modern capitalist way of life

Greg Anderson, *The Realness of Things Past: Ancient Greece and Ontological History* (Oxford University Press, 2018), 89-99.

WEEK TWO

January 17

Social Memory in Non-Modern Worlds

- Social memory and academic historiography
- Extraordinarily diverse media used for transmitting social memory, from monuments and oral traditions to rituals and dances
- Different worlds, different memories—what counts as “historical knowledge”?
- Modern racist prejudice towards non-literate and/or non-verbal forms of memory preservation?
- Defamiliarizing and denaturalizing modern academic historiography as an exotic species of social memory

Susan Alcock, *Archaeologies of the Greek Past: Landscapes, Monuments, and Memories* (Cambridge University Press, 2002), 1-20.

Vine Deloria, Jr., *Red Earth, White Lies* (Fulcrum Publishing, 1997), 23-45.

Jennifer Cole, “Painful Memories: Ritual and the Transformation of Community Trauma,” *Culture, Medicine, and Psychiatry* 28 (2004), 87-105.

Michaela Callaghan, “Dancing Embodied Memory: The Choreography of Place in the Peruvian Andes,” *M/C Journal* 15.4, <https://doi.org/10.5204/mcj.530>

WEEK THREE

January 24

The Formation of a Discipline and the Primacy of Political History

- The foundation of academic history in the wider context of early 19th C Europe.

- The history research seminar and mission to recover the past *wie es eigentlich gewesen*
- The theoretical premises of “pre-theoretical” political history
- Why the long dominance of political history?
- Why the general occlusion of female, non-white, and/or non-elite experiences?

Companion, chapters 8 (esp. 166-71), 9, 11 (optional: 6-7)

Leopold von Ranke, “The idealistic theory of historiography,” in *The Theory and Practice of History* (Bobbs-Merrill, 1973), eds. Georg G. Iggers and Konrad von Moltke, 25-59.

Geoffrey R. Elton, *England Under the Tudors* (Methuen, 1955), extracted in Anna Green and Kathleen Troup, *The Houses of History* (Manchester University Press, 1999), 12-32.

Geoffrey R. Elton, *The Practice of History* (Blackwell, 2002), 1-45.

WEEK FOUR

January 31

Marxism and History

- Life and world of Marx and Engels
- The challenges of identifying a coherent, unitary “Marxist theory”
- Enlightenment-style “stadial” history
- The Marxian critique of liberal political economy
- The British Marxist historians (e.g., Eric Hobsbawm, E. P. Thompson) and their impact on social and cultural history

Famous quotations from works of Marx and Engels

Friedrich Engels, *The Condition of the Working Class in England*, extracts (1845).

Karl Marx and Friedrich Engels, “Manifesto of the Communist Party,” in *The Marx-Engels Reader* (Norton, 1978), esp. 469-83.

E. P. Thompson, *The Making of the English Working Class* (Pantheon, 1963), 9-25, 189-212 (abridged).

Catherine Hall, “Gender divisions and class formation in the Birmingham middle class, 1780-1850,” in Anna Green and Kathleen Troup, eds., *The Houses of History* (Manchester University Press, 1999), 263-76.

WEEK FIVE

February 7

The *Annales* and the Cultural Turn

- *Annales* and history’s engagement with social sciences
- From Braudelian *histoire totale* to microhistory
- History of *mentalités*
- Geertzian anthropology and the “cultural turn”

Companion, chapters 13 and 14

Marc Bloch, *Feudal Society*, Volume I (University of Chicago Press, 1961), 59-87.

Fernand Braudel, "The Mediterranean and the Mediterranean world in the age of Philip II," in Anna Green and Kathleen Troup, eds., *The Houses of History* (Manchester University Press, 1999), 98-109.

Jacques Le Goff, "Mentalities: a history of ambiguities," in Pierre Nora and Jacques Le Goff, eds., *Constructing the Past* (Cambridge University Press, 1987), 166-80.

Clifford Geertz, "Thick description: toward an interpretive theory of culture," in *The Interpretation of Cultures* (New York, 1973), 3-30.

Robert Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History* (Basic Books, 1984), 75-104.

WEEK SIX

February 14

Introduction to Postmodernist Thought

- Why "postmodernism"?
- The critique of post-Enlightenment modernist common sense
- Truth itself becomes a historical variable
- Discourse and discursive formations
- Foucault's alternative "history of the present"
- Power-knowledge, governmentality, and biopolitics

Companion chapter 16

Michel Foucault, "The body of the condemned," in *Discipline and Punish: The Birth of the Prison* (Vintage, 1995), 3-31.

