

HTST 496

Historical Methods & Philosophies of History



Department of History

Fall 2021

Delivery: in person

F 14:00-16:45am, Room SS 639

Instructor: Dr Petra Dolata

Email: pdolata@ucalgary.ca

Office hours: via Zoom

Wednesdays 11:15am-12:30pm and by appointment (please email)

Reading Material

- 1) Anna Green and Kathleen Troup. *The Houses of History: A Critical Reader in History and Theory*. 2nd ed., Manchester: Manchester University Press, 2016. **please purchase through your preferred vendor**
- 2) Sarah Maza. *Thinking About History*. Chicago: University of Chicago Press, 2017. **please purchase through your preferred vendor**
- 3) Alun Munslow. *The Routledge Companion to Historical Studies*, 2nd ed. London: Routledge, 2006. **online, UofC Library**
- 4) Links to additional readings will be posted on D2L

Deadlines

9 December

Historiographical Essay

Individually scheduled

Class Presentation

Individually scheduled

3 Position Papers

Assessed throughout the course

Class Participation

Description

This seminar introduces students to the disciplinary traditions and practices of history and encourages them to critically engage in current debates about how history can and should be written. The course will focus on historiographical trends and methods and discuss key categories of analysis that historians have used since the early twentieth century. In doing so, the course will make connections to other disciplines which have both contested and informed historical methods and theories. In addition, we will chart how critical theories have challenged the way that historians construct their narratives relying on "historical truth." Equally, we will investigate the political and emancipatory role of history.

Learning Outcomes

After successful completion of this course, students will have had the opportunity to:

- engage with the central methods of history as a discipline
- identify and explain different historical methods and philosophies
- understand how historians' theoretical and philosophical perspectives influence their formulation of research questions, their evaluation of evidence, the construction of their arguments and narratives
- critically assess historical debates
- distinguish and interrogate historiographical approaches
- apply historical methodologies to their own research

Assessment

Method	Weight
Class Participation	10%
Class Presentation	25%
Position Papers (3 @ 5%)	15%
Historiographical Essay	50%

Course Policies

- Students are expected to complete all assignments. Deadlines are firm. Two percentage points will be deducted from your grade for every day your paper is late.
- Assignments should be submitted electronically on D2L in a word document format.

Classroom Policies

- Students are expected to arrive on time and prepared to learn and discuss material.
- Discussions depend upon students being able to refer to the readings in class, so have them there with you.
- Students should be considerate and respectful of their peers.

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible.

If you face circumstances that require an informal accommodation or adjustment, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a different name or pronoun, please contact the instructor by email or during office hours as soon as possible.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the [University Calendar](#), permission to sound-record lectures will only be given to students registered with Student Accessibility Services

Grading Policies

All grades are awarded as percentages and the final calculation will be translated into a letter grade for submission to the Registrar. Students are expected to complete all assignments. Deadlines are firm. Two percentage points will be deducted from your grade for every day your paper is late. Requests for extensions should be submitted to the course instructor before the assignment due date.

Details on Methods of Assessment

Class Participation

Part of the course grade will depend upon regular class participation. Students are expected to have read all required readings before class and to engage in the class discussion on these readings. Close readings of assigned texts will be an integral part of this class. The success of any seminar rests on the active participation of all participants. Students are expected to respect each other and to contribute to productive, scholarly debate. In general, your grade for this component of the class will depend less on the frequency of your contributions than on their quality. Differences of opinion and even adversarial argumentation are unavoidable aspects of scholarly debate. However, everyone is expected to ensure that we have these debates in a collegial and respectful classroom atmosphere.

Class Presentation

Students will be expected to give one 20-minute oral presentation. The goal of the presentation will be to provide knowledgeable discussions of supplementary readings that are relevant to the topic of discussion for that day. Students will read a book and present an assessment of the central arguments, debates and methodologies. In addition, they will pose one discussion question which links the required and supplementary readings for that session. Readings for these presentations will be chosen in consultation with the instructor.

