History 501, Historiography. Winter 2007 Dr. Cliona Murphy  Draft#1
Office Hours: Tuesday 4:30-5:45, Monday and Wednesday 5:00-6:00, Thursday 1:00-2:00, FT 304-B, 654-2146
cmurphy@csub.edu

Required books

Elective Books
Choose any two of the books below. In making your decision you should know that you will be required to write four five-page papers at regular intervals. At least two papers, and not more than three, must be based on (but need not be limited to) the required list above. The other one or two must draw on the elective books (and may also draw on the required books). While the Marwick book may (and probably should) be quoted in most papers, it will not be the central subject matter of a paper. The papers will not be book reviews, rather they will be answering specific questions which will be assigned when the course starts. Each paper will draw on class readings, book reviews, other sources and, obviously, the book in question. It is a good idea to start reading as soon as possible.
Josephine Tey, *Daughter of Time* (New York: Macmillan, 1951) or any edition

Reserve in Library  (from the end of the first week)

Electronic Reserve (from the end of the first week)
Natalie Davis, “Any Resemblance to Persons Living or Dead”
James Donnelly, “Reinterpretations of the Irish Famine”
Christine Kinealy, “Revisionists and the Irish Famine”
Cliona Murphy review of *Bridget Cleary*
Laurence Stone, “The Return of the Narrative”
*New York Times* book review of *Suite Française*
*You may buy these if you don't want to consult them in the library.

WebCT
Please check WebCT between classes. I will be sending frequent communications and postings with regards to the course.
“Historiography” can mean an examination of the discipline of history. It can also mean an examination of the different opinions by historians (sometimes over time) on a particular historical topic or debate. In this one term course we will try to look at both sides of the definition within a Modern Western European context. Clearly, one could examine the meaning of “Historiography” within any geo-historical context.

Therefore, we hope to intensively examine the nature of history. Firstly we will consult renowned historian and scholar Arthur Marwick. Through his book we will try to come to terms with the word “history”. What does it mean? The past? The discipline? We will trace how the discipline evolved over time, especially in the modern era. We will look at the main schools and areas of history. We will ask what is the role of the historian? Are his/her obligations to the discipline, to fellow scholars, to the general public? What are his/her possibilities and limitations? Is history about finding truth? Is such a goal unrealistic?

Thus, equipped with knowledge and ideas from Marwick, we will approach the main books on our course. Some will examine controversies and others are part of controversies. More are examples of interesting areas in history such as micro-history, military history, women's history, film and history, colonial history and Holocaust history.

The course is limited by time and we cannot cover all areas, schools and methodologies. However, Marwick will give you a taste of most, and subsequent classes will give you elaboration on a few. All should provide you with a solid foundation of theory and methodology which should enrich your subsequent graduate career in history.

Format: This course is run as a seminar.
Week 1 January 2 Introductory class. Sign up for leading discussion.

Week 2 January 9 Marwick, Discussion of chapters. Ten minute analysis by each student about a particular chapter. Must be accompanied by 1-2 page typed outline which included 3-5 questions for fellow students.

Week 3 January 16 View Movie: Le Retour de Martin Guerre. Reading: Marwick, 138-143, 231-238, Davis, “Any Resemblance to Persons Living or Dead”. Lawrence Stone’s article.

Week 4 January 23
Microhistory, Movies and History, Davis as Historian
Leaders:
1. Le Retour de Martin Guerre
2. The Return of Martin Guerre
3. Natalie Davis as historian

Week 5 January 30
How to Interpret the Irish Famine?
View “When Ireland Starved” in the week before class.
Leaders:
1. “When Ireland starved”.
2. Donnelly book
3. Christine Kinnealy’s article and Donnelly’s article and primary sources on the Famine
Week 6 February 6

**Survey, Invention and Theory**

**Leaders**
1. Hobsbawm, *Nations and Nationalism*
2. Hobsbawm and Ranger, *Invention of Tradition*
3. Lerner, *Why History Matters*
4. Evans, *In Defense of History*
5. Hobsbawm, *On History*

Week 7 February 13

**More Micro-History, Women and Women’s History**
1. Angela Bourke, *The Burning of Bridget Cleary*
2. Des Jardins, *Women and the Historical Enterprise in America*

Week 8 February 20

**Controversy, Revisionism, and Historiography of World War II**
1. Taylor and Gordon
2. Goldhagen
3. Keegan

(*Bourke and Jardins papers due*)

Week 9 February 27

**Historians perturbed by other Historians**
1. Attwood
2. Evans

(Taylor, Goldhagen and Keegan papers due)

Week 10 March 6 Conclusions

**Paper 4 due (Attwood and Evans paper/s due)**

**Literature as History**
1. Nemirovsky, *Storm* and Documents
2. Dolce and Documents
2. (Tey) Conclusions

**Paper 4 due**

**Requirements and Grading**
Total points: 505 points
1. Attend at least seven classes (this does not count the first class). 15 points will be deducted for each class not attended - no exceptions. Also, by not attending a particular class, you will miss the participation grade for that class and, perhaps, the points that you would have achieved if you have an assignment that night.
2. Participation: it should be evident from discussion and papers that you have read all the required books and at least two of the elective books. 35 points.
3. Presentation on Marwick chapter. 20 points
4. Lead part of a seminar (approximately 45 minutes to and hour). 50 points
5. Four papers 400 points (100 points each)
Leading discussions.
Refer to these instructions when it is your turn to lead the seminar. Do not use the previous discussion leader as your role model (unless, of course, they appeared to be exceptional!).
Students will sign up on the first night of class to lead part of a discussion for a particular night. The student will give a 20-30 minute introduction (a mini lecture) on the reading and its wider context. Outside research should be carried out on the author/topic/ reception of the book and so on. Indicate to the class the main themes you see arising out of the reading. Then, guide the class through an intelligent discussion by asking open-ended questions which will invite serious consideration of the topic by the class. Questions should be thoughtful, provocative and structured with the aim of stimulating the group into intelligent academic discourse.

**An outline of your introduction (with references) should be given to the instructor and other students at the beginning of class. This outline should provide information on the author and details of the main points in, importance of, values and problems with the reading. This outline is typically between 3-5 pages and includes a bibliography.

Participation:
Participation means being able to intelligently contribute to the discussion in an informed manner which indicates you have done the required reading.

Papers.
You must write four five-page papers. Let me know in an email through WebCT by January 17 which papers you are going to do. You will be turning in the papers on the fourth, sixth, eighth and tenth weeks. Please make sure to pace yourselves accordingly. All papers will be accepted early.
It is up to you to give an appropriate title for your papers. Include a cover page, a bibliography, number pages from first page of text, double space, font 12. Use Chicago Manual of Style. Footnotes or endnotes. Stick to required length.

Keep in mind the objectives of the course as outlined in the paragraphs above. In all the papers feel free to cite Marwick (and the other theorists) when and where relevant, as regards methodology, schools of history, diverse opinions and theory. You paper should be an exposition of not only the subject matter of the paper but of how history should be conducted.

Papers you have written for me in other classes (graduate or undergraduate) will not be accepted. (Paper assignments provided on syllabus handed out in class and posted on WebCT).