

**San José State University**  
**College of Social Sciences/Department of History**  
**History 102 -01 (25193)**

This class provides 4 units of university credit.

**SPRING 2023**

|                         |   |
|-------------------------|---|
| <b>Instructor:</b>      | Dr. Mary Pickering  |
| <b>Office Location:</b> | DMH 218   |
| <b>Telephone:</b>       | 415-203-0422 (cell; ok to text me)  |
| <b>Email:</b>           | Mary.Pickering@sjsu.edu   |
| <b>Office Hours:</b>    | Monday, 3:00 – 4:00 by Zoom (text me for a link)<br>Tuesday, 12:00 – 13:00, at DMH 218<br>By appointment on other days – text or email me |
| <b>Class Days/Time:</b> | Tues., Thurs, 1:30-2:45   |
| <b>Classroom:</b>       | DMH 167   |

"How do we seize the past? Can we ever do so? When I was a medical student some pranksters at an end-of-term dance released into the hall a piglet which had been smeared with grease. It squirmed between legs, evaded capture, squealed a lot. People fell over trying to grasp it, and were made to look ridiculous in the process. The past often seems to behave like that piglet."

Julian Barnes, *Flaubert's Parrot* (1984)

"Is there any way of compromising between the reader's expectations that written history ought to be interesting and meaningful and the cruel fact that much of what happens -- all of what happens? -- is inherently without 'meaning'?"

Paul Fussell, *The Great War and Modern Memory* (1975)

## **Course Material and Messages**

Copies of the course materials, such as the syllabus and reading assignments, can be found on Canvas. For help with using Canvas, see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)) You are responsible for regularly checking your email to get updates and/or course materials from me. Please make sure SJSU has your current email address.

## **Classroom Protocol**

It is important that students attend class regularly. Please participate actively. However, do not monopolize discussions; remember other students need a chance to talk and contribute. You might want to bring your laptop or tablet to discuss the readings, but please do not roam the internet during class. Students seated behind you will be annoyed. As a result of this distraction, your grade and theirs will suffer.

## **Course Description**

This course deals primarily with the nature and theory of history. It familiarizes students with the general epistemological and methodological problems that concern all historians. Besides introducing students to the philosophy of history, it presents them with a wide range of different historical practices, both in the past and in the present. Indeed, the first part of the course offers students an overview of historical writing since the Greeks. The second part demonstrates that historians' topics and methods have changed at a fast pace in the last fifty years or so. This overview invites students to reflect on contemporary debates about the role of the historian and the politics of teaching history. Finally, the third part of the course looks at one topic, the Holocaust, from a variety of perspectives to show the richness of the historian's craft today.

## **Course Goals and Learning Objectives (CLO's)**

Upon successful completion of this course, students will show the ability to

1. discuss in an intelligent fashion such topics as changing concepts of historical truth and reality, the problem of objectivity, different senses of time, the postmodern dilemma, and the effects of the rise of new categories of analysis such as gender, sex, class, and race on historical studies.
2. communicate effectively in their written work and their oral presentations.
3. approach a topic from the past in a myriad of ways.

## **Library Liaison**

Nyle Monday is the library liaison for History students. Contact him at (408) 808-2041 or Nyle.Monday@sjsu.edu.

## Required Texts

The following text is required and may be purchased at the Spartan bookstore:

Sarah Maza, *Thinking about History* (Chicago: University of Chicago Press, 2017).

Recommended for overall coverage of historiography:

Mark Gilderhus, *History and Historians: A Historiographical Introduction*, 7th ed. (Englewood Cliffs, New Jersey: Simon & Schuster, Prentice Hall, 2009).

Buy this used at Amazon or Abe Books. It is out of print, unfortunately. Any edition will do!

All the other readings are under Files on Canvas. Look at the Modules on Canvas! There are links to them all to save you time and effort.

## Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with one of the hours used for lecture) for instruction or preparation/studying or course-related activities. (See SJSU Academic Senate Policy S12-3.) Because historiography is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Careful time management will be required to keep up with readings and assignments in an intensive course such as this one. I am eager to help you to succeed. Please text me to set up an appointment if you are having any kind of problem.

As the capstone course of the history department, History 102 is run as a seminar. A seminar is NOT a lecture course. Students in a seminar read a great deal and meet to discuss the readings. As it is a student-run course, there is very little or no lecturing. Each student will be expected to read the course assignments on time and participate **actively** in class discussion. You will be graded on how often you participate and how insightful your comments are. If you do not participate at all, you will receive a C or D of some sort. Participation from time to time is equivalent to a B. If you participate intelligently in discussions during every class, you will receive an A. Remember that you must attend class to participate. Class participation fulfills CLO#1 and CLO#3.

