

Department of History, University of Manitoba, Fall & Winter 2011-2012
HIST 4400/7700

Historiography & Historical Methodology

FOR WINTER SEMESTER

SEMINARS: Monday, 11:30-2:30

LOCATION: 113 St. John's College

INSTRUCTOR WINTER SEMESTER

R. Vaitheespara

OFFICE: 408 Fletcher Argue Bldg.

PHONE: 474-8404

Email: vaithees@ms.umanitoba.ca

OFFICE HOURS: Thurs. 3-5pm.

INSTRUCTOR FALL SEMESTER

B. Baader

OFFICE: 347 University College

PHONE: 474-9150

Email: baader@cc.umanitoba.ca

OFFICE HOURS: Monday, 4:30-5:30 pm, Tuesday 1:00-2:00 pm, or by appointment.

COURSE DESCRIPTION & OBJECTIVES:

This is a joint graduate/undergraduate course for advanced undergraduate history majors and for graduate students. It concerns some of the philosophical and methodological issues that bear on the research and writing of history by professional historians. The course will introduce students to some of the past and current debates in the historical profession about what history is, and what it can and should do. Students will be given the opportunity to examine some of the many methods and approaches to historical research and writing, along with contemporary historiographical challenges to traditional methodologies from such critical perspectives as postmodernism, postcolonial and transnational critiques, feminist studies and non-Western world views. They will also be asked to engage with a number of questions about historical methodology and the discovery, assessment and manipulation of primary and secondary sources in historical research and writing. Students will come away from the class with a better understanding of at least some of the dominant approaches to history, and should also be able to read historical writing with a more selective and critical eye. Even a full-year course cannot cover the full range of issues that have emerged in this field, so this course should be seen as a selective rather than comprehensive introduction to the field of historiography.

*****BOOKS TO PURCHASE FOR WINTER SEMESTER (AVAILABLE AT THE UM BOOKSTORE):**

Required Texts:

Vinayak Chaturvedi, ed. *Mapping Subaltern Studies and the Postcolonial* [Paperback], Verso (July 2000) (ISBN-10: 1859842143; ISBN-13: 978-1859842140)

Edward Said, *Orientalism*, Vintage Books, 1979. (Paperback) (Any edition will do)

Fanon, Frantz. *The Wretched of the Earth*. Constance Farrington, Trans. New York: Grove Press, 1968. (Paperback)

(Additional readings for the seminars will be made available)

PREREQUISITE (UNDERGRADUATE STUDENTS ONLY): Written consent of department head.

ORGANIZATION OF THE SEMINAR, READINGS AND PRESENTATION SCHEDULE:

The class will meet weekly in seminar format. In the first week, we will outline the aims of the course and discuss the presentation schedule. In week two and three, we will make ourselves familiar with the history of historical consciousness and historiography in Europe. In week four, we will start to explore some approaches to historical writing, issues in historical methodology, and fields of contemporary historiography.

The course instructors will oversee the course, but the seminars will be largely team taught by a number of faculty, each being responsible for selected sections of the course. Students will be invited to play an active part in the class by sustaining and perhaps leading class discussions.

Since this course is directed at senior undergraduates and graduate students, it is a reading intensive class. You are expected to read between 150-200 pages each week for this course and are expected to come to class a) having read your material, and b) armed with questions, queries, points of interest, or points of disagreement to offer up for discussion. Besides the required readings found in the assigned texts and the course reader, students will be expected to visit the library or the Internet to find additional readings. Note that many of the required readings are available on-line.

WEEKLY THINK PIECES:

Students will be asked to prepare 'think pieces' which they will present and defend in class to get the discussion going. Since all students will be on email, these short papers should be sent to the course supervisor for distribution to all members of the class **by the Sunday** preceding the class on Monday. Think pieces should be very brief—about 500 words or one single-spaced page maximum. They should try to get to the point very rapidly and raise a number of questions, concerns, problems or debates within the common readings and the supplemental material Selected by the student. As a guide to feedback, think pieces will be graded on a P-, P, P+ basis however a final grade will be assigned for their cumulative value plus the student's ability to defend them orally and stimulate discussion in class. Think pieces should be analytical rather than descriptive. Try to answer the following questions:

- What is the author's purpose in his/her piece?
- What is the author's thesis or theses and how does s/he develop it/them?
- What are two major points of contrast or comparison between the readings?
- What insights does the article reveal about the practice of this genre of historical research and writing?
- Can we derive any broader insights into the field of history in general from this article?
- How have historians used this approach in their historical writing?

