

Historical Methods, Archives, and Interpretations
HS100.293

Monday, Wednesday 4:30-5:45
Maryland 114

Classroom:

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Office Hours: by appointment

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TA: Nick McKenna

Office Hours: Tuesdays 10am-12pm

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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. 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 October 21 Upload to Canvas by 11:59PM

4. 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

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. 26 Welcome, Introductions

Max Weber, "Science as Vocation," in *The Vocation Lectures*, trans. by Rodney Livingstone, eds. David Owen and Tracy Strong (Indianapolis: Hackett Publishing Company, 2004), 1-31.

Wednesday, Aug. 28 Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995), 1-30, 70-107.

Unit 1: Foundations

Monday, Sept. 2 LABOR DAY – NO CLASS

Wednesday, Sept. 4 Herodotus, "Book 1," in *The Histories*, eds. Robin Waterfield and Carolyn Dewald (Oxford: Oxford Scholarly Editions, 1998).

Monday, Sept. 9 Thucydides, "Book I, chapters 126-46; Book II, chapters 34-70; Book V, chapters 84-116; Book VI, chapters 89-105; Book VIII chapters 45-60," in *The Peloponnesian War*, trans. Steven Lattimore (Indianapolis, Hackett Publishing Company, 1998).

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

Wednesday, Sept. 11 Augustine, *The City of God*, Book 11, Chapters 9-11, 19.

Monday Sept. 16 Jacob Burckhardt, *Reflections on History*, trans. M.D.H (London, Allen & Unwin, 1950), 15-32, 172-203.

Wednesday, Sept. 18 Marc Bloch, *The Historians Craft: Reflections on the Nature and Uses of History and the Techniques and Methods of Those Who Write it*, trans. Pater Putnam (New York: Vintage Books, 1944).

Unit 2: Political Economy and Anthropology

Monday, Sept. 23 Karl Marx, *The 18th Brumaire of Louis Napoleon*

Wednesday, Sept. 25 E.P. Thompson, "Preface," and "Exploitation," in *The Making of the English Working Class*, (New York: Pantheon Books, 1964, 1963), 10-14, 149-166.

E.P. Thompson, "London," in *Witness against the Beast William Blake and the Moral Law*, (New York: The New Press, 1993), 174-194

*Available online through Catalyst

Monday, Sept. 30 Claude Levi-Strauss, “Part IX: The Return” in *Tristes Tropiques*, trans. John Russell (New York: Criterion Books: 1961).

AL Kroeber, “An Anthropologist Looks at History” and “History and Anthropology in the Study of Civilizations,” in *An Anthropologist Looks at History*, (Berkeley: University of California Press, 1963)

Unit 3: The Annales, histoire des mentalités, Microhistory

Wednesday, Oct. 2 Fernand Braudel, “The Mediterranean as a Physical Unit: Climate and History”, in *The Mediterranean and the Mediterranean World in the Age of Philip II Vol. I*, 231-272.

Monday, Oct. 7 Jacques Le Goff, “Preface,” “Merchant’s Time and Church’s Time in the Middle Ages,” “The Historian and the Ordinary Men,” in *Time, Work and Culture in the Middle Ages*, (Chicago and London, 1980), vii-xvi, 29-42, 225-236

Wednesday, Oct. 9 Jean Delumeau, ““Introduction,” Chapter 4: “A Sinful World,” Chapter 6: “Focusing the Examination of Conscience,” in *Sin and Fear*, (New York, St. Martin’s Press, 1997) 11-5, 115-144, 189-211.

Monday, Oct.14 Giovanni Levi “On Microhistory”, in Peter Burke, ed., *New Perspectives on Historical Writing*, (Cambridge: Cambridge University Press, 1991), 97-120.

Carlo Ginzburg, “Microhistory: Two or three things I know about that,” trans. John and Anne C. Tedeschi *Critical Inquiry* 20 (1993): 10-35.