Students will also be required to present an oral report on a historian, assessing that historian's

life, influences, and contributions to the profession. **The report will be given on the day we cover that historian in class.** The oral presentation fulfills CLO#2.

This oral report will be the basis of a ten-page paper, which will take the place of the final examination. **You will be penalized if you forget the footnotes and/or bibliography.** (Ten points will be subtracted. The paper is worth 100 points!) The paper should provide an in-depth look at a problem or issue brought up by one historian, presumably the subject of your oral report, or it should compare that historian to another historian of your choosing. The paper will be scanned for plagiarism via Turnitin.com through Canvas. **On April 11, please hand in a paper proposal explaining in a sentence or two what you will be doing.** Include a bibliography of at least three works. You should make an appointment with me to discuss the paper before that date. The final paper must be uploaded to Canvas on Friday, May 20 by midnight. A late paper will be marked down unless you talk to me before it is due. Five points will be subtracted for each day that it is late. After a week, it won't be accepted at all. This paper fulfills CLO#2.

During each class meeting, you will take a fifteen-minute quiz on the assigned readings. You may bring your study guide notes to the quiz. The quizzes are a mixture of multiple-choice and short-answer questions. I will drop your three lowest scores. These quizzes fulfill CLO#1.

Because the quizzes already ask a great deal of you, you will not have a midterm or final examination. Sometimes, however, I will ask a rather large question on the quizzes to make sure you are thinking in broad terms and remembering previous readings!

Please note that the course schedule and assignment due dates are subject to change with fair notice. Make sure you attend each class because dates could change. Check your email regularly.

## **GRADING POLICY**

Final grades will be based on the following:

Class Participation - 20%

Oral Report - 10%

Paper - 20%

25 Quizzes - 50% (I will drop the lowest three scores of the 28 quizzes you take)

Grades are calculated according to the following percentages:

A: 93-100; A-: 90-92; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 73-76; C-: 70-72; D+: 67-69; D: 63-66; D-: 60-62; F: anything below 60.

To do well on the paper and essays on the exams, students must display good writing skills, which pertain to CLO #2. Students must begin their paper with an introductory paragraph, which sets forth a central argument. This argument should reflect their insights into the material. The rest of the paper should include facts supporting this argument. The paper must end with a

conclusion, which summarizes the argument and adds, hopefully, something provocative. Excellent grammar, perfect spelling, and clarity of writing style are essential for success. In addition, students must show research skills.

### **Qualities of an “A” Assignment**

#### Content and Organization

- fulfills all the requirements of the assignment
- presents a recognizable, strong thesis or argument
- contains unified paragraphs that support recognizable topic sentences
- makes sure that the topic sentence of each paragraph relates to the thesis or argument in some way
- presents accurate information, with generalizations supported by facts, examples, or analysis
- displays original thought
- defines terms if necessary
- is clearly organized with an appropriate essay structure
- has an effective introduction and conclusion
- contains effective transitions between sentences and between paragraphs

#### Clarity and Correctness

- uses sentences that are easy to understand on a first reading
- includes a variety of sentence constructions
- has no serious errors of diction, syntax, grammar, punctuation, or spelling
- shows evidence of careful editing

### **Qualities of a “B” Assignment**

#### Content and Organization

- fulfills most of the requirements of assignment
- presents accurate information, with generalizations supported by facts, examples, or analysis
- argues logically
- defines terms if necessary
- has a recognizable thesis or subject line but the argument is not original or striking
- has appropriate organization
- contains unified paragraphs that support recognizable topic sentences
- has an appropriate introduction and conclusion
- contains transitions

#### Clarity and Organization

- uses sentences that are easy to understand on a first reading
- includes a variety of sentence constructions
- has very few errors of diction, syntax, grammar, punctuation, or spelling. The errors do not prevent comprehension.
- shows evidence of editing.

### **Qualities of a “C” Assignment**

#### Content and Organization

- fulfills the main parts of the assignment
- supports generalizations with some detail
- defines terms if necessary
- has a barely recognizable thesis or subject line
- uses appropriate organization
- contains unified paragraphs with topic sentences
- has an introduction and conclusion

#### Clarity and Correctness

- uses understandable sentences
- shows some variety in sentence construction
- has a few errors of diction, syntax, grammar, punctuation, or spelling. Errors occasionally prevent comprehension
- shows an understanding of the conventions of written English

### **Qualities of a “D” or “F” Assignment**

#### Content and Organization

- fails to fulfill main parts of the assignment
- provides scant information and little support
- fails to provide much of a thesis or subject line
- has poor organization
- contains only a few paragraphs with topic sentences

#### Clarity and Correctness

- has many sentences that are not understandable upon first reading
- shows little variety in sentence construction
- has many errors of diction, syntax, grammar, punctuation, or spelling. The errors often prevent comprehension.