Graduate students: You **must** prepare a think piece for the class discussion in week two or three and you will read chapters 1 and 2 (week two) or chapters 3, 4, and the postscript (week three) of Yerushalmi's *Zakhor* in addition to what is assigned to all.

Finally, students are encouraged to join an on-line History discussion group on H-Net. There are now several such networks established, one for nearly every sub-field of the discipline. Some of you will be interested in the H-Canada discussion group, but there are many others to select from. Visit <http://www.h-net.org/lists/> and select a group that fits your interests. At the end of the course we will discuss your impressions of these networks and their role in the historical profession.

ATTENDANCE , PARTICIPATION, MISSED CLASSES:

Regular, active, audible, constructive participation forms a significant portion of the final grade (20%). Attendance alone will count for only a small fraction of the final grade for this component of the course so expect to come to class prepared to either pose or respond to questions, to discuss ideas, or to challenge the opinions raised by the discussion leader. If you are unable to attend class, please let me know in advance as soon as possible. If your absence is unavoidable, please provide me with a two page (500 word) written summary of the week's required readings.

COURSE REQUIREMENTS:

Students will be expected to attend and participate in each weekly seminar and must complete all of the written assignments.

EVALUATION:

The formal requirements for the course are:

For **Undergraduate** Students (those enrolled in HIST 4400):

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| 1. | Seminar participation | 20% | |
| 2. | Discussion Papers (2 each term, 4 in total)+ presentation | 20% | |
| 3. | Essay #1 (1000-1500 words, or 4-6 pages) | 10% | Due November 7 |
| 4. | Essay #2 (2000-2500 words, or 8-10 pages) | 15% | Due December 9 |
| 5. | Essay #3 (2000-2500 words, or 8-10 pages) | 15% | Due February 16th |
| 6. | Essay #4 (2000-2500 words, or 8-10 pages) | 20% | Due April 2 |

For **Graduate** Students (those enrolled in HIST 7700):

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| 1. | Seminar participation | 20% | |
| 2. | Discussion Papers (5 in total)+ presentation | 20% | |
| 3. | Essay #1 (1250-1750 words, or 5-7 pages) | 10% | Due November 7 |
| 4. | Essay #2 (2500-3000 words, or 10-12 pages) | 15% | Due December 9 |
| 5. | Essay #3 (2500-3000 words, or 10-12 pages) | 15% | Due February 16th |
| 6. | Essay #4 (2500-3000 words, or 10-12 pages) | 20% | Due April 2 |

All written assignments should be typed and should conform to a formal academic style, free of contractions, colloquialism, slang, etc.. Sentences should be clear and to the point. Please proofread your work carefully before submitting it for grading. Papers should be free of technical errors of citation. For the formal essays, citations should follow the ‘Chicago style’ found in Kate Turabian, *A Manual for Writers of Terms Papers, Theses, and Dissertations*, 6th ed. (Chicago, 1996) or the *Chicago Manual of Style* (14th edition or later). Further details regarding written assignments will be handed out in class. Evaluative feedback will be provided prior to the voluntary withdrawal (**VW**) **date of March 16, 2012**.

Written work will be evaluated for both content and style, but mainly for the quality of the argument. Students at this stage of their academic careers should realize that style to a large extent determines the content, and should therefore pay careful attention to the quality and tone of their writing. We are looking for clear, logical, well-supported arguments in your papers and it is your job as the author to be as clear and cogent as possible. Plan on writing and revising at least two drafts of your papers before submitting them.

Participation will be graded on an assessment of the quality, utility and facility of the student’s role in the class. Perfect attendance alone will constitute only a small portion the participation grade. Students will be expected to discuss, debate, challenge and defend the ideas and opinions raised both in the required and supplementary readings, and by their fellow classmates during the discussions. It is impossible for your colleagues to engage with—and for me to evaluate—ideas that appear only in your mind. You must share them with the group.

The numerical grade weighting for evaluating performance in this course is as follows. Note that official, final grades are always subject to departmental review.

