



LOYOLA
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Preparing people to lead extraordinary lives

Twentieth Century Approaches to History¹

History 400

Fall 2021

Professor Suzanne Kaufman

Pronouns: she, her, hers

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Office: 513 Crown Center

Office Phone: 508-2233

Classroom: Life Science Building, 312

Meeting time: T, 6:00pm-8:30pm

In-Person Office Hours: T, 3:00pm-4:00pm and Th, 11:00am-12:00pm or by appointment

Zoom meetings can be arranged too if requested

Course Description

This colloquium focuses on twentieth-century historical writing, emphasizing interpretive paradigms and innovative methodologies. Focusing largely on the writing of European history (with important excursions into U.S. and non-western histories and sub-fields), we will examine the various methods used by historians to analyze evidence while also looking at interpretative perspectives and forms of criticism used by professional historians to create standards of scholarship. In particular, the course explores the impact of social science models on the writing of history in the post-World War II era, as well as the more recent challenges posed by historians of women and gender, the African diaspora, post-colonialism, postmodernism and the environment. By examining key historical works that have shaped the discipline of history, we will try to understand the profound changes in ideas about the nature of history and historical writing that have emerged over the preceding century.

Course Structure in the Age of COVID-19

We are living through a pandemic. Consequently, we have been requested to do the following in our classroom:

1. Please wear a mask in our classroom and inside all Loyola buildings.
2. Eating is not allowed in the classroom (drinks in closed containers are acceptable).
3. Assigned seating is required for the purposes of contact tracing.

¹ This syllabus is a working document. The professor reserves the right to modify and alter the syllabus and all materials, guidelines, etc., contained within it at her discretion over the course of the semester.

These requirements are inconvenient but necessary to create and maintain a safe learning environment across our campus. The university measures have thus far been archived at this webpage: <https://www.luc.edu/coronavirus/>. Covid-19 testing is widely available on campus: <https://www.luc.edu/coronavirus/oncampustesting/>. I plan to test weekly, and while it is currently voluntary, the university urges all to test as well, so please strongly consider making testing part of your weekly routine. If you have symptoms, are feeling sick, or have tested positive, please do not come to class. Instead, we will work with you and send you material you may have missed because of illness.

Communication and Feedback

I will communicate with you throughout the semester via Loyola's email system and via Sakai, Loyola's open-source learning management system. To reach me directly, use my Loyola email: skaufma@luc.edu. I usually respond to email within 24 hours (and often much sooner) during the week, 48 hours over the weekend. If you do not receive an email response from me by this time, I have not received your email - so please resend it. Students can expect ongoing and constructive written feedback from me on all writing assignments for this course. Short essays will be returned one week after their submission due date. Additional information about me can be found at: <https://www.luc.edu/history/people/facultyandstaffdirectory/kaufmansuzanne.shtml>.

Required Reading

The required books listed below (except the book by Georg Iggers) are available at the Loyola University Bookstore. All six books are on reserve at Cudahy Library.

Robert Darnton, *The Great Cat Massacre and Other Episodes in French Cultural History*
Michel Foucault, *Discipline and Punish: The Birth of the Prison*
Georg G. Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*
Emmanuel Le Roy Ladurie, *Montaillou: The Promised Land of Error*
Karl Marx and Friedrich Engels, *The Communist Manifesto*
Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*

These books are widely available from online used book vendors at cheaper prices. It is fine to buy used copies and older editions. Here are a few recommendations for online book vendors:

[Alibris](#)

[AbeBooks](#)

[ThriftBooks](#)

In addition, there are several book chapters and journal articles that are required. The articles are available online through JSTOR and other full-text databases. **It is the responsibility of the student to download and save these articles in PDF format and read them before the class meets. These articles are noted in the syllabus with an asterisk (*).** Finally, there are also many articles and book chapters that are not available online. These readings are available through Sakai as PDF documents. These readings must be downloaded and saved by the student. These readings are marked on the syllabus with (S). To download the readings, the student must log on to Sakai. From the course site, you click on to "schedule and readings." Then click on to

the PDF document under the author's name or the title of the reading. These readings are organized by our weekly meetings. Click on the desired week to find the readings for that week.