Position Papers

Three times during the semester students will write short position papers on one or more of the course readings before these will be discussed in class. These responses should be 1500 words and must not summarize the

readings but propose a thesis in direct response to the readings. Formulate your own argument about the readings in a scholarly tone. Do not summarize any more than is necessary to support your thesis; your classmates have read the same things. Instead, argue a specific point and back it up with references to the readings. Full footnoting is not necessary, but you must provide page numbers for specific arguments or quotations. Responses must be posted to D2L by 8 pm on the evening before class, and all students are expected to read all responses before coming to class.

Historiographical Essay

Students will have to submit a historiographical essay of approximately 10-15 pages. They will choose one of the broad subject areas of the course and apply the respective theoretical ideas to their own area of interest or research (alternative categories can be negotiated). Topics will be chosen in consultation with the instructor. More specific guidelines will be made available at the beginning of the term. Please submit electronically on D2L.

Learning Technologies Requirements

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L. Office hours will be conducted online, and students will need a microphone (built into device or separate).

D2L

This course is taught through D2L, UCalgary's Learning Management System. The course's D2L site will be the most important and central point of information. You will find every detail concerning this course there. It will always feature the most up-to-date information. The instructor will communicate through D2L using both the announcements within D2L and the "email class" function (so please make sure to install D2L notifications and regularly check your UCalgary emails, as D2L will always use your official UCalgary email address). Students will upload all their assessments onto D2L and grades and feedback will equally be uploaded onto D2L.

Students are encouraged to check D2L daily.

Class Schedule (for weekly reading assignments please see below, p.7)

Week 1 (10 Sept): Introduction

Week 2 (17 Sept): Empiricism / Historicism

Week 3 (24 Sept): Class / Society / Historical Sociology

Week 4 (1 Oct): The Nation / Nationalism/ Anthropology and Ethnohistory

Week 5 (8 Oct): The State / Political Philosophy / Political Science and History

Week 6 (15 Oct): The Public Sphere and Civil Society, Public and Community Histories

Week 7 (22 Oct): Storytelling, Oral Histories

Week 8 (29 Oct): Transnational, International and Global Histories

Week 9 (5 Nov): The Linguistic Turn, Postmodernism and Cultural History

Reading Week (12 Nov)

Week 10 (19 Nov): Racism, Imperialism, Post-Colonialism

Week 11 (26 Nov): Gender and Sexuality

Week 12 (3 Dec): The Spatial Turn, Environmental History, Geography and History

Departmental Grading System:

The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (i.e. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre \(ASC\)](#).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your time table. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: *History 300 is a required course for all history majors. You should normally take this course in your second year.*

Writing

All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in [The History Student's Handbook](#).

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the U of C Student Academic Misconduct [Policy](#) and [Procedure](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism

Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see [The History Student's Handbook](#) for more details, but to summarize, plagiarism may take several forms:

- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- Submitting one's own work for more than one course without the permission of the instructor(s) involved
- Extensive paraphrasing of one or a few sources, even when referenced properly, unless the essay is a critical analysis of those works

Plagiarism is a serious academic offence, and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to [the Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [Student Accessibility Services](#).

Research Ethics

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of [the Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under [the Non-Academic Misconduct Policy](#).

Copyright of Educational Materials

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. No copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the [University of Calgary copyright page](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording

The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning

The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the [sexual violence policy](#).

Other Useful Information

Please see the Registrar's [Course Outline Student Support and Resources](#) page for information on:

- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Weekly Topics and Reading Assignments

Required Text (indicated by *)

Anna Green and Kathleen Troup. *The Houses of History: A Critical Reader in History and Theory*. 2nd ed., Manchester: Manchester University Press, 2016.

Sarah Maza. *Thinking About History*. Chicago: University of Chicago Press, 2017.

