Historical Methods, Archives, and Interpretations
HS100.293
Monday, Wednesday 3:00-4:15pm
Gilman 400

Classroom:
Dr Pawel Maciejko
Office Hours: by appointment
Email: pmaciej1@jhu.edu

TA: Amrish Raghu Nair
Office Hours: Thursday, 9 -11am
Email: anair14@jhu.edu
Description
This course will survey the methods of and approaches to history from the ancient period until the present. We shall begin by asking “what is history?” and explicate the basic concepts such as “fact,” “event,” “source,” “narrative,” “evidence,” etc. We will ask if history can teach lessons for the future, or, for that matter, any lessons at all. We shall explore the interactions of history and collective memory and discuss various social, political, and psychological uses and abuses of historical writing.

Academic Integrity
Undergraduate students enrolled in KSAS and WSE assume a duty to conduct themselves in a manner appropriate to the University’s mission as an institution of higher learning. Students are obliged to refrain from acts which they know, or under circumstances have reason to know, violate the academic integrity of the University. For full details of this policy and actions taken for violation see https://studentaffairs.jhu.edu/policies-guidelines/undergrad-ethics/.

Student Accommodations
All students with disabilities who require accommodations for this course should contact the course instructor or TA at their earliest opportunity to discuss their specific needs. It is preferable that students request their accommodations at the start of the semester and share their eligibility letter with their faculty member. Students submitting their letter later in the semester are still eligible to receive approved accommodations, but there could be a delay in accommodations being implemented. Students with a disability who are requesting accommodations must be registered with Homewood office of Student Disability Services (101 Shaffer Hall; 410-516-4720; studentdisabilityservices@jhu.edu) to receive accommodations.

Requirements and Expectations
This seminar emphasizes discussion and participation based on students’ careful analysis of the assigned readings. The readings, listed below and ordered by session, should be completed by the date under which they appear. In order for us to have the intense, exciting give-and-take that a class like this allows and deserves, we need to talk to each other and pay attention to our shared texts.

The readings are uploaded on ereserves (which you can access through canvas). I will ask you to put away your laptops, phones, and other multi-use screens for the duration of each class session. Fountain pens are not, strictly speaking, required, but are highly recommended. Given that I do not want electronics in the classroom, you should either print the assigned readings and bring them to class and/or bring a hardcopy of the books that contain the selections.

Grade Summary/Assignments
The final decision on any grade derives from my holistic assessment of your work and effort. Thus, it cannot be quantified exactly. Roughly speaking, however, the breakdown is as follows:

1. Participation: (20%)
a. Students must attend all seminars. Absences under emergency circumstances will be excused and should be discussed with the TA.
b. Each week, one or two students will take minutes of that week’s sessions. We will begin the following session with a reading of the previous day’s minutes. These minutes will also be posted on Canvas for everyone’s edification. The teaching assistant will upload a sign-up sheet before the first day of class for you all to select the week in which you want to scribe.

2. **History Seminar/Lecture Review (25%)**
   The History Department regularly holds lectures and seminars discussing the works of historians. Attend an event sponsored by the History Department and write a report of your visit. Your report will summarize the scholar’s arguments and reflect your thoughts on the scholarly debates by assessing the questions and comments of seminar attendees.
   Examples of history seminars include, but are not limited to, the Monday Seminar, Black World Seminar, The Stulman Lecture. *(500-750 words)*. If you need direction on which seminar to attend, speak with the TA.
   Due one week after the event. Upload to Canvas by 11:59PM

3. **Approaches to History Reflection (30%)**
   Imagine you are moderating a dialogue between two or more of the historians listed in any one of the following units: 2, 3, 4, or 5. Using at least one additional text published by your chosen historian, closely examining their focus, organization, evidence, and conclusions, what can you say about how each historian approaches the study of the past? What questions and assumptions guide their research? How do they defend their claim? What sources do they use? How do the approaches of these two scholars differ? What questions or critiques do (would) they have for each other and how do (would) they respond to critiques? *(3000 words)* Due on the Wednesday two weeks after the completion of the latest unit you select. Upload to Canvas by 11:59PM

4. **Assessing Historical Sources (25%)**
   Choose two (2) sources of your own and write a how-to-guide for undergraduate history majors explaining how historians find, select, evaluate, and use sources. What are some limitations of sources and how do historians navigate them? *(1500 words)* Due December 14 Upload to Canvas by 11:59PM

**Weekly Schedule**

Please note: syllabus is a map, not the territory. Readings may change as we go on. Pay attention to class announcements.

Monday, Aug. 28       NO CLASS

Wednesday, Aug. 30 Welcome, Introductions

**Unit 1: Foundations**

**Monday, Sept. 4**  
LABOR DAY – NO CLASS

**Wednesday, Sept. 6**  

**Monday, Sept. 11**  
*Please note, the numbers attached to each book are chapter numbers and not page numbers.*

**Wednesday, Sept. 13**  

**Monday Sept. 18**  

**Wednesday, Sept. 20**  

**Unit 2: Political Economy and Anthropology**

**Monday, Sept. 25**  
Karl Marx, *The 18th Brumaire of Louis Napoleon*  
*(Instructor absence, discussion led by teaching assistant)*

**Wednesday, Sept. 27**  

**Monday, Oct. 2**  

*Available online through Catalyst*


**Unit 3: The Annales, Microhistory**

(Instructor travel, discussion led by teaching assistant)

(Instructor travel, discussion led by teaching assistant)

(Instructor travel, discussion led by teaching assistant)


**Wednesday, Oct. 25** Carlo Ginzburg, “Our Words and Theirs, Reflections on the Historian’s Craft, Today,” in *Historical Knowledge: In Quest of Theory, Method and


Unit 4 Historical Sociology


*Available online through Catalyst


Unit 5: Popular Culture

Wednesday, Nov. 8 Peter Burke, “Part I: in Search of Popular Culture,” in Popular Culture in Early Modern Europe, 1-87.


**Unit 6: Miscellanea**

**Monday, Nov. 20**  
Thanksgiving – NO CLASS

**Wednesday, Nov. 22**  
Thanksgiving - NO CLASS

**Monday, Nov. 27**  

**Wednesday, Nov. 29**  


**Monday, Dec. 4**  

**Wednesday, Dec. 6**  