Course Requirements

Class Participation: Regular, active class participation is essential. Students are expected to read all assigned material and come ready to participate in class discussion. This means coming to class with questions or issues that the readings have raised for you and then sharing these ideas, questions, comments and criticisms with the class. (40% of grade)

Reaction Papers: There will be nine reaction papers (3-4 pages) over the course of the semester. In general, each reaction paper will cover two weeks of assigned reading. Students must complete **four** reaction papers by the end of the semester. They must write **two** of these papers by **week nine**. Reaction papers are designed to stimulate class discussion and to encourage students to compare and evaluate particular interpretive paradigms. **The papers must be printed and turned in during class.** Questions for reaction papers can be found at the end of the syllabus. (20% of grade)

Final Paper: Students will write an extended historiographical essay (15-20 pages) that analyzes a portion of the historiography of a single topic, chosen in consultation with me. Students must meet with me (or email me) to discuss their choice of topic by October 5th. Students will also hand in a working bibliography of books that will be used for the essay by November 2. Further instructions can be found at the end of the syllabus. (40% of grade)

Academic dishonesty will be penalized by failure for the course and dismissal from the Graduate History Program. For the AHA's Standards of Professional Conduct, see <http://www.historians.org/PUBS/Free/ProfessionalStandards.cfm>. For LUC academic standards, see http://luc.edu/gradschool/academics_policies.shtml#academic_integrity.

Laptops for notetaking and for accessing assigned readings are allowed in the classroom. All cellphones, smartphones, MP3 players, audio recorders and any other electronic devices should be turned off during class. Please note that Illinois law **prohibits** the recording of oral communications without the consent of all parties to the recorded communication. Please be aware that any unauthorized recording is considered a felony.

Please remember that the classroom is an intellectually dangerous place. The content of some reading assignments includes verbal and visual images of controversial and horrifying events in history (including war, physical violence, sexual assault, racist and misogynist language, and other examples). Some subjects are shocking and painful. As students of history, we need to engage, not avoid, such topics. "Nothing can be changed until it is faced," the writer James Baldwin reminds us. Students should contact the professor if such content affects their ability to learn.

Meeting Dates and Assignments

Schedule of Class Meetings and Reading Assignments (may be subject to change):

Week One

31 August - Introduction to course /What is history and what do historians do?

- * Carl Becker, "Everyman His Own Historian" (Presidential Address for the American Historical Association, 1931) in *American Historical Review*, vol. 37, no. 2 (January 1932), pp. 221-236. [**Available from JSTOR**]
- Michel-Rolph Trouillot, *Silencing the Past* (1995), Chapter 1, pp. 1-30.

Week Two

7 September - Scientific History: Ranke, Objectivity, and the professionalization of History

Georg Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*, Chapters 1, pp. 23-30.

- (S) Joyce Appleby et al., *Telling the Truth About History*, Chapter 2, pp. 52-90.
- (S) Leopold Von Ranke, "The Great Powers" in *The Secret of World History*, pp. 121-155.
- (S) Leopold Von Ranke, "On the Character of Historical Science," pp. 33-45.

Week Three

14 September - Marxism: Historical Materialism and Ideology

Georg Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*, Chapter 7, pp. only 78-85.

Marx and Engels, *The Communist Manifesto*, parts I, II, IV (skip section III).

- (S) Marx, *The German Ideology* in *Karl Marx: Selected Writings*, pp. 159-171 and 176-179.
- (S) David Rollison, "Marxism," in *Writing Early Modern History*, pp. 3-24.
- (S) Rodney Hilton, "Peasant Movements in England Before 1381," in Rodney Hilton, *Class Conflict and the Crisis of Feudalism* (1985), pp. 122-138.

Week Four

21 September - The *Annales* School: Total History, Mentalities and the *Longue Durée*

Georg Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*, Chapter 5, pp. 51-64.