Alun Munslow. *The Routledge Companion to Historical Studies*. 2nd ed. London: Routledge, 2006. (available as e-book at UCalgary Library)

Week 1 (10 Sept): Introduction

Readings

- * Green & Troup, *The Houses of History*: Introduction
- * Maza, *Thinking About History*: Introduction
- * Munslow, *The Routledge Companion to Historical Studies*: 1-20

Week 2 (17 Sept): Empiricism / Historicism

Readings

- * Green & Troup, *The Houses of History*: Chapter 2
 - * Maza, *Thinking About History*, Chapter 1
 - * Munslow, *The Routledge Companion to Historical Studies*: "Empiricism," "Liberal Humanism," "Evidence," "Facts," "Colligation," "Narrative," and "Sources"
- J. D. Braw, "Vision as Revision: Ranke and the Beginning of Modern History," *History and Theory* 46, 4 (2007): 45-60
- Leopold von Ranke, *A History of England Principally in the Seventeenth Century* (Oxford: Clarendon Press, L. von. 1875): Preface

Supplementary Readings

- Andreas Boldt, "Ranke: Objectivity and History," *Rethinking History* 18, 4 (2014): 457-474
- Franz L. Fillafer, "A World Connecting? From the Unity of History to Global History," *History and Theory* 56, 1 (2017): 3-37.
- Georg G. Iggers, "The Image of Ranke in American and German Historical Thought," *History and Theory* 2, 1 (1962): 17-40
- George G. Iggers & James M. Powell (eds.), *Leopold von Ranke and the Shaping of the Historical Discipline* (New York: Syracuse, 1990)
- Leopold von Ranke, *A History of England Principally in the Seventeenth Century* (Oxford: Clarendon Press, L. von. 1875)

Week 3 (24 Sept): Class / Society / Historical Sociology

- * Green & Troup, *The Houses of History*: Chapters 3, 5 & 6
 - * Maza, *Thinking About History*: Chapter 5
 - * Munslow, *The Routledge Companion to Historical Studies*: "Annales," "Class," and "Truth"
- Karl Marx, *The Eighteenth Brumaire of Louis Bonaparte* (1852).
- Karl Marx, "Introduction," in *Contribution to the Critique of Hegel's Philosophy of Right* (1844)

Supplementary Readings

- Hannah Arendt, *The Human Condition* (Chicago and London: University of Chicago Press, 1958)
- Fernand Braudel, "Personal Testimony," *Journal of Modern History*, 44, 4 (1972): 448-467
- Michael Harsgor, "Total History: The Annales School," *Journal of Contemporary History*, 13, no. 1 (1978): 1-13
- Jürgen Kocka, "The Middle Classes in Europe," *Journal of Modern History* 67, 4 (1995): 783-806
- T. H. Marshall, *Class, Citizenship and Social Development: Essays by T.H. Marshall* (Garden City, N.Y: Doubleday, 1964)
- Arthur Marwick, ed., *Class in the Twentieth Century* (Brighton: Harvester, 1986)
- Hugh McLeod, *Piety and Poverty: Working-Class Religion in Berlin, London and New York 1870-1914* (New York: Holmes & Meier, 1996)
- Theda Skocpol, *States and Social Revolutions: A Comparative Analysis of France, Russia, and China* (Cambridge: Cambridge University Press, 1979)
- Thorstein Veblen, *The Theory of the Leisure Class: An Economic Study of Institutions* (London: Allen and Unwin, 1924)

Week 4 (1 Oct): The Nation / Nationalism/ Anthropology and Ethnohistory

Readings

*Green & Troup, *The Houses of History*: Chapter 8

Benedict Anderson. *Imagined Communities: Reflections on the Origins and Spread of Nationalism* (London: Verso Press, 2016 [1983]): Chapters 1-5

Hugh Trevor-Roper, "The Invention of Tradition: The Highland Tradition of Scotland," in *The Invention of Tradition*, ed. Eric Hobsbawm and Terrence Ranger (Cambridge and New York: Cambridge University Press, 1983): 15-41

Supplementary Readings

Isaiah Berlin, *The Crooked Timber of Humanity: Chapters in the History of Ideas* (New York: Vintage Books, 1992).

John Breuilly, *Nationalism and the State* (Manchester: Manchester University Press, 1993).

Clifford Geertz, *Old Societies and New States: The Quest for Modernity in Asia and Africa* (New York: Free Press, 1963).

Ernest Gellner, *Nationalism* (London: Weidenfeld and Nicolson, 1997).

Eric J. Hobsbawm, *Nations and Nationalism since 1780: Programme, Myth, Reality*, 2nd Edition (Cambridge: Cambridge University Press, 1990).

