### Historiography

1. **History Stories, 24 Aug.**
   - **Questions**
     - i. How would you characterize the history of history?
       - (1) What periods/changes would you insert?
     - ii. What are the main approaches/types of history today?

2. **Arts and Sciences, 31 Aug.**
   - **Readings**
     - i. *Gaddis, Landscape*, preface, chs. 1-4

3. **Message in the Medium, 7 Sept.**
   - **Readings**
     - i. *Evans, In Defence*, intro., chs. 1-3
   - **Supplementary Materials**
     - i. Early Historians, Excerpts (as assigned)
       - (1) see website

4. **Towards Historicism, 14 Sept.**
   - **Readings**
     - i. *Gaddis, Landscape*, chs. 5-6
     - ii. *Evans, In Defence*, chs. 4-6
   - **Supplementary Materials**
     - i. Articles for Seminar Leaders’ Reports (choose one)
     - ii. Early Historians, Excerpts (as assigned)
       - (1) see website

5. **Marx Class [Dr. Anita Shelton], 21 Sept.**
   - **Readings**
     - i. *Erich Fromm, Marx’s Concept of Man* (New York: Frederick Ungar, 1961, 1966), preface and chs. 1-8 (pp. 1-83) AS HANDOUT
   - **Supplementary Materials**
     - i. Articles for Seminar Leaders’ Reports (choose one)

6. **Turner, History, and National Identity [Dr. Lynne Curry], 28 Sept.**
   - **Readings**
   - **Supplementary Materials**
     - i. Articles for Seminar Leaders’ Reports (choose one)
   a. Readings
      i. *Annales* and Macrohistory
         (2) Peter Burke, *The French Historical Revolution: The Annales School 1929-89* (Stanford: Stanford University Press, 1990), 6-11, 32-64 (esp. 43-64), and glossary (112-6). OnR
      ii. Microhistory
      iii. Macro and Micro
      iv. Evans, *In Defence*, ch. 7
   b. Supplementary Materials
      i. Articles for Seminar Leaders’ Reports (choose one) on Macrohistory 4
      ii. Articles for Seminar Leaders’ Reports (choose one) on Microhistory 4

8. The Linguistic Turn: History and Postmodernism [Dr. Mark Hubbard], 12 Oct.
   a. Readings
      iv. Gertrude Himmelfarb, "Telling It as You Like It: Postmodernist history and the flight from fact," in *The Postmodern History Reader*, 158-74. MH OnR
      v. Lawrence Stone, “History and Postmodernism,” in *The Postmodern History Reader*, 239-43 [includes introduction to the following letters], MH OnR
   b. Supplementary Materials
      i. Articles for Seminar Leaders’ Reports (choose one) 6

9. Gender [Dr. Sace Elder], 19 Oct.
   a. Readings
      v. Gaddis, *Landscape*, ch. 7. NK
b. Supplementary Materials
i. Articles for Seminar Leaders’ Reports (choose one) 

10. Orientalism and the Postcolonial [Dr. Roger Beck], 26 Oct.
a. Readings
iii. Catherine Hall, "Introduction: Thinking the postcolonial, thinking the empire," in Cultures of Empire: Colonizers in Britain and the Empire in the Nineteenth and Twentieth Centuries–A Reader, ed. Hall (New York: Routledge, 2000), 1-36.

b. Supplementary Materials
i. Articles for Seminar Leaders’ Reports (choose one)

11. Cultural Hegemony and Tales of Resistance [Dr. Jon Coit], 2 Nov.
a. Readings

b. Supplementary Materials
i. Articles for Seminar Leaders’ Reports (choose one)

12. Post-Modernism and the History of emotions [Dr. David Smith], 9 Nov.
a. Readings

b. Supplementary Materials
i. Articles for Seminar Leaders’ Reports (choose one)

13. Beyond the Cultural Turn?, Reports from the front(s) I, 16 Nov.
His 5000 (#90723) is a seminar on the history of history and required for students admitted to the MA in History program at Eastern Illinois University. An enhanced copy of this syllabus is available at http://ux1.eiu.edu/~nekey/syllabi/historiography.htm and I invite you to use it. Any syllabus revisions will be limited, will be for pedagogical reasons, and will be announced in advance and posted on the web.