(S) Fernand Braudel, "Preface" to *The Mediterranean and the Mediterranean World in History: French Constructions of the Past*, pp. 82-88.

Emmanuel Le Roy Ladurie, *Montaillou*, Introduction, Chapters 1- 4, 6-12, 18-19 and 21, only pp.353-356.

REACTION PAPER # 1 DUE

Week Five

28 September – Social History: Agency, Culture and Marx Reimagined

Georg Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*, Chapters 7, focus on 85-94.

(S) E. P. Thompson, Preface of *The Making of the English Working Class*, pp. 9-14.

* E. P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," *Past and Present*, No. 38 (December 1967), 56-97. [**Available from JSTOR**]

* E. P. Thompson, "The Moral Economy of the English Crowd," *Past and Present*, no. 50 (February 1971), 76-136. [**Available from JSTOR**]

REACTION PAPER # 2 DUE

Week Six

5 October – Women's History

(S) Joan W. Scott, "Women's History," in Joan Scott, *Gender and the Politics of History* (N.Y., 1988), pp.15-27.

* Joan W. Scott and Louise A. Tilly, "Women's Work and the Family in Nineteenth-Century Europe," *Comparative Studies in Society and History*, vol. 17, no. 1 (January 1975), 36-64. [**Available from JSTOR**]

* Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America," *Signs*, Vol. 1, No. 1 (Autumn, 1975), 1-29. [**Available from JSTOR**]

Choose a topic for the final paper assignment

REACTION PAPER # 3 DUE

Week Seven

12 October - NO CLASS / OCTOBER BREAK

Week Eight

19 October - Cultural History and Anthropology

Georg Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*, Chapters 8-9, pp. 97-117 and Chapter 10, pp. 123-126 only.

(S) Clifford Geertz, "Thick Description: Toward an Interpretative Theory of Culture," Chapter 1 in Geertz, *The Interpretation of Culture*, 3-30.

Robert Darnton, *The Great Cat Massacre*, Introduction, Chapters 1-2, and Conclusion.

REACTION PAPER #4 DUE

Week Nine

26 October - Postmodernism: Discourse, Power, History

Michel Foucault, *Discipline and Punish*, Parts 1-3, pp. 1-228 and Part 4, pp. 231-256 and 293-308. Skip pp. 257-292.

(S) Patricia O'Brien, "Michel Foucault's History of Culture," in Lynn Hunt, ed., *The New Cultural History*, pp. 25-47.

(S) *Foucault For Beginners* (section on *Discipline and Punish*).

REACTION PAPER # 5 DUE

Note: Students must write at least 2 Reaction Papers by 26 October

Week Ten

2 November – Gender History

* Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review*, vol. 91, no. 5 (December 1986), pp.1053-1075. [**Available from JSTOR**]

* Jennifer L. Morgan, "'Some Could Suckle over their Shoulder': Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770" *The William and Mary Quarterly* Vol. 54, no. 1 (January 1997) pp.167-92. [**Available from JSTOR**]

* Antoinette Burton, "From Child Bride to 'Hindoo Lady': Rukhmabai and the Debate on Sexual Respectability in Imperial Britain," *American Historical Review*, vol. 103, no. 4 (October 1998), 1119-1146. [**Available from JSTOR**]

*Joanne Meyerowitz, "AHR Forum: A History of 'Gender'," *American Historical Review*, vol.113, no. 5 (December 2008), pp. 1346-1356. (Optional Reading)

REACTION PAPER #6 DUE

Bibliography for Final Paper Due

Week Eleven

9 November – Theorizing Race and Racism in modern historiography

(S) Thomas C. Holt, "Marking: Race, Race-Making, and the Writing of History," *American Historical Review*, Vol. 100, No. 1 (February 1995), 1-20.

(S) David Nierenberg, "Race and the Middle Ages: The Case of Spain and Its Jews," in Margaret R. Greer, Walter D. Mignolo and Maureen Quilligan, *Rereading the Black Legend* (2008), pp. 71-87.