### **INCOMPLETES**

Incompletes are given only if the student has completed in a satisfactory manner at least half of the course requirements and cannot finish the course because of illness, an accident, or some event beyond his or her control.

### **UNIVERSITY POLICIES**

Per [University Policy S16-9](#), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](#) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## HISTORY 102 – HISTORIOGRAPHY – Spring 2023

### Course Schedule

*The schedule is subject to change with fair notice. The instructor will email you if there is a change.*

| Week | Date            | Topics, Readings, Assignments, Deadlines   |
|------|-----------------|--|
| 1    | Thurs., Jan. 26 | <b>Introduction to the Course</b>  |
| 2    | Tues., Jan. 31  | <p><b>Ancient Historians: Greeks</b></p> <p>Philip A. Stadter, “Historical Thought in Ancient Greece,” in <i>A Companion to Western Historical Thought</i>, edited by Lloyd Kramer and Sarah Maza (Oxford: Blackwell, 2006), 35-48, 56-57.</p> <p>Herodotus, <i>The Histories</i>, trans. Walter Blanco, ed. Walter Blanco and Jennifer Tolbert Roberts, (New York: W. W. Norton, 1992), 1-8, 11-17, 74-82, 85-95, 103-107, 155-64, 170-73.</p> <p>Thucydides, <i>The Peloponnesian War</i>, trans. Walter Blanco (New York: W. W. Norton, 1998), 3-12, 58, 71-83, 227-31.</p> <p>Students may present reports on the following:<br/> Herodotus (484-430/420 B.C.)<br/> Thucydides (460- after 400 B.C.)</p> |
|      | Thurs., Feb. 2  | <p><b>From the Middle Ages to the Enlightenment: Augustine and Vico</b></p> <p>Gabrielle M. Spiegel, “Historical Thought in Medieval Europe,” in <i>A Companion to Western Historical Thought</i>, edited by Lloyd Kramer and Sarah Maza (Oxford: Blackwell, 2006), 78-87, 95-96.</p> <p>Donald Kelley, ed., <i>Versions of History from Antiquity to the Enlightenment</i> (New Haven: Yale University Press, 1991), 142-48. (Selections from Augustine)</p> <p>Marnie Hughes-Warrington, “Giambattista Vico (1668-1744)” in <i>Fifty Key Thinkers on History</i> (London: Routledge, 2000), 338-44.</p>  |

| <b>Week</b> | <b>Date</b>    | <b>Topics, Readings, Assignments, Deadlines</b>  |
|-------------|----------------|--|
|             |                | <p>Costelloe, Timothy, "Giambattista Vico," <i>The Stanford Encyclopedia of Philosophy</i> (Fall 2018 Edition), Edward N. Zalta (ed.), URL = <a href="https://plato.stanford.edu/archives/fall2018/entries/vico/">https://plato.stanford.edu/archives/fall2018/entries/vico/</a></p> <p><b>PART III – The New Science</b></p><br><p>Giambattista Vico, <i>The New Science</i>, trans. Jason Taylor and Robert Miner (New Haven: Yale University Press, 2020), 25-29 [paragraphs 31-36], 109-20 [paragraphs 330 - 349), and 448-51 [paragraphs 1107-1111].</p><br><p>Students may present reports on the following:<br/>Augustine (354-430)<br/>Vico (1668-1744)</p>  |
| 3           | Tues., Feb. 7  | <p><b>Enlightenment Historians: Critics of Religion</b></p><br><p>Johnson Kent Wright, “Historical Thought in the Era of the Enlightenment,” in <i>A Companion to Western Historical Thought</i>, edited by Lloyd Kramer and Sarah Maza (Oxford: Blackwell, 2006), 132-34.</p><br><p>Voltaire, “On History,” “Letter to Abbé Jean Baptiste Dubos,” “On the Usefulness of History,” in <i>The Varieties of History: From Voltaire to the Present</i>, ed. Fritz Stern (New York: Random House, Vintage Books, 1972), 35-40, 44-45.</p><br><p>-----, <i>The Age of Louis XIV</i>, in <i>Historians at Work</i>, ed. Peter Gay and Gerald J. Cavanaugh, vol. 2. (New York: Harper &amp; Row, 1972), 284-287, 299-314.</p><br><p>Condorcet, <i>Sketch for a Historical Picture of the Progress of the Human Mind</i>, in Robert M. Burns and Hugh Rayment-Pickard, ed., <i>Philosophies of History: From Enlightenment to Postmodernity</i> (Oxford: Blackwell, 2000), 38-39, 46-51.</p><br><p>Students may present reports on the following:<br/>Voltaire (1694-1778)<br/>Condorcet (1743-1794)</p> |
|             | Thurs., Feb. 9 | <p><b>Nineteenth-Century Historiography: Comte, Carlyle, and Michelet</b></p><br><p>Jeremy D. Popkin, <i>From Herodotus to H-NET: The Story of Historiography</i> (Oxford: Oxford University Press, 2016), 68-75, 82-94.<br/>(Skip pages on Hegel and Marx for this class)</p>   |