Michel Foucault, "The right of death and power over life," in *The History of Sexuality. Volume I: An Introduction* (Vintage, 1990), 135-59.

WEEK SEVEN

February 21

NO CLASS

WEEK EIGHT

February 28

Histories of Women and Gender

- The Feminist Movement and Women's History
- Differences between Women's History and Gender History
- Patriarchy as analytical category and historical phenomenon
- Gender as discursively constructed relational phenomenon

- Critique of eurocentrism in feminist history

Gerda Lerner, "Placing women in history: definitions and challenges," *Feminist Studies* 3.1/2 (1975), 5-14.

Sheila Rowbotham et al., "The trouble with 'patriarchy,'" in Sue Morgan, ed., *The Feminist History Reader* (Routledge, 2006), 51-58.

Joan W. Scott, "Gender: a useful category of historical analysis," in Sue Morgan, ed., *The Feminist History Reader* (Routledge, 2006), 133-48.

Hazel A. Carby, "White woman listen! Black feminism and the boundaries of sisterhood," in John Solomos and Les Back, eds., *Theories of Race and Racism: A Reader* (Routledge, 1999), 110-28.

Judith Walkowitz, "Science and the séance: transgressions of gender and genre in late Victorian London," *Representations* 22 (1988) 3-29.

WEEK NINE

March 7

Critical Race Theory I: Antecedents

- Race as a socially constructed modern historical phenomenon
- Occlusion of Black experiences in history
- Abolitionism and the struggle for equal rights
- Black suffragism
- Black socialism, NAACP, New Negro movement, Harlem Renaissance
- *Négritude* and anti-colonialist thought

Ian F. Haney-López, "The social construction of race," in Richard Delgado, ed. *Critical Race Theory: The Cutting Edge* (Temple University Press, 1995), 191-203.

Frederick Douglass, "What the Black Man wants." Speech delivered to the Annual Meeting of the Massachusetts Anti-Slavery Society, Boston, April 1865.

Frances Ellen Watkins Harper, "We are all bound up together." Speech delivered to the Eleventh National Women's Rights Convention, New York City, May 1866.

Hubert H. Harrison, *The Negro and the Nation* (Cosmo-Advocate Publishing, 1917), 2-32 ("The Black Man's Burden," "Socialism and the Negro," "The Negro Problem").

Langston Hughes, "The Negro artist and the racial mountain," in Robert Walser, ed. *Keeping Time: Readings in Jazz History* (Oxford University Press, 1999), 55-57.

W. E. B. Du Bois, "An appeal to the world: a statement of the denial of human rights to minorities in the case of citizens of Negro descent in the United States of America and an appeal to the United Nations for redress." Opening statement in petition submitted to the United Nations, 1947.

Aimé Césaire, *Discourse on Colonialism* (Monthly Review Press, 2002), 31-78.

WEEK TEN

March 14

*****SPRING BREAK*****

WEEK ELEVEN

March 21

Critical Race Theory II: Anatomizing Systemic Racism

- Formulation of CRT in legal studies
- Exposing white privilege and normativity
- Intersectionality and the elaboration of a Black feminism
- The continuing need for anti-racist thought and practice

Kevin Brown and Darrell D. Jackson, "The history and conceptual elements of Critical Race Theory," in Adrienne D. Dixson and Marvin Lynn, *Handbook of Critical Race Theory in Education* (Routledge, 2013), 9-22.

Derrick A. Bell, "Who's afraid of Critical Race Theory?" *University of Illinois Law Review* (1995), 893-910.

Kimberlé Williams Crenshaw, "Mapping the margins: intersectionality, identity politics, and violence against women of color," in Martha Albertson Fineman and Rixanne Mykitiuk, eds., *The Public Nature of Private Violence* (Routledge, 1994), 93-118.

bell hooks, "Postmodern Blackness," in *Yearning: Race, Gender, and Cultural Politics* (South End Press, 1990), 23-31.

John Bracey, "How racism harms white Americans." Transcript of 2013 video lecture: <https://shop.mediaed.org/how-racism-harms-white-americans-p104.aspx>

Kimberlé Williams Crenshaw, "Race to the bottom: how the post-racial revolution became a whitewash," *The Baffler* 35 (2017): <https://thebaffler.com/salvos/race-to-bottom-crenshaw>

WEEK TWELVE

March 28

The History of Sexuality

- Reasons for the discipline's historical avoidance and/or marginalization of sexuality
- How sexuality became an object of scientific study and concern
- The regulation of sexual conduct
- Construction of desires and bodies
- Is sexuality a universal historical phenomenon?
- LGBTQ History

Companion, chapter 18

Michel Foucault, "Part II: The repressive hypothesis," in *The History of Sexuality. Volume I: An Introduction* (Vintage, 1990), 17-49.