(S) Bruce S. Hall, "The Question of 'race' in pre-colonial southern Sahara," *The Journal of North African Studies* vol. 10, No. 3-4 (September-December 2005), 339-367.

REACTION PAPER # 7 DUE

Week Twelve

16 November - Post-Colonial Histories

(S) Dipesh Chakrabarty, "Postcoloniality and the Artifice of History: Who Speaks for 'Indian'

Pasts?" *Representations*, No. 37, Special Issue: Imperial Fantasies and Postcolonial Histories (Winter, 1992), 1-26.

Michel-Rolph Trouillot, *Silencing the Past*, Chapter 2 and 3.

REACTION PAPER # 8 DUE

Week Thirteen

23 November – No Class / Thanksgiving Break

Week Fourteen

30 November – Environmental History

* William Cronon, "The Uses of Environmental History," *Environmental History Review*, vol. 17, no. 3 (Autumn, 1993), 1-22. [**Available from JSTOR**]

*Dipesh Chakrabarty, "The Climate of History: Four Theses" *Critical Inquiry*, Vol. 35, No. 2 (Winter 2009), 197-222. [**Available from JSTOR**]

* Mart Stewart, "Rice, Water, and Power: Landscapes of Domination and Resistance in the Low Country," *Environmental History Review*, vol. 15, no. 3 (Autumn, 1991), 47-64. [**Available from JSTOR**]

*Sam White, "From Globalized Pig Breeds to Capitalists Pigs: A Study in Animal Cultures and Evolutionary History," *Environmental History*, Vol. 16, No. 1 (January 2011), 94-120. [**Available from JSTOR**]

REACTION PAPER # 9 DUE

Week Fifteen

7 December – No Class / Meet with professor and work on final paper

14 December - Final Paper Due by 5:00p.m. in my mailbox at the Crown Center

A Word on Class Discussion

The best way to prepare for class discussion is to complete the reading on time and have a critical set of questions that you ask the material. Here are some general questions that students of history should always ask about historical writing.

General Questions:

1. What is the thesis of the author? What is his or her overall argument?
2. How does the author construct his or her argument? Are the author's goals, viewpoints or agenda revealed in the introduction of the book? Does the author provide evidence to support the argument and what type of evidence does he or she use?
3. Are you convinced by the argument? Why or why not?
4. What assumptions does the author bring to the study? What is the author's understanding of historical causation and how does this view shape the type of history he or she writes?
5. What type of historical narrative does the author build? Does the author present a story from the viewpoint of a certain person or group? Is the story one of progress or decline? What is ignored and what is revealed by adopting this particular narrative?

Questions For Reaction Papers

1. *Annales* School and Marxism (Weeks 3 and 4)

Both the Marxist school of history and the *Annales* School see material conditions as the motor force for historical development. They both seek to analyze how those material forces and social structures work. How are these two approaches to the past similar and how are these two approaches to the past different? To answer this question, you may wish to draw on the theoretical/methodical statements made by Marx (Marx/Engels) and by Braudel as well as the secondary writings on Marxism. But also try to draw on the short essay by Hilton and *Montaillou* by Ladurie. For example, how do Hilton and Ladurie analyze and understand the material conditions and social structures that shape the lives of peasants? But you do **NOT** have to use all the readings to answer this question. Be selective!

2. E.P. Thompson and the New Social History (Week 5 compared with previous Weeks)

Writing within a Marxist Framework, E. P. Thompson is nevertheless critical of aspects of Marxist historical analysis. He is also critical of quantitative social/economic history (including *Annales* school analyses). Keeping his criticisms in mind, how does Thompson attempt to redefine class (class consciousness and class struggle) in his "Preface" to *The Making of the English Working Class*? How does he employ this idea of class in his scholarly work? For your essay, focus on either his analysis of the rise of industrial capitalism in "Time, Work-Discipline and Industrial Capitalism" or his analysis of the logic of the English crowd in "The Moral Economy of the English Crowd." Do **NOT** discuss both essays.