| Week | Date           | Topics, Readings, Assignments, Deadlines   |
|------|----------------|--|
|      |                | <p>Michael Bentley, <i>Modern Historiography: An Introduction</i> (New York: Routledge, 1999), 25-30.</p> <p>Auguste Comte, Selected Texts, in Robert M. Burns and Hugh Rayment-Pickard, ed., <i>Philosophies of History: From Enlightenment to Postmodernity</i> (Oxford: Blackwell, 2000), 100-103, 107-117.</p> <p>Thomas Carlyle, "On History" in <i>The Works of Thomas Carlyle</i> (New York, 1897), 14:546-557.</p> <p>-----, <i>On Heroes, Hero-Worship and the Heroic in History</i> (New York, 1898), 1-2, 12-15, 196-204, 237-52.</p> <p>-----, <i>The French Revolution, in English Historians: Selected Passages</i>, ed. Bertram Newman (Oxford: Oxford University Press, 1957), 78-81.</p> <p>Jules Michelet, <i>The People</i>, trans. John P. McKay (Urbana: University of Illinois Press, 1973), 3-22.</p> <p>Students may present reports on the following:<br/>Michelet</p>  |
| 4    | Tues., Feb. 14 | <p><b>Nineteenth-Century Historiography: Early Germans</b></p> <p>Jeremy D. Popkin, <i>From Herodotus to H-Net: The Story of Historiography</i> (Oxford: Oxford University Press, 2016), Review pages on Hegel and Marx</p> <p>M. C. Lemon, <i>Philosophy of History</i> (London: Routledge, 2003), 201-37. (on Hegel)<br/><b>Skim pages 218-228.</b></p> <p>Harold Mah, "German Historical Thought in the Age of Herder, Kant, and Hegel," in <i>A Companion to Western Historical Thought</i>, edited by Lloyd Kramer and Sarah Maza (Oxford: Blackwell, 2006), 155-59 (on Hegel).</p> <p>G. W. F. Hegel, Selections from <i>Modern History Sourcebook</i>,<br/><a href="http://www.fordham.edu/halsall/mod/helgel-summary.html">www.fordham.edu/halsall/mod/helgel-summary.html</a></p> <p>Peter Singer, <i>Hegel: A Very Short Introduction</i> (Oxford: Oxford University Press, 1983), 77-81 (on master-slave relationship – very important).</p> <p>Another description of the master-slave description can be found here if you need help:</p> |

| Week | Date            | Topics, Readings, Assignments, Deadlines   |
|------|-----------------|--|
|      | Thurs., Feb. 16 | <p><a href="https://philosophypublics.medium.com/hegels-master-slave-dialectic-in-the-phenomenology-of-spirit-4ef9f61f541d">https://philosophypublics.medium.com/hegels-master-slave-dialectic-in-the-phenomenology-of-spirit-4ef9f61f541d</a></p> <p>Walter L. Adamson, "Marxism and Historical Thought," in <i>A Companion to Western Historical Thought</i>, edited by Lloyd Kramer and Sarah Maza (Oxford: Blackwell, 2006), 205-16.</p> <p>Karl Marx, Selected Texts, in Robert M. Burns and Hugh Rayment-Pickard, ed., <i>Philosophies of History: From Enlightenment to Postmodernity</i> (Oxford: Blackwell, 2000), 252-54, 261-265.</p> <p>-----, selections from the <i>Communist Manifesto</i></p> <p>Students may present reports on the following:<br/> Hegel (1770-1831)<br/> Marx (1818-83)</p> <p><b>Nineteenth-Century Historiography: Later Germans</b></p> <p>Jeremy D. Popkin, <i>From Herodotus to H-Net: The Story of Historiography</i> (Oxford: Oxford University Press, 2016), 75-81, 94.</p> <p>Marnie Hughes-Warrington, <i>Fifty Key Thinkers on History</i> (London: Routledge, 2002), 256-62 (on Ranke).</p> <p>Leopold von Ranke, <i>The Theory and Practice of History</i>, ed. Georg C. Iggers (London: Routledge 2011), xxvi-xxxiv, 20-25; 105-114.</p> <p>Sarah Maza, <i>Thinking about History</i> (Chicago: University of Chicago Press, 2017), 118-124.</p> <p>Harry Liebersohn, "German Historical Writing from Ranke to Weber" in <i>A Companion to Western Historical Thought</i>, edited by Lloyd Kramer and Sarah Maza (Oxford: Blackwell, 2006), 174-76.</p> <p>Harold Mah, "German Historical Thought in the Age of Herder, Kant, and Hegel," in <i>A Companion to Western Historical Thought</i>, edited by Lloyd Kramer and Sarah Maza (Oxford: Blackwell, 2006), 159-60.</p> |

