History 601
Introduction to the Professional Study of History
http://www.indiana.edu/~hist601/

What, if anything, is a historian? What makes professional historians distinct from amateur ones and what does it say about our culture and our history that we value—or, at least, accept—that distinction?

This course offers an introduction to the theoretical and conceptual debates that animate the historical profession today: By whom and for whom is history written? What can historians learn from other academic disciplines? How can we best relate to the subjects (and/or objects) of our study? In the twenty-first century, is studying history the same sort of activity it was in the nineteenth? Throughout the semester, students are encouraged to think carefully both about the content of these discussions and about how they have been framed and conducted.

In order to be a successful historian, one must read both extensively and intensively—this course provides an introduction to both reading strategies. Students are exposed to a wide variety of models for historical writing as well as a number of key theoretical texts. The bibliography of suggested further reading (see the website) is extensive, but it cannot be exhaustive. It is an invitation to further reading rather than a set of dogmatic instructions.

Books. We will discuss the following, which are available in the university bookstores:
Benedict Anderson, Imagined Communities
Natalie Z. Davis, The Return of Martin Guerre
Franz Fanon, “Algeria Unveiled” in A Dying Colonialism
Michel Foucault, Power/Knowledge
Sigmund Freud, The “Wolf Man” and Other Cases
Edward Said, Orientalism

Other Readings for Discussion will be linked on the course website, as will suggestions for further reading and recommended on-line resources. Students are expected to

CHECK THE WEBSITE often. http://www.indiana.edu/~hist601/

This syllabus is provisional and may be subject to revision throughout the semester. If they differ, information found on the course website supersedes that provided by this handout.
Policy on Attendance and Participation: Attendance is mandatory. If you miss more than one session you will be at risk for failing the course, no matter what grade you have received on assessed coursework or how actively you have engaged in other sessions. Please note that 50% of each student’s final grade will be determined by his/her participation in class discussion (including the writing of three response papers, see below). Attendance, per se, is not graded, but it is an obvious prerequisite to successful involvement in discussions. Simply being present and talking is not the same as constructive participation!

Professor Dodson’s section of History 601: As you probably know, this course is taught in two sections of twelve students each. Both sections meet on Tuesdays, 4:00-6:00. For the first two-thirds of the semester, the sections cover similar materials and questions, but we have chosen to treat different topics for the last weeks of the course. You will therefore have a choice of which section you attend for weeks 10-15. You will need to state your preferences before then, so that we can guarantee a rough numerical balance between the two classes. See the weekly syllabus below for a list of topics that Professor Dodson plans to cover. (I will probably circulate a form for you to indicate your preferences in week 8 and let you know in week 9 which section you are expected to attend.)

Written Work: Throughout the semester, each student must write three “response papers” or mini-essays (5-6 pages, double spaced) commenting upon one or more of the texts we are about to discuss. (due in class) These papers will be returned to you in one-on-one tutorial sessions only: I will not give you back your paper unless you come and discuss it with me. It is up to you to schedule a time to meet with me.

A response paper indicates your intellectual reaction to something you have read. It is not a summary. You need to demonstrate that you understand the text’s main claims, but you should do so very briefly, leaving most of the paper to deal with the following sorts of questions: What did you think of the reading(s)? What about them did you find most surprising, thought provoking, or ill conceived? Most important, why did you react in that way? You need to provide specific evidence from the text; examples of the particular attitude, perspective, claim, or assumption that grabbed your interest.

Even if you hate/love the work in question, your response paper should not be a “rant” (or a “hymn of praise”). You may want to begin by considering your “visceral” response to a book or article—how do you feel about it? Then you need to explain this feeling, both to yourself and to others. Assertions of the form “this book isn’t about medieval/gender/African-American history and so is irrelevant to me” are not acceptable as a response. However, it could be very useful if you could demonstrate either a). how this author’s account of the “modern” world (for example) would be different if s/he knew more about the medieval era; or, b). how the approach used by a historian of modern China (for instance) could be used in the colonial North-American context.
Final Paper: (worth 50%) 15-20 pages, double spaced, DUE TUESDAY, 15 December (by 3:00 p.m.) in my pigeonhole in the History Department office. There is no set topic for this paper, but you must discuss possible topics with me well in advance of the due date. You may find the following two rubrics helpful as you consider possible paper topics:

