History 741

Historiography

Fall Term 2016
Wednesdays 11:30 a.m.-2:30 p.m.
CNH-607

Dr. Michael Gauvreau
Office Hours: Wednesdays 10:30-11:30 a.m. (or by appointment)
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Objectives:

History 741 is devoted to an examination of the theories, methods, and history of historical writing, and focuses primarily on the post-1870 period. The chief objectives of the course are:

- To provide students with an overview of the history of history, with emphasis on the chief developments of the twentieth century
- To introduce students to the most important schools of historical writing of the twentieth century
- To introduce students to some of the most important issues, debates, and innovations in modern historiography
- To stimulate students to think about their own historical concepts and methodology, both in terms of the theoretical and the practical.

Evaluation and Grade Distribution:

This course is a seminar, which places a premium on informed participation in discussion. This requires that students read and reflect on the relevant material in advance, attend class meetings, and engage in the discussion regarding the readings, issues, and themes of the course. In view of the fact that most M.A. students are engaged in major writing projects and other duties for other graduate courses, the Department has chosen not to include a major research assignment in History 741 (except for Ph.D. students doing the course as a minor field). The course, however, does require the submission of written work, and for both M.A. and Ph.D. students, there is a final examination. Evaluation of student performance in the course consists of the following elements:
Seminar Participation: In addition to regular oral participation, both M.A. and Ph.D. students are responsible for leading one seminar discussion during the term, with the exception of the “Public and Private” week (Nov. 16) which will be a general class discussion. The week following your seminar presentation, you will be required to submit a 1000-word (4-5 pages) discussion of the readings. These papers are not intended to be descriptive “reports,” rather, students should aim to elucidate the central themes, questions and debates that emerge from the readings. Assignments can be submitted electronically, but it is advisable that you keep a hard copy of all your written work. It is also your personal responsibility to ensure that your computer technology (including email programs) are in proper working order.

Major Essay: Each student will be responsible for writing a critical assessment analyzing the literature on the discussion for “private and public” (Nov. 16). Your analysis should not be a simple recapitulation of the contents, but should aim to critically examine the concept as advanced by Jürgen Habermas and how historians have both applied and critiqued the relationship of the public sphere, the nature of the “private” sphere, and the emergence of modernity. The results of this critical assessment will be presented in essay form, of 2500-3000 words (12-15 pages max.) The due date for this essay is Nov. 23, 2016.

Major Essay (Ph.D.): For those Ph.D. students taking History 741, a major historiographic paper of 5-6000 words (25-30 pages max.) is required. Topics and bibliography should be worked out in consultation with the instructor.

Final Examination: Both M.A. and Ph.D. students will write a take-home examination scheduled for Wed. Dec. 7, 2016. Further details will be provided.
**Formalities:**

Students are strongly advised to retain a xerox copy of any written work submitted for a part of their mark. Assignments can be submitted electronically, with the proviso that it is highly advisable that you retain a hard copy of all written work.

Note: there is a penalty of 5% per day (including weekends) assessed on all late essays.

Attendance at seminar is mandatory. A student who misses a session through uncontrollable circumstances should see me in order to discuss the means by which to make it up through written work.

**Academic Dishonesty:** Academic dishonesty consists of misrepresenting by deception or by other fraudulent means and can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. Graduate students are expected to know what constitutes plagiarism, and are not given any leniency on a first offense.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, located at [http://www.mcmaster.ca/academicintegrity/](http://www.mcmaster.ca/academicintegrity/)

The following are examples of three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.

2. Copying or using unauthorized aids in tests or examinations.

3. Submitting work, or major parts of work, that has been submitted for credit in another course.

**Faculty of Humanities Policy on Student Email communications with Instructors:**

"It is the policy of the Faculty of Humanities that all email communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University email account. This policy protects confidentiality and confirms the identity of the student. Instructors will delete emails that do not originate from a McMaster email account."
Faculty of Humanities Statement on Changes to Course Outline:

“The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.”