Wednesday, Oct. 16 Carlo Ginzburg, “Our Words and Theirs, Reflections on the Historian’s Craft, Today,” in *Historical Knowledge: In Quest of Theory, Method and Evidence*, eds. Susanna Fellman, and Marjatta Rahikainen (Cambridge: Cambridge Scholars Publishing, 2012), 97-119.

Robert Darnton “Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin,” in *The Great Cat Massacre*, (New York: Basic Books, 1984, 2009), 75-104.

Unit 4: History of Ideas

Monday, Oct. 21 Arthur Lovejoy, “The Study of the History of Ideas,” in *The Great Chain of Being: A Study of the History of an Idea* (Harper & Brothers, 1936), 3–23.

Assessing Historical Sources Assignment Due

Wednesday, Oct. 23 Quentin Skinner, “Meaning and Understanding in the History of Ideas,” in *Meaning and Context: Quentin Skinner and His Critics*, ed. James Tully (Princeton University Press, 1988), 29–67.

Daniel Wickberg, “What is the History of Sensibilities? On Cultural Histories, Old and New,” *American Historical Review* (June 2007).

Unit 5: Historical Sociology and Begriffshesichte

Monday, Oct. 28 Max Weber, “Author’s Introduction and Chapter I-II,” in *The Protestant Ethic and the Spirit of Capitalism*, (London: Routledge, 2001), intro and 3-39.

Wednesday, Oct. 30 Norbert Elias, “Introduction”, “The Development of the Antithesis between Kultur and Zivilisation,” “The History of the Concept of Civilité,” “On Behaviour at Table,” “On Blowing One’s Nose,” “On Behaviour in the Bedroom,” in *The Civilizing Process: Sociogenetic and Psychogenetic Investigation, Revised edition* (London: Wiley-Blackwell, 2000)

Monday, Nov. 4 Reinhart Kosseleck, “Begriffsgeschichte and Social History,” in *Futures Past*, (New York, 2004), 75-92.

Idem, “‘Space of Experience’ and ‘Horizon of Expectation’: Two Historical Categories,” in *Futures Past*.

Unit 6: Popular Culture, Semiology

Wednesday, Nov. 6 Peter Burke, “Part I: in Search of Popular Culture,” in *Popular Culture in Early Modern Europe*, 1-87.

Monday, Nov. 11 Lucien Febvre, *The Problem of Unbelief in the 16th Century: The Religion of Rabelais*, (Cambridge: Harvard University Press, 1982), 11-16, 131-151.

Mikhail Bakhtin, "Chapter 1: Rabelais in the History of Laughter," in *Rabelais and His World*, trans. Hélène Iswolsky (Bloomington: Indiana University Press, 1984).

Wednesday, Nov. 13 Juri Lotman, "On the Semiosphere," trans. Wilma Clark, *Sign System Studies*, 33.1 (2005): 205-229.

Juri Lotman, "The Problem of the Historical Fact" and "Historical Laws and the Structure of the Text," *The Universe of the Mind: A Semiotic Theory of Culture*, (Bloomington: Indiana University Press 1990), 217-244.

Unit 6: History of Emotions, History of Books

Monday, Nov. 18 Barbara Rosenwein, *Emotional Communities in the Early Middle Ages*, Chapter 2: Confronting Death; Chapter 3: Passions and Power, 57-99.

Wednesday, Nov. 20 Walter Ong, "Orality and Literacy: Writing Restructures Consciousness," in David Finkelstein and Alistair McCleery, eds., *The Book History Reader*, 2nd ed. (New York: Routledge, 2006), 134-46.

Robert Darnton, "What is the History of Books?" in Finkelstein and McCleery, *Book History Reader*, (New York: Routledge, 2006), 9-26.

Monday, Nov. 27 Thanksgiving – NO CLASS

Wednesday, Nov. 29 Thanksgiving - NO CLASS

Unit 7: Public history

Monday, Dec. 2 Marko Demantowsky, "What is Public History". *Public History and School: International Perspectives*, edited by Marko Demantowsky, Berlin, Boston: De Gruyter Oldenbourg, 2019, pp. 1-38.

Wednesday, Dec. 4 TBA