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| Week | Date            | Topics, Readings, Assignments, Deadlines  |
|------|-----------------|---|
|      | Thurs., March 9 | <p>Callum G. Brown, <i>Postmodernism for Historians</i>, 3-31, 43-47, 59-70, 79-85, 97-107.</p> <p>Hayden White, <i>Tropics of Discourse</i> (Baltimore: Johns Hopkins University Press, 1978), 121-34.</p> <p>-----, <i>Metahistory</i> (Baltimore: Johns Hopkins University Press, 1973), 7-11, 29-31.</p> <p>Michel Foucault, <i>Discipline and Punish : The Birth of the Prison</i>, trans. Alan Sheridan (New York: Vintage, 1997), 3-31 (skip pages 24-29)</p> <p>If you are confused, you can look at YouTube video on postmodernism (not required!):</p> <p><a href="https://youtu.be/5Xoco7Vt-_U">https://youtu.be/5Xoco7Vt-_U</a></p> <p>Students may present reports on the following:<br/>Michel Foucault (1926-1984)</p> <p><b>New Directions in the History of Ideas and Microhistory</b></p> <p>Sarah Maza, <i>Thinking about History</i>, 83-91. (For early work of Darnton)</p> <p>Robert Darnton, "Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin," <i>The Great Cat Massacre and Other Episodes in French Cultural History</i> (New York: Vintage Books, 1984), 75-104.</p> <p>Callum G. Brown, <i>Postmodernism for Historians</i>, 48-50, 108-109.</p> <p>Jill Lepore, "The Last Amazon," <i>The New Yorker</i>, September 22, 2014.<br/><a href="http://www.newyorker.com/magazine/2014/09/22/last-amazon">http://www.newyorker.com/magazine/2014/09/22/last-amazon</a></p> <p>Students may present reports on the following:<br/>Robert Darnton<br/>Jill Lepore</p> |

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|------|-------------------------|---|
| 8    | <b>Tues., March 14</b>  | <p><b>Historiography of Race and Slavery</b></p> <p>Sarah Maza, <i>Thinking about History</i> (Chicago: University of Chicago Press, 2017), 30-34.</p> <p>Peter Parish, <i>Slavery: History and Historians</i> (New York: Harper and Row, 1989), 1-10, 64-96, 123-26.</p> <p>Eugene Genovese, <i>Roll, Jordan, Roll</i> (New York: Vintage, 1976), xv-xvii, 3-7, 280-84, 658-660.</p> <p>Students may present reports on<br/>Eugene Genovese (1930-2012)</p>  |
|      | <b>Thurs., March 16</b> | <p><b>Historiography of Race and Slavery</b></p> <p>George M. Fredrickson, <i>Racism: A Short History</i> (Princeton: Princeton University Press, 2002), 139-70.</p> <p>W. E. B. Du Bois, Review of <i>American Negro Slavery</i> by Ulrich Bonnell Phillips, and “The Propaganda of History,” in <i>W. E. B. Reader</i>, ed. David Levering Lewis (New York: Henry Holt, 1995), 193-196, 201-214.</p> <p>W. E. B. Du Bois, <i>Souls of Black Folks</i> (1903; New York: Media, 2019), 12-14, 25-54.</p> <p>Barbara J. Fields, “Slavery, Race, and Ideology in the United States of America,” <i>New Left Review</i> 181 (May/June 1990): 95-118.</p> <p>Students may present reports on<br/>W. E. B. Dubois (1868-1963)<br/>Barbara Fields</p> |
| 9    | <b>Tues., March 21</b>  | <p><b>Three Decades of Whiteness Scholarship</b></p> <p>David R. Roediger, <i>The Wages of Whiteness: Race and the Making of the American Working Class</i> (London: Verso, 1991), 3-15, 19-36, 95-111, 133-156.</p>  |