A+	96 - 100%	B	71 – 80 %	D	50 – 55 %
A	86 – 95 %	C+	66 – 70 %	F	0 – 49 %
B+	81 – 85 %	C	56 – 65 %		

Students who wish to appeal a grade given for term work must do so within 10 working days after the grade for the term work have been made available to them. Uncollected term work will become the property of the Faculty of Arts and will be subject to confidential destruction

LATE ASSIGNMENTS:

Extensions will be granted only in exceptional circumstances for compassionate reasons. Late assignments will be penalized by the instructors at the rate of **two marks** (or percentage points) **per day** of tardiness, **including weekends**. Late or missed discussion papers (‘think pieces’) will receive a grade of zero.

PLAGIARISM AND CHEATING:

Though some assignments in this course will allow you to build on work you have done for other courses, it is forbidden to submit work completed in other courses for credit in this one. Duplicate submission is a form of academic dishonesty.

The University’s regulations re plagiarism, cheating and impersonation can be found in Section 8 of the General Academic Regulations in the online Academic Calendar and Catalog and the

Faculty of Arts regulation (online at http://umanitoba.ca/faculties/arts/student/student_responsibilities.html) which reads:

The common penalty in Arts for plagiarism on a written assignment is a grade of F on the paper and a final grade of F (DISC) (for disciplinary action) for the course. For the most serious acts of plagiarism, such as purchase of an essay and repeat violations, this penalty can also include suspension for a period of up to five (5) years from registration in courses taught in a particular department/program in Arts or from all courses taught in this Faculty.

The Faculty also reserves the right to submit student work that is suspected of being plagiarized to Internet sites designed to detect plagiarism or to other experts for authentication.

The common penalty in Arts for academic dishonesty on a test or examination is F for the paper, F (DISC) for the course, and a one-year suspension from courses acceptable for credit in the Faculty. For more serious acts of academic dishonesty on a test or examination, such as repeat violations, this penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department or program in Arts or from all courses taught in or accepted for credit by this Faculty.

In this course it is expected that all submitted work will be done independently.

WINTER SEMESTER SEMINAR SCHEDULE

Time: Monday, 11.30-2.30

Place: 113 St. John's College

NOTE *BOOKS TO PURCHASE FOR WINTER SEMESTER (AVAILABLE AT THE UM BOOKSTORE)**

WEEK	DATE	TOPIC	PROFESSOR
Week 1	Jan 9	Nations, Nationalism and Historiography	R. Vaitheespara.
Week 2	Jan 16	Comparative History	T. Chen
Week 3	Jan 23	World History	M. Gabbert
Week 4	Jan 30	Class and History	D. Camfield
Week 5	Feb 6	Orientalism and History	R. Vaitheespara
Week 6	Feb 13	Post-Orientalist Histories, Subaltern Studies	R. Vaitheespara
	Feb 20- 24	READING WEEK	
Week 7	Feb 27	Translocal, Transnational and Transimperial	A. Perry
Week 8	Mar 5	Oral History	J. Brownlie.
Week 9	Mar 12	Literature, History and Subjectivity	M. Libin
Week 10	Mar 19	Advocacy Historiography	E. Sibanda
Week 11	Mar 26	Literature and History& Subaltern Studies	J. Serenity & R. Vaitheespara
Week 12	Apr. 2.	Revisiting Postcolonialism and Historiography	R. Vaitheespara

Seminar Schedule and Readings Second term

Week 1: Jan 9, Nations, Nationalism and Historiography R. Vaitheespara

Required Readings

Craig Calhoun, Nationalism and Ethnicity, *Annual Review of Sociology*, Vol. 19, (1993) pp. 211-239.

Stable URL: <http://www.jstor.org/stable/2083387>

Frantz Fanon, "On National Culture: Mutual Foundations for National Culture and Liberation Struggle" (chap.4.), *The Wretched of the Earth*. New York: Grove Press, 1968. (On reserve in Dafoe)

Ranjit Guha, "On Some Aspects of the Historiography of Colonial India" in *Mapping Subaltern Studies*. (course Text) pp. 1-8.

Recommended Readings:

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 1991.

Shlomo Avineri, "Marxism and Nationalism" *Journal of Contemporary History*, Vol. 26, No. 3/4, (Sep., 1991), pp. 637-657

Ernest Gellner, "The Coming of Nationalism and Its Interpretation: The Myth of Nation and Class" in Gopal Balakrishnan ed. *Mapping the Nation*, London and New York: Verso. pp. 1996. pp. 98-145.