

HISTORICAL METHODS

Historical curiosity and understanding start together, from the tension of holding the opposing sensations of difference and similarity, distance and intimacy in the precarious, productive balance that makes inquiry conducted in this spirit productive.

Joseph C. Miller (1999)

It is the misleading familiarity of “history” which can break open the daily naturalism of what surrounds us.

Denise Riley (1988)

For the essence and drama of history lie precisely in the active and continuous relationship between the underlying conditions that set the boundaries of human existence and the everyday problems with which people constantly struggle. The goal of history is not to separate out events of these different dimensions at a particular point in time but to show their continuous interaction in an evolving story.

Bernard Bailyn (1982)

History 5104, Fall 2000, Class session: 10:15-1:15

Professor Tom Ewing

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This course is intended to introduce students to the study of history at the graduate level. Examining the study of history as a process of interpretation, students will explore the variety of ways in which an understanding of the past contributes to the development of critical thinking. The course also looks at the question of how historians study history. Working collectively as well as individually, students will define research topics, prepare bibliographies, develop investigative strategies, evaluate secondary literature, and write, rewrite, and critique analytical and interpretive papers. Finally, this course explores the future of history, including the ways in which changes in technology and society have created new opportunities as well as new obligations for historians.

COURSE REQUIREMENTS:

Assignment	Due date	Proportion of final grade
History Research Colloquium	Every Wednesday	Not graded
Computer Proficiency	End of Semester	Not graded
Short papers, critical responses	Sept 6, Sept 20, Oct 18	Not graded
Presentation of readings	Sept 13, 20, Oct 11, 25, Nov 8, 15	Not graded
Class participation	Throughout semester	25%
Primary source paper (10 pages)	October 5 (Thursday)	25%
Uses of theory paper (10 pages)	November 2 (Thursday)	25%
Presentation and proposal (10 pages)	Nov 29, Dec 6 (presentations) December 11 (paper due)	25%

Short papers are due in class on the assigned day. Additional copies of papers will be circulated for class members to read and comment upon critically. Paper assignments will be distributed ahead of time in class. Prior to the class sessions led by students, a list of questions and discussion topics should be posted on the class webpage for the appropriate day.

As part of the course, each student must demonstrate a certain basic level of computer proficiency, including the creation of a personal webpage to be posted on the History department webpage. The minimum requirements for computer proficiency include the following: familiarity with online data bases and search engines, preparation of a personal webpage with defined elements, and participation in professionally appropriate discussion lists. The computer assignment will not be graded, but is a requirement for successful completion of the course.

Historical Methods students are required to participate actively in the History Research Colloquium, which meets during one hour of class time (either 10:15-11:15 or 12:15-1:15). Readings for each colloquium presentation will be made available in advance.

ASSIGNED BOOKS:

Joyce Appleby, et al., eds., *Knowledge and Postmodernism in Historical Perspective*
 Benedict Anderson, *Imagined Communities* (rev. ed.)
 Joan Scott, ed., *Feminism and History*
 Loren Graham, *The Ghost of the Executed Engineer*
 Larry Cuban and David Tyack, *Tinkering Toward Utopia. A Century of Public School Reform*
 Christopher Browning, *Nazi Policy, Jewish Workers, German Killers*
 Dalia Ofer and Lenore Weitzman, eds., *Women in the Holocaust*
 Michael Adas, ed., *Islamic and European Expansion*

SCHEDULE OF CLASSES:

Date	Topic	Assignment	Reading
August 23	Introduction: Why History?		Rosenzweig, "Popular Uses of History" Thelen, "Popular Uses of History" (handouts in class)
August 30	The Study of History	Finding <i>American Historical Review</i> materials online, in library, and history department	A.H.A. Presidential Addresses: [http://www.theaha.org/] Tilly, "Connections" <i>A.H.R.</i> v. 99 (1994) Holt, "Marking" v. 100 (1995) Coatsworth, "Welfare" v. 101 (1996) Appleby, "Power of History" v. 103 (1998) Darnton, "Information Society" v. 105 (2000)
September 6	The Classical Tradition	Writing abstracts (short paper)	Appleby, <i>Knowledge and Postmodernism</i> pp. 29-60, 105-122, 164-188, 213-244, 338-367
September 13	Humans and Technology		Graham, <i>Ghost of the Executed Engineer</i> Primary source handouts
September 20	Historical Lessons	Primary source analysis (short paper)	Cuban and Tyack, <i>Tinkering Toward Utopia</i>

September 27	Limits of Interpretation	Locate and evaluate a review (presentation)	Browning, <i>Nazi Policy, Jewish Workers, German Killers</i>
October 4	Engendering History	Primary source paper (due Thurs, Oct 5)	Scott, <i>Feminism and History</i> pp. 17-33, 79-104, 152-180
October 11	Engendering the Holocaust		Ofer and Weitzman, <i>Women in the Holocaust</i> pp. 1-67, 85-167, 187-222, 327-363
October 18	Modernism and Beyond	Thinking theoretically (short paper)	Appleby, <i>Knowledge and Postmodernism</i> pp. 279-323, 393-486, 493-538
October 25	Race, Class, and Gender		Scott, <i>Feminism and History</i> pp. 34-47, 183-316, 366-397
November 1	Meanings of Discourse	Uses of theory paper (due Thurs, Nov 2)	Anderson, <i>Imagined Communities</i>
November 8	Europe and the West	Proposal topic and bibliography due	Scott, <i>Feminism and History</i> pp. 477-504 Adas, <i>Islamic and European Expansion</i> pp. 1-74, 345-375
November 15	Global Histories		Adas, <i>Islamic and European Expansion</i> pp. 75-198, 311-344
November 29	Proposals	Abstract/presentation	Abstracts
December 6	Proposals	Abstract/presentation	Abstracts
December 11		Proposals due	