Claire Norton, ed., *Nationalism, Historiography and the (Re)Construction of the Past* (Washington, D.C.: New Academia Publishing, 2007).

Anthony Smith, *Myths and Memories of the Nation* (Oxford: Oxford University Press, 1999).

Week 5 (8 October): The State / Political Philosophy / Political Science and History

Readings

*Green & Troup, *The Houses of History*: Chapter 7

*Munslow, *The Routledge Companion to Historical Studies*: "A priori/a posteriori," "Continental philosophy," "Hegel, G.W.F.," "Kant, Immanuel," "Inference," "Metaphysics," and "Enlightenment"

Francis Fukuyama, "The End of History?" *The National Interest* 16 (1989): 3-18

G.W.F. Hegel, *Reason in History: A General Introduction to the Philosophy of History*: Parts III and IV

G.W.F. Hegel, "Who Thinks Abstractly"

Immanuel Kant, *The Critique of Pure Reason* (1781): Introduction (as in the first edition) & Introduction (as in the second edition)

Supplementary Readings

- Francis Fukuyama, *The End of History and the Last Man* (New York: Free Press, 1992)
- G.W.F. Hegel, *Elements of the Philosophy of Right* (1821)
- G.W.F. Hegel, *Lectures on the Philosophy of History* (1837)
- Immanuel Kant, *Critique of Pure Reason* (1781)
- Peter Singer, *Hegel: A Very Short Introduction* (Oxford: Oxford University Press, 1983)
- Frederick G. Weiss, ed., *Hegel: The Essential Writings* (New York: Harper Torchbooks, 1974), especially "Objective Spirit: Human Conduct and Philosophic Truth"

Week 6 (15 Oct): The Public Sphere and Civil Society, Public and Community Histories

Readings

- * Green & Troup, *The Houses of History*: Chapter 13
- * Maza, *Thinking About History*: Chapter 4
- *Munslow, *The Routledge Companion to Historical Studies*: "critical theory."
- Jürgen Habermas, *The Structural Transformation of the Public Sphere: An Inquiry into a Category of Bourgeois Society* (Cambridge, Mass: The MIT Press, 1991 [1989]): 1-26.
- Geoff Eley, "Nations, Publics, and Political Cultures: Placing Habermas in the Nineteenth Century," in *Habermas and the Public Sphere* (Cambridge, Mass. and London: MIT Press, 1993), 289-339.

Supplementary Readings

- Ben Cowell, *The Heritage Obsession: The Battle for England's Past* (Stroud, UK: Tempus Publishing, 2008)
- Jerome de Groot, *Consuming History: Historians and Heritage in Contemporary Popular Culture* (London: Routledge, 2009)
- Nicole Neatby & Peter Hodgins, ed., *Settling and Unsettling Memories: Essays in Canadian Public History* (Toronto: University of Toronto Press, 2012)
- Roy Rosenzweig & David Thelen. *The Presence of the Past: Popular Uses of History in American Life* (New York: Columbia University Press, 1998)
- Laurajane Smith. *The Uses of Heritage* (London and New York: Routledge, 2006)
- James Van Horn Melton. *The Rise of the Public in Enlightenment Europe* (Cambridge and New York: Cambridge University Press, 2001)

Week 7 (22 Oct): Storytelling, Oral Histories

Readings

- *Green & Troup, *The Houses of History*: Chapter 14.
- Lynn Abrams. "Liberating the Female Self: Epiphanies, Conflict and Coherence in the Life Stories of Post-War British Women." *Social History* 39, 1 (2014): 14-35
- Julie Cruikshank. "Oral Tradition and Oral History: Reviewing Some Issues." *The Canadian Historical Review* 75, 3 (1994): 403-418
- Steven High. *One Job Town: Work, Belonging, and Betrayal in Northern Ontario* (Toronto: University of Toronto Press, 2018): Chapter 4
- Alistair Thomson. "Four Paradigm Transformations in Oral History." *The Oral History Review* 34, 1 (2007): 49-70