3. Social History and Women's History (Weeks 5 and 6)

In what ways does women's history draw on the work of E. P. Thompson (and social history more generally) and in what ways does it criticize social history? In other words, how does women's history grow out of social history and how does women's history show the limits of social history? You may wish to draw on Scott's analysis in "Women's history" to understand

the development of women's history as a scholarly field but also make sure to analyze **one** of the two essays (Scott/Tilly **or** Smith-Rosenberg) in relation to the work of E. P. Thompson and/or in relation to Ladorie.

4. Social History and Cultural History (Weeks 4, 5 and 7)

How does Robert Darnton's anthropologically inspired cultural history differ from materialist analyses of the past? (Keep in mind that Darnton called his approach "history in the ethnographic vein" or "history of mentalities.") I suggest that you focus on either Chapter One of *The Great Cat Massacre* and compare it with Ladorie's approach to and interpretation of peasant life **or** Chapter Two of *The Great Cat Massacre* and compare it to E. P. Thompson's approach to and interpretation of workers in "Time, Work-Discipline and Industrial Capitalism" You will also want to draw on Darnton's Introduction and Conclusion for his clearest statements of methodology. You may also draw on Geertz's concept of "thick description" to discuss Darnton's technique for the close reading of texts or his appropriation of the idea of "structures of signification."

5. Foucault's Cultural History and discourse analysis (Week 9)

A. Using the analysis of the birth of the prison in *Discipline and Punish*, what is Foucault's view of disciplinary power and how is power expressed in society? In what ways does Foucault's view of power and knowledge (and the link between them) challenge the paradigms of social history?

OR

B. Robert Darnton engaged in a cultural history that sought to reveal the "mentalities" of people in the past. Foucault's approach to cultural history is very different. He studied the past in order to expose the conditions for the emergence of modern systems of thought or modern forms of rationality (for example, the emergence of the sciences of prison reform, criminology). How does Foucault explain the rise of the modern prison and more generally the rise of modern disciplinary society? To answer this question, you should try to address the following questions: What is modern disciplinary power and how does it work? 3. What kinds of evidence does Foucault use to support his argument?

6. Women's History and Gender History (Weeks 6, 9 and 10)

A. What is the difference between women's history and gender history? To answer this question, you may wish to draw on Scott's analysis of gender in her "Gender as a category of analysis," but make sure that you also compare and contrast an essay from week 6 with an essay from week 10.

OR

B. How has Foucault's approach to the study of power and his use of discourse analysis influenced the development of gender history? Make sure you analyze either Burton's essay or Morgan's essay as an example of a work influenced by Foucault's approach to power and discourse.

7. Theorizing Race and Racism (Week 11)

Thomas Holt, David Nirenberg and Bruce Hall all examine the construction of racial identities and the cultural uses of racism embedded in particular historical contexts. Despite their different

time periods and geographies, do these authors share similar approaches to theorizing how race is constructed and how racism has worked historically? What is similar and what is different in their approach to the historical analysis of race and racism? (Please focus on the Thomas Holt essay and choose either Nirenberg or Hall for comparison. Do **not** discuss all three authors in your paper.)

8. Post-Colonial Histories (Week 12)

A. In part VI of “Postcoloniality and the Artifice of History,” Dipesh Chakrabarty calls on historians to carry out a project of provincializing Europe. According to Chakrabarty, what is this project and why is it important? Do the chapters by Michel-Rolph Trouillot attempt to “provincialize” Europe/the west? If so, how does he carry out this project in his analysis of the Haitian Revolution? (You should focus on Chapter 2 **or** 3 of *Silencing the Past* to answer this question.)

OR

B. Looking back at Antoinette Burton’s article on Rukhmabai, is Burton also attempting to provincialize Europe (or at least Great Britain) in her analysis of the court case and its consequences for British and Indian history? How does Burton utilize the insights/challenges raised by postcolonial historians to rethink the history of the British Empire? Do these insights shape her approach to talking about sex and gender?