1. Based on your reading of the past five years of two academic journals, what do you see as the most important intellectual trends and developments in academic history writing today? How do those relate to the reading you have done for this course? In what ways do “general” and “specialist” history writing/publishing relate to each other?
If you decide to write on this topic, make sure that you read one specialist journal from your own field, and one general historical journal (such as American Historical Review, Journal of Social History, Comparative Studies in Society and History, History Workshop Journal, The Historical Journal, etc.).

2.) Explore a historiographical development (e.g., studies of “identity” or models of state formation or the definition of “totalitarian” regimes, etc.) within a particular historical context. What are the issues and debates at stake here? How have historians applied “theory” in this context? How would you do things differently?

Further guidance on paper writing is available on the course website.

Extensions to the deadline will only be granted in the case of serious illness (with medical documentation), bereavement, or other grave personal circumstances. Students facing such circumstances should notify me as soon as possible. In the absence of any valid excuse, late papers will be marked down 1/3 of a letter grade for each day late (e.g., submitted one day late, an “A” paper will receive an “A-”). Weekends count as two days.

Policy on Academic Honesty: All papers must include consistently formatted notes and a full bibliography. Ignorance of scholarly reference form is no excuse. Plagiarism and misuse of sources constitute intellectual theft and will result in my recommending that you be dropped from the graduate program immediately.
History 601: Schedule of Classes
http://www.indiana.edu/~hist601/

Part One: The Stuff of History

1 September: Greetings and Introductions
No required reading.
See the website for suggestions and useful links.

YOU SHOULD CHECK THE WEBSITE SEVERAL TIMES EVERY WEEK.

8 September: Time and the Archives
Timothy Garton Ash, The File (1997), pp. 3-24, 140-144 on e-reserves (password “family”)

15 September: Material Pasts
Walter Benjamin, “The Work of Art in the Age of Mechanical Reproduction” (1933) in the volume of his work entitled Illuminations and also available on-line.
Part Two: Big Questions, Partial Answers

22 September: History, Structure, Story

29 September: Economic Change and Global Inequalities

6 October: Power, Knowledge, Bodies

13 October: Culture, Ideas, and Institutions
20 October: Nation and State
Giorgio Agamben, "We Refugees" (1994), on-line.

27 October: Orientalists and other Others
Frantz Fanon, “Algeria unveiled” in his *A Dying Colonialism* (available for purchase) or *The Fanon Reader*.

Part Three: Historians’ Interests

3 November: Ideology
[Dodson: Empire]

10 November: Agents and Actors
[Dodson: Subalterns, Peasants, and History from Below]
Bruno Latour, *Pasteurization of France* (1988)—you could buy a copy of this. You should at least read pp. 1-28, which are available on books.google.com
Kate Brown, “A Place in Biography for Oneself,” *American Historical Review* 114 (June 2009), 596-605.
17 November: Public and Private  
[Dodson: Landscape and Environment]  
Jürgen Habermas, *The Structural Transformation of the Public Sphere* (1962; 1989)  
chapter two on e-reserves.  

THANKSGIVING BREAK

1 December: Trauma, Causes, and Effects  
[Dodson: Globalization]  
Sigmund Freud, “From the History of an Infantile Neurosis” (1919) also known as “The Wolfman”, in *The “Wolfman” and other Cases*, which is available for purchase at the book store.

8 December: Memory and History  
[Dodson: Modernity and Post-Modernism]  
Paul Connerton, *How Societies Remember* (1989), especially chapter 3 (“Bodily Practices”); most of this is available on e-reserves, I also have a few photocopies.  
Pierre Nora, “Between Memory and History,” introduction to *Realms of Memory: Rethinking the French Past*, vol. 1 (originally published in French in 1984), pp. 1-12; this is also available in Revel and Hunt, eds., *Histories* (1995) and in *Representations* (spring 1989), 7-25, which you can get in the library or on-line.  