Supplementary Readings

- Julie Cruikshank. *The Social Life of Stories: Narrative and Knowledge in the Yukon Territory* (Vancouver, UBC Press, 1998)
- Edward J. Little, Steven C. High & Thi Ry Duong (eds.). *Remembering Mass Violence: Oral History, New Media, and Performance* (Toronto: University of Toronto Press, 2014)

Allessandro Portelli. *The Battle of Valle Giulia: Oral History and the Art of Dialogue* (Madison: University of Wisconsin Press, 1997)

Kristina R. Llewellyn, Alexander Freund & Nolan Reilly (eds.). *The Canadian Oral History Reader*. Repr. (Kingston & Montreal: McGill-Queen's University Press, 2015)

Thomas L. Charlton, Lois E. Myers & Rebecca Sharpless (eds.). *The History of Oral History: Foundations and Methodology* (Lanham, MD: AltaMira Press, 2007)

Steven High. *Oral History at the Crossroad: Sharing Life Stories of Survival and Displacement* (Vancouver: UBC Press, 2014)

Alf Lüdtke and William Templer (eds.). *Alltagsgeschichte: Reconstructing Historical Experiences and Ways of Life* (Princeton: Princeton University Press, 1995)

Paul Thompson, *The Voice of the Past: Oral History*. 3rd ed. (Oxford: Oxford University Press, 2000)

Week 8 (29 Oct): Transnational, International and Global Histories

Readings

* Maza, *Thinking About History*: Chapter 2

C. A. Bayly et al., "AHR Conversation: On Transnational History," *The American Historical Review* 111, 5 (2006): 1441-1464.

Karen Dubinsky, Adele Perry & Henry Yu. "Introduction: Canadian History, Transnational History." In idem (eds.). *Within and Without the Nation: Canadian History as Transnational History* (Toronto: University of Toronto Press, 2015)

Jürgen Kocka, "Comparison and Beyond," *History and Theory* 42, 1 (2003): 39-44.

Michael Werner and Bénédicte Zimmermann, "Beyond Comparison: Histoire Croisée and the Challenge of Reflexivity," *History and Theory* 45, 1 (2006): 30-50.

Supplementary Readings

Brian D. Behnken & Simon Wendt (eds.). *Crossing Boundaries: Ethnicity, Race, and National Belonging in a Transnational World* (Lanham MD: Lexington Books, 2013)

Deborah Cohen & Maura O'Connor. *Comparison and History: Europe in Cross-National Perspective* (New York: Routledge, 2004)

Karen Dubinsky, Adele Perry & Henry Yu (eds.). *Within and Without the Nation: Canadian History as Transnational History* (Toronto: University of Toronto Press, 2015)

Georg G. Iggers, Q. Edward Wang & Supriya Mukherjee. *A Global History of Modern Historiography*. 2nd ed. (New York: Routledge, 2016)

Diego Adrián Olstein. *Thinking History Globally* (Basingstoke: Palgrave Macmillan, 2015)

Jörn Rüsen, ed., *Western Historical Thinking: An Intercultural Debate* (New York: Berghahn, 2006).

Benedikt Stuchtey & Eckhardt Fuchs (eds.). *Writing World History, 1800-2000* (Oxford: Oxford University Press, 2003)

Week 9 (5 Nov): The Linguistic Turn, Postmodernism and Cultural History

Readings

*Green & Troup, *The Houses of History*: Chapter 9 & 11.

* Maza, *Thinking About History*: Chapter 6

*Munslow, *The Routledge Companion to Historical Studies*: "Emplotment," "Linguistic Turn," "Metanarrative," "Event," "Aesthetic turn," "Mimesis," "Trope," "White, Hayden," "Constructionist history," "Deconstructionist history," "Discourse," "Modernism," "Nietzsche, Friedrich," "Postmodernism," "Poststructuralism," "Reconstructionist history," "Foucault, Michel," and "Structuralism"

Jane Caplan, "Postmodernism, Poststructuralism, and Deconstruction: Notes for Historians," *Central European History* 22, 3/4 (1989): 260-278.