| Week | Date                    | Topics, Readings, Assignments, Deadlines   |
|------|-------------------------|--|
|      | <b>Thurs., March 23</b> | <p>Nell Irvin Painter, <i>The History of White People</i> (New York: W. W. Norton &amp; Co. 2010), ix-xii, 359-96.</p> <p>Tyler Stovall, <i>White Freedom: The Racial History of an Idea</i> (Princeton: Princeton University Press, 2021), 158-182.</p> <p>Students may present reports on<br/> David Roediger<br/> Nell Painter<br/> Tyler Stovall (chiefly a historian of France)</p> <p><b>Contemporary Debates</b></p> <p>Ibram X. Kendi, <i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i> (New York: Bold Type Books, 2016), 1-11, 223-229, 231-33, 235-41, 244-45, 247-50, 288- 97, 505-11.</p> <p>Ibram X. Kendi, <i>How to be an Antiracist</i> (New York: One World, 2019), 9, 11, 24-34, 151-63.</p> <p>Alex von Tunzelmann, <i>Fallen Idols: History is Not Erased when Statues are Pulled Down. It is made.</i> (London: Headline, 2021), 10-19, 153-72, 209-213. (Alert: The “n” word is used on page 165.)</p> <p>Students may present reports on<br/> Kendi<br/> Pros and cons of Critical Race Theory</p> |
| 10   | <b>Tues., March 28</b>  | <b>SPRING BREAK</b>  |
|      | <b>Thurs., March 30</b> | <b>SPRING BREAK</b>  |
| 11   | <b>Tues., April 4</b>   | <p><b>Women’s History and the Problem of Gender</b></p> <p>Sarah Maza, <i>Thinking about History</i> (Chicago: University of Chicago Press, 2017), 34-40.</p> <p>Dorothy Ko, “Gender,” <i>A Concise Companion to History</i>, ed. Ulinka Rublack (Oxford: Oxford University Press, 2012), 203-225.</p>   |

| Week | Date            | Topics, Readings, Assignments, Deadlines  |
|------|-----------------|---|
|      | Thurs., April 6 | <p>Carroll Smith-Rosenberg, “The Female World of Love and Ritual: Relations Between Women in Nineteenth-Century America,” in <i>Disorderly Conduct: Visions of Gender in Victorian America</i> (Oxford: Oxford University Press, 1985), 53-76.</p> <p>Sharra Vostral, ‘Tampons: Re-Scripting Technologies as Feminist’, in <i>Feminist Technology</i>, eds. Linda Layne, Sharra Vostral, and Kate Boyer (University of Illinois Press, 2010), pp. 136–53.</p> <p>Pagan Kennedy, “The Tampon of the Future,” <i>New York Times</i>, April 1, 2016.</p> <p>Students may present reports on the following:<br/>Joan Scott</p> <p><b>History of Masculinity and Homosexuality</b></p> <p>Sarah Maza, <i>Thinking about History</i> (Chicago: University of Chicago Press, 2017), 40-44.</p> <p>David Halperin, <i>How to Do the History of Homosexuality</i> (Chicago: University of Chicago Press, 2002), 104-137. (Canvas)</p> <p>Gail Bederman, <i>Manliness and Civilization: A Cultural History of Gender and Race in the United States</i> (Chicago: University of Chicago Press, 1995), 1-10. (Canvas)</p> <p>Amy Greenberg, <i>Manifest Manhood and the Antebellum American Empire</i> (Cambridge: Cambridge University Press, 2005), 18-28. (Canvas)</p> <p>Robert Dean, <i>Imperial Brotherhood: Gender and the Making of Cold War Foreign Policy</i> (Amherst, MA: University of Massachusetts Press, 2001), 169-187. (Canvas)</p> <p>Lauren Derby, <i>The Dictator’s Seduction: Politics and the Popular Imagination in the Era of Trujillo</i> (Durham, NC: Duke University Press, 2009), Chapter Three. (Canvas)</p> <p>Students may present a report on<br/>David Halperin</p> |