9. Environmental History (Week 14)

A. Environmental history reintroduces the role of material forces into historical analysis. How is environmental history similar to and different from older approaches to the environment such as those used by the Annales School? Draw on the essays by Cronon and Chakrabarty to lay out what environmental history is, but focus on either the essay by Mart Steward **OR** the essay by Sam White to show an example of environmental history analysis in action.

OR

B. What does Environmental history offer historians? What can be gained by making the environment a category of analysis and what might be the limits of this approach to studying the past? Draw on the essays by William Cronon and Dipesh Chakrabarty to discuss what environmental history is as an interpretive approach but focus on the essays by Mart Steward **OR** Sam White to show an example of environmental history analysis in action.

Final Paper: Historiographical Essay

Guidelines:

The final assignment for History 400 is to write an extended essay of around 15-20 pages that presents a portion of the historiography of a single topic, chosen in consultation with me. The topic can be fairly broad (“The History of Slavery”) or somewhat narrow (“The London dock workers strike of 1889”). The topic can also be comparative (“Historical constructions of race and racism in the US, Europe and Africa”).

The paper will be bounded by the selection of three to four works (usually books) that have shaped the field. The books should represent the change in the field over time, potentially with an early work (perhaps from the 1960s), one from a “middle” period (the 1970s-1980s), and a more recent work (since 2000). However, fields rarely fall into these neat temporal categories, and other variations and structures for the paper are possible. In some fields, competing works with new methodologies appear within a tight frame – this is fine.

The overarching goal of the paper is to trace the history of a field (or a central debate within a field) by comparing and contrasting the interpretations, methodologies, and approaches of each book. The paper could be organized chronologically followed by analysis: summarize the interpretations, methodologies, and approaches of book 1, book 2, then book 3, followed by deeper comparisons and contrasts. Alternatively, the paper could be organized thematically: compare and contrast the interpretations, methodologies, and approaches of each book on theme 1, then theme 2, then theme 3. It may also be helpful to examine in detail how each book addresses a very specific historical moment. The organizational choice is yours, but I am happy to consult.

Style Guidelines:

15-20 pages in length, double-spaced (length is less important than the quality of ideas in the paper)

Use 12 pt. font, one-inch margins

Consistency in citing works, using Chicago School footnotes

Final paper should be printed and submitted to my mailbox at school

Timeline:

October 5: Choose a topic for the final paper

November 2: Submit a bibliography for the final paper

December 7: Meetings with professor to discuss paper argument and structure

December 14: Printed paper due in professor’s mailbox at 5:00pm

Downloading and Saving Scholarly Articles Online

It is NOT acceptable to come to class unprepared by saying that you do not have access to the internet or that you were unable to download and save the required articles. If you have a problem retrieving any of the articles online, contact me immediately, and I will get you a copy of the article. My advice is to save (and preferable print) the articles well in advance of their due dates, in case of any problems.

Statement of Intent

By remaining in this course, students agree to accept this syllabus as a contract and to abide by the guidelines outlined in the document. Students will be consulted should there be a necessary change to the syllabus.

Technology and Support Information

For help with technical issues or problems with Sakai, contact the ITS HelpDesk at helpdesk@luc.edu or by phone at 773-508-4487. [Information Technology Services \(IT\)](#) has a list of services and resources on their home page that students may find useful. Please contact them for issues with your Loyola email (for example password problems) as well.

Below you will find links to privacy policies as well as support documentation for the technology we'll use in the course:

[Sakai Privacy policy](#)

[Sakai Student Support Guide](#)

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The Loyola History Department's website and social media pages are updated frequently with event announcements, internship and job opportunities, faculty and student achievements, and other news about the department and the history profession. In addition, the website contains a wealth of information essential for students taking history courses, including guidelines for majors and minors, details about scholarships and essay contests, faculty bios and course descriptions, and the department's "Major in History" career guide.