The goals of His 5000
i. Identify the major themes, approaches, or interpretive stances taken by historians
ii. Develop analytic skills in identifying and critiquing the arguments of professional historians
iii. Learn and deploy the terminology associated with historical arguments, approaches, or interpretative stances
iv. Use these skills and terminology in writing a field-specific historiographical review essay
   a. Be able to write future historiographies/reviews of the literature for papers/theses
   b. Prepare for a historiographical essay or section for MA comprehensive examinations
v. Discover what kind of historian—approach, theory, method(s)—you are.
Grading is based on participation (30%), three quote response essays* (30%), quizzes (10%), and a historiographical review essay (30%). Reading is extensive and intensive. Take notes. I expect your informed contribution to discussion each week. From week 3 forward, at least two of you per week will be assigned an extra article (and/or excerpt from a historian) upon which you will make a 5-minute presentation (either chosen or assigned). On weeks for which you have such a presentation (or have written a response essay), I expect extra participation corresponding with your “expert status.” But I expect participation from everyone every week. Such participation, your presentations, and any in-class writing asked for will comprise nearly one-third of your final grade.

Quizzes (10%) will be about three brief in-class identifications of terminology. The lowest quiz grade will be dropped. I reserve the right to include a final exam if performance in the quizzes is not satisfactory. The goal is a shared, learned terminology to aid discussion.

For response essays* (typed double-spaced; 450 words minimum, 600 words maximum) respond to a quote provided by using the readings assigned for that week (guest facilitators will sometimes provide you with a question on which you should focus your answer). Each quote response essay should:

1. discuss and position at least two historians in relation to the quote;
2. express a point of view (that is position yourself) in relation to the quote and the readings assigned, and use at least one piece of evidence to back your position (for example, a primary source quote, statistic, or piece of evidence referred to within one of the assigned readings);
3. suggest the type of evidence (for example, letters, memoirs, government reports, newspapers, pamphlets, engravings, paintings, furniture, tree rings—you get the idea; the list is lengthy) that might be investigated to substantiate your position further.

Bring your response to class for discussion. I will grade all response essays, but no late papers will be counted as your three assigned responses. Again, the aim is a rich, informed discussion.

The long paper (12-18 pp.) will be a critical review of the historiography on one problem or period presented during the semester (or a related field, as approved by me). The course is organized by schools of thought and is very loosely chronological. Your historiographical review essay, however, should be bounded in time and space (the historiography of European–Native American interaction the colonial and antebellum periods, say). Within this historiography you should find a variety of approaches (for example, a Marxist approach, a gendered approach, a subaltern approach, a microhistory, etc.). Your historiographical review should be modeled on those in Historical Journal (available in Booth, JSTOR, etc.), although those in HJ focus on recent books and yours probably will analyze articles and books over the past fifty years or more. You will be advised in preparing a bibliography for this paper both by myself and another professor in the department with the relevant specialty (as well as your own searches in Historical Abstracts, America History and Life, Booth stacks, etc.). Essays, which will be graded by me, should be typed, double-spaced, and use Chicago Manual of Style/Turabian form of referencing (see citation guide http://ux1.eiu.edu/~nekey/citate.htm).

(Anyone with a documented disability should speak with me by the second week of class so that we can make appropriate accommodations.) Ask me for clarifications. I will talk about history virtually anytime.

My office is 3725 Coleman Hall (581-6360; e-mail = nekey@eiu.edu). I have office hours M–W 1400-1500; T–W 1000-1100; and by appointment; and I am in my office virtually every day (just phone, email, or knock).
Notes (AHR = American Historical Review; HJ = Historical Journal; H & T = History and Theory; JAH = Journal of American History; JMH = Journal of Modern History; P & P = Past & Present)