| Week | Date            | Topics, Readings, Assignments, Deadlines  |
|------|-----------------|---|
| 12   | Tues., April 11 | <p><b>Postcolonial Studies and Destabilizing the Nation and the Western Metanarrative</b></p> <p><b>Email me your paper topic and a short bibliography of at least three works by midnight.</b></p> <p>Callum G. Brown, <i>Postmodernism for Historians</i>, 86-89. (Review pages 79-82)</p> <p>Thomas Macaulay, "Minute on Education," Feb. 2, 1835. Excerpt – Canvas.</p> <p>Homi Bhabha, "Of Mimicry and Man: The Ambivalence of Colonial Discourse," <i>The Location of Culture</i> (London: Routledge, 1994), 85-92.</p> <p>Bill Ashcroft, Gareth Griffiths, and Helen Tiffin, eds. <i>The Post-Colonial Studies Reader</i>, 24-28 (Spivak), 87-91 (Said), 99-103 (Sharpe)</p> <p>Sarah Maza, <i>Thinking about History</i> (Chicago: University of Chicago Press, 2017), 45-57.</p> <p>Dipesh Chakrabarty, "Postcoloniality and the Artifice of History: Who Speaks for 'Indian' Past?" <i>Representations</i> 37 (Winter 1992): 1-26.</p> <p>Students may present reports on the following:<br/> Edward Said (1935-2003)<br/> Dipesh Chakrabarty</p> |
|      | Tues., April 13 | <p><b>Looking Beyond Europe and the United States: Transnational History and Latino History</b></p> <p>Sarah Maza, <i>Thinking about History</i> (Chicago: University of Chicago Press, 2017), 57-82. (Skip paragraphs on Turner)</p> <p>Andrew Zimmerman, "A German Alabama in Africa: The Tuskegee Expedition to German Togo and the Transnational Origins of West African Cotton Growers," in <i>American Historical Review</i> 110, 5 (December 2005): 1362-1398. (Canvas) – Transnational History</p> <p>Vicki Ruiz, "Nuestra America: Latino History as United States History," <i>Journal of American History</i> (December 2006): 655-672. (Canvas)</p> <p>Students may present reports on</p>  |

| Week | Date   | Topics, Readings, Assignments, Deadlines  |
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|      |  | <p>William McNeil<br/>See William H. McNeill, “The Changing Shape of World History,” <i>History and Theory</i>, 34 (May 1995): 8-26.</p> <p>Andrew Zimmerman<br/>Vicki Ruiz</p> |
| 13   | <p><b>Tues., April 18</b></p> <p><b>History of the Body and Medicine</b></p> <p>Dorothy Ko, “The Body as Attire: The Shifting Meanings of Footbinding in Seventeenth-Century China,” <i>Journal of Women’s History</i> 8 (1997): 8-22.</p> <p>Katharine Park “The Criminal and the Saintly Body: Autopsy and Dissection in Renaissance Italy,” <i>Renaissance Quarterly</i> Vol. 47, no. 1 (Spring 1994), p. 1-33 JSTOR</p> <p>Howard Phillips, “‘17, ’18, ’19: Religion and Science in Three Pandemics, 1817, 1918, and 2019” <i>Journal of Global History</i> (2020), 15: 3, 434–443.<br/>(Example of global history)</p> <p>Students may present reports on<br/>Katherine Parks<br/>Dorothy Ko</p> <p><b>Thurs., April 20</b></p> <p><b>Material Culture</b></p> <p>Sarah Maza, <i>Thinking about History</i> (Chicago: University of Chicago Press, 2017), 101-106.</p> <p>Anne Gerritsen and Giorgio Rielleo, <i>Writing Material Culture</i>, 2d ed. (London: Bloomsbury, 2021), 1-11, 123-39.</p> <p>Matthew Pratt Guterl, “Josephine Baker’s Banana Skirt, “ chapter in Brooke L. Blower and Mark Philip Bradley, eds., <i>The Familiar Made Strange: American Icons and Artifacts after the Transnational Turn</i> (Ithaca: Cornell University Press, 2015), 59-69. (I inserted the two photos of Baker; they are not part of the article!)</p> <p>Brandon M. Schechter, “Trophies of War: Red Army Soldiers Confront an Alien World of Goods,” chapter in <i>The Stuff of Soldiers: A History of the Red Army in World War II Through Objects</i> (Ithaca: Cornell University Press, 2019), 212-242.</p> |   |

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| 14   | <p><b>Tues., April 25</b></p> <p><b>Food History</b></p> <p>Sarah Maza, <i>Thinking about History</i> (Chicago: University of Chicago Press, 2017), 60-61, 106-108.</p> <p>Marcy Norton, "Tasting Empire: Chocolate and the European Internalization of Mesoamerican Aesthetics," <i>American Historical Review</i> 11, no. 3 (June 2006): 660-91.</p> <p>Jeffrey Pilcher, "Tamales or Timbales: Cuisine and the Formation of Mexican National Identity, 1821-1911," <i>The Americas</i> 53 (October 1996): 193-216.</p> <p>Students may present reports on the following:<br/> Marcy Norton<br/> Jeffrey Pilcher</p> <p><b>Thurs., April 27</b></p> <p><b>The Environment</b></p> <p>Sarah Maza, <i>Thinking about History</i> (Chicago: University of Chicago Press, 2017), 66-67, 108-117.</p> <p>Jared Diamond, <i>Guns, Germs and Steel: The Fates of Human Societies</i> (New York: W. W. Norton, 1997), 13-15, 405-25</p> <p>J. R. McNeill, "The World According to Jared Diamond," <i>The History Teacher</i> (Feb. 2001): 165-74.</p> <p>Frederick Jackson Turner, "The Significance of the Frontier in American History" (first published in <i>Proceedings of the State Historical Society of Wisconsin</i> (1893); reprinted in Frederick Jackson Turner, <i>Rereading Frederick Jackson Turner: "The Significance of the Frontier in American History" and Other Essays</i> (New York: Henry Holt, 1994), 31-60.</p> <p>William Cronon, "The Trouble with Wilderness: Or, Getting Back to the Wrong Nature" <i>Environmental History</i> 1, no. 1 (Jan., 1996): 7-28.</p> <p>Students may present reports on the following:<br/> Jared Diamond<br/> Frederick Jackson Turner (1861-1932)<br/> William Cronon</p> |  |