Michel Foucault. *Discipline and Punish: The Birth of the Prison*. Transl. by Alan Sheridan (New York: Vintage, 1995), chapter "Panopticism"

Supplementary Readings

Robert F. Berkhofer, *Beyond the Great Story: History as Text and Discourse* (Cambridge, MA: Belknap Press of Harvard University Press, 1995).

Clifford Geertz. *An Interpretation of Cultures* (New York: Basic Books, 1973)

Anna Green. *Cultural History* (Basingstoke: Palgrave Macmillan, 2008)

Keith Jenkins. *The Postmodern History Reader* (London and New York: Routledge, 1997)

Alun Munslow. *Deconstructing History*. 2nd ed. (London: Routledge, 2006)

William H. Sewell. *Logics of History: Social Theory and Social Transformation* (Chicago: University of Chicago Press, 2005)

Beverly C. Southgate. *Postmodernism in History: Fear or Freedom* (London: Routledge, 2003)

Alec W. McHoul & Wendy Grace. *A Foucault Primer: Discourse, Power, and the Subject* (New York: New York University Press, 1997)

Hayden White. *The Content and the Form: Narrative Discourse and Historical Representation* (Baltimore and London: Johns Hopkins University Press, 1987)

Hayden White. *Metahistory: The Historical Imagination in Nineteenth-Century Europe* (Baltimore and London: Johns Hopkins University Press, 1975)

Reading Week (12 Nov)

Week 10 (19 Nov): Racism, Imperialism, Post-Colonialism

Readings

*Green & Troup, *The Houses of History*: Chapter 12.

*Munslow, *The Routledge Companion to Historical Studies*: "Objectivity," "Postcolonial history," and "Race."

Gayatri Chakravorty Spivak. "Can the Subaltern Speak?" In *Marxism and the Interpretation of Culture*, edited by C. Nelson and L. Grossberg (Basingstoke, UK: Macmillan, 1988)

Edward Said. *Orientalism* (New York: Pantheon Books, 1978): Introduction, Chapter 1, parts I, III, and IV, Chapter 3, parts I and II, pp. 325-328.

Supplementary Readings

Homi K. Bhabha. *The Location of Culture* (New York: Routledge, 1994)

Dipesh Chakrabarty. *Provincializing Europe: Postcolonial Thought and Historical Difference* (Princeton: Princeton University Press, 2000)

Frantz Fanon. *The Wretched of the Earth* (New York: Grove, 1961)

Uli Linke. *Blood and Nation: The European Aesthetics of Race* (Philadelphia: University of Pennsylvania Press, 1999)

Anne McClintock. *Imperial Leather: Race, Gender and Sexuality in Colonial Conquest* (New York: Routledge, 1995)

Gayatri Chakravorty Spivak. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present* (Cambridge: Harvard University Press, 1999)

Nancy Leys Stepan. *'The Hour of Eugenics': Race, Gender, and Nation in Latin America* (Ithaca, N.Y. and London: Cornell University Press, 1991)

Michel-Rolph Trouillot. *Silencing the Past: Power and the Production of History* (Boston: Beacon Press, 1995)

Week 11 (26 Nov): Gender and Sexuality

Readings

*Green & Troup, *The Houses of History*: Chapter 10.

*Munslow, *The Routledge Companion to Historical Studies*: “Epistemology,” “Gender,” “Post-feminism,” and “Women’s history.”

Nan Alamilla Boyd. “Who Is the Subject?: Queer Theory Meets Oral History.” *Journal of the History of Sexuality* 17, 2 (2008): 177-189

Leonore Davidoff, “Class and Gender in Victorian England: The Diaries of Arthur J. Munby and Hannah Cullwick,” *Feminist Studies* 5 (1979): 86–141

Joan W. Scott. “Gender: A Useful Category of Historical Analysis.” *American Historical Review* 91, 5 (1986): 1053-75

Supplementary Readings

Bettina Bradbury. *Wife to Widow: Lives, Laws, and Politics in Nineteenth-century Montreal* (Vancouver: UBC Press, 2011)

John D’Emilio & Estelle B. Freedman. *Intimate Matters: A History of Sexuality in America*. 2nd ed. (Chicago: University of Chicago Press, 1997)

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Week 12 (3 Dec): The Spatial Turn, Environmental History, Geography and History

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