Thomas W. Laqueur, "The rise of sex in the eighteenth century: historical context and historiographical implications," *Signs* 34 (2012), 802-13.

John D'Emilio, "Capitalism and gay identity," in Henry Abelove, et al., eds., *The Lesbian and Gay Studies Reader* (Routledge, 1993), 467-76.

Leila Rupp, "Toward a global history of same-sex sexuality," in Sue Morgan, ed., *The Feminist History Reader* (Routledge, 2006), 260-70.

WEEK THIRTEEN

April 4

Postcolonial History

- Critique of European colonialism by the colonized
- "Orientalism" and the critique of western constructions of non-western worlds
- The Subaltern Studies Group
- Exposing the eurocentrism of conventional historicist thought and categories
- Is a non-eurocentrist history possible?

Companion, chapter 21

Gyatri Chakravorty Spivak, "Can the Subaltern Speak?" in C. Nelson and L. Grossberg, eds., *Marxism and the Interpretation of Culture* (Basingstoke, 1988), 271-313. (Optional)

Gyan Prakash, "Subaltern studies as postcolonial criticism," *AHR* (1994), 1475-1490.

Dipesh Chakrabarty, "Postcoloniality and the artifice of history," in *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton, 2000), 27-46.

_____. "Minority histories, subaltern pasts," in *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton, 2000), 97-113.

Barbara Weinstein, "History without a cause? Grand narratives, world history, and the postcolonial dilemma," *International Review of Social History* 50.1 (2005), 71-93.

WEEK FOURTEEN

April 11

Posthumanism, Neo-Materialism, and Environmental Humanities

- Decentering *anthropos* in the Anthropocene age
- Deconstructing the human-subject/non-human-object and nature/culture binaries
- Forms of "interspecies" sociality, kinship, co-becoming
- How humans and non-humans co-produce realities
- Implications for historians (of environments, technologies, etc.)

John Law, "Actor network theory and material semiotics." Draft (April, 2007) available at: <http://www.heterogeneities.net/publications/Law2007ANTandMaterialSemiotics.pdf>

John Law and Annemarie Mol, "The actor-enacted: Cumbrian sheep in 2001," in Carl Knappett and Lambros Malafouris, eds., *Material Agency: Towards a Non-Anthropocentric Approach* (Springer, 2008), 57-78.

Anna Tsing, "Unruly edges: mushrooms as companion species," *Environmental Humanities* 1 (2012), 141-154.

Timothy J. LeCain, "An impure nature: memory and the neo-materialist flip at America's biggest toxic superfund site," *Global Environment* 11 (2013), 16-41.

WEEK FIFTEEN

April 18

Decolonial Theory and the Pluriverse

- Racism and colonization as key constituents of global capitalist order
- “Coloniality” as an oppressive form of power that outlives colonization
- Decolonizing modern western ways of knowing and being
- What counts as a world? Who decides? How?
- Taking Indigenous and other non-modern realities seriously
- Proposition of a “pluriverse” of many different worlds
- The possibility of a pluriversal history?

John Law, “What’s wrong with a one-world world?” *Distinktion: Scandinavian Journal of Social Theory* 16.1 (2015), 126-39.

Nelson Maldonado-Torres, “The decolonial turn,” Juan Poblete, ed., *New Approaches to Latin American Studies* (Routledge, 2017), 111-27.

Arturo Escobar, “Thinking-feeling with the Earth: territorial struggles and the ontological dimensions of Epistemologies of the South,” *AIBR. Revista de Antropología Iberoamericana* 11.1 (2016), 11-32

Greg Anderson, “Humans have always lived in a world of many worlds,” *Origins: Current Events in Historical Perspective* (May 2021):

<https://origins.osu.edu/article/humans-have-always-lived-world-many-worlds>

TERM PAPER

Due by Friday May 5

POLICIES, SUPPORT, AND RESOURCES

Academic misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Enrollment

In accordance with departmental policy, all students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be

approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of each student.

Disability, accessibility, and accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Student support and academic services

Student support services offered on the OSU main campus <http://ssc.osu.edu>. Student academic services offered on the OSU main campus <http://advising.osu.edu/welcome.shtml>.

Mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you are or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Sexual misconduct/relationship violence

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix@osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Grade grievances and other academic complaints

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the History department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).