Course Texts:


Marc Bloch, The Historian’s Craft

Edward Said, Orientalism


Peter Novick, That Noble Dream

Jürgen Habermas, The Structural Transformation of the Public Sphere

History 741 Coursepack
Seminar Readings:

Sept. 14: Introductory

Sept. 21: Empiricism, Historicism, and the Rise of “Scientific” History

Green & Troup, pp. 1-32.
Frederick C. Beiser, “Ranke’s Romantic Philosophy”, in Beiser, The German Historicist Tradition (CP)
Peter Novick, That Noble Dream, 1-85.


Sept. 28: The Interwar Relativist Challenge: Marc Bloch

Marc Bloch, The Historian’s Craft

Ph.D.: Peter Novick, That Noble Dream, 133-278.

Oct. 5: Marxist Historians

Green & Troup, 33-58.
S.H. Rigby, “Marxist Historiography”, in Michael Bentley, ed., Companion to Historiography, 889-928. (CP)

Ph.D.: Matt Perry, Marxism and History (reserve)
Oct. 12: The Annales and Historical Sociology

Green & Troup, 87-140.


Oct. 19: The Postmodern Project and the “Linguistic Turn”

Green & Troup, 204-29.
Peter Burke, “Metahistory: Before and After”, *Rethinking History*, 17:4 (2013), 437-447 (e-journals)
Ph.D:
Andrew Norman, “Telling it Like it Was: Historical Narratives on their Own Terms,” *History and Theory*, 30:2 (1991), 119-35. (JSTOR)

Oct. 26: *The Foucault Effect*

Michel Foucault, “Nietzche, Genealogy, History,” in Michel Foucault, *Aesthetics, Method, and Epistemology*, 369-91. (CP)
Paul Veyne, *Foucault: His Thought, His Character*, 92-110 (CP)

Ph.D:

Nov. 2: *Anthropology and Ethnohistory*

Green & Troup, 172-203.
Robert Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History*, 3-104.
Ph.D: Victoria Bonnell and Lynn Hunt, eds., *Beyond the Cultural Turn* (e-book)

Nov. 9: *Women’s History and Gender History*

Green & Troup, 252-76.
Joan Hoff, “Gender as a Postmodern Category of Paralysis”, *Women’s History Review* 3:2 (1994), 149-168 (e-resource)


Nov. 16: *Private and Public – The Career of a Concept*

Jürgen Habermas, *The Structural Transformation of the Public Sphere*, 1-140 (skim)
Nancy Fraser, “Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy”, in Craig Calhoun, ed., *Habermas and the Public Sphere*, 109-142. (Library Reserve Desk)
Peter Lake and Steve Pincus, “Rethinking the Public Sphere in Early Modern England”, *Journal of British Studies*, 45:2 (2006), 270-92 (JSTOR)
Sara Maza, “Women, the Bourgeoisie and the Public Sphere: Response to Daniel Gordon and David Bell”, *French Historical Studies*, 17:4 (autumn 1992), 935-50 and response by David Bell, 954-56 (JSTOR)

**Ph.D:**  
Keith Michael Baker, “Defining the Public Sphere in Eighteenth-Century France: Variations on a Theme by Habermas”, in Calhoun, ed., *Habermas and the Public Sphere*, 181-211 (Library Reserve Desk)

**Nov. 23: MAJOR ESSAYS DUE!!!!!!!**

**Nov. 23: Postcolonial Perspectives**  
Green & Troup, 277-96.  
Robert Young, *White Mythologies: Writing History and the West* (London: Routledge, 1990), 157-75. (CP)  

**Ph.D:**  

**Nov. 30: Language, Experience, Class: The End of Social History?**  
**Major Essays Due!!!!!!**  
James Epstein, “Turn, Turn, Turn: Victorian Britain’s Postmodern Season”, in James Epstein, In Practice, 34-56 (Mills Library Reserve Desk)

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