| Week | Date  | Topics, Readings, Assignments, Deadlines |
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| 15   | <p><b>Tues., May 2</b></p> <p><b>Case Study: Holocaust</b></p> <p>Volker Ullrich, <i>Hitler, Downfall 1939-1945</i>, translated by Jefferson Chase (New York: Vintage Books, 2020), 237-96.</p> <p>Helmut Walser Smith, <i>Germany, A Nation in Its Time: before, during, and after Nationalism, 1500-2000</i> (New York: Norton, 2020), 397-403.</p> <p>Dan Stone, “Decision-Making Process in Context,” <i>Histories of the Holocaust</i> (New York: Oxford University Press, 2010), 64-77.</p> <p><b>Thurs, May 4</b></p> <p><b>Perpetrators</b></p> <p>Jeremy Noakes, “Hitler and the Third Reich,” chapter in Dan Stone, ed., <i>The Historiography of the Holocaust</i> (New York: Palgrave, 2004), 24-44.</p> <p>Dan Stone, “Decision-Making Process in Context,” in <i>Histories of the Holocaust</i> (New York: Oxford University Press, 2010), 90-112.</p> <p>Helmut Walser Smith, <i>Germany, A Nation in Its Time: before, during, and after Nationalism, 1500-2000</i> (New York: Norton, 2020), 345-354.</p> <p>Frank Bajohr, “Expropriation and Expulsion,” chapter in Dan Stone, ed., <i>The Historiography of the Holocaust</i> (New York: Palgrave, 2004), 52-62.</p> |  |
| 16   | <p><b>Tues., May 9</b></p> <p><b>Victims and Bystanders</b></p> <p>Helmut Walser Smith, <i>Germany, A Nation in Its Time: before, during, and after Nationalism, 1500-2000</i> (New York: Norton, 2020), 388-97.</p> <p>Raul Hilberg, “Bringing Jews to Death,” chapter in Peter Hayes, ed., <i>How was It Possible? A Holocaust Reader</i> (Lincoln: University of Nebraska Press, 2015), 463-74.</p> <p>Tim Cole, “Ghettoization,” chapter in Dan Stone, ed., <i>The Historiography of the Holocaust</i> (New York: Palgrave, 2004), 65-83.</p> <p>Tom Lawson, “Bystanders to the Holocaust,” in <i>Debates on the Holocaust</i> (Manchester: University of Manchester), 86-103.</p> <p>Tony Kushner, “Britain, the United States and the Holocaust: In Search of a</p>   |  |

| Week | Date           | Topics, Readings, Assignments, Deadlines  |
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|      | Thurs., May 11 | <p>Historiography,” chapter in Dan Stone, ed., <i>The Historiography of the Holocaust</i> (New York: Palgrave, 2004), 253-69.</p> <p><b>Approaches to The Final Solution</b></p> <p>Andrew Charlesworth, “The Topography of Genocide,” chapter in Dan Stone, ed., <i>The Historiography of the Holocaust</i> (New York: Palgrave, 2004), 216-250.</p> <p>Lisa Pine, “Gender and the Family,” chapter in Dan Stone, ed., <i>The Historiography of the Holocaust</i> (New York: Palgrave, 2004), 364-79.</p> <p>Tomasz Frydel, “The Devil in Microhistory: The ‘Hunt for Jews’ as a Social Process, 1942-1945), chapter in Claire Zalc and Tal Bruttman, eds., <i>Microhistories of the Holocaust</i> (New York: Berghahn, 2019), 171-85.</p> <p>Noah Benninga, “The Bricolage of Death: Jewish Possessions and the Fashioning of the Prisoner Elite in Auschwitz-Birkenau, 1942-1945,”chapter in Leora Auslander and Tara Zahra, eds., <i>Objects of War: The Material Culture of Conflict and Displacement</i> (Ithaca: Cornell University Press, 2018), 189-215.</p> |
| 17   | Friday, May 19 | <b>PLEASE UPLOAD YOUR PAPER TO CANVAS BY MIDNIGHT</b>   |