

Historiography

Fall 2025 – HIST 5394-001
Thursdays, 6:00-8:45PM – CAS 216
3 Credit Hours

Dr. Colin Snider
CAS 118
csnider@uttyler.edu [preferred contact]
Phone: (903) 565-5758

Office Hours:
Mondays, 10:00-12:00
Tuesdays, 11:00-1:30
Or by appointment

Analyzes historical writing and the philosophy of history. Considers the works of important historians and schools of thought since Herodotus.

Description

This course is designed to introduce graduate students to the history of historical thought and familiarize students with many of the fundamental paradigms and analytical models that shape the field of history today. Students will be introduced to major theories of causation and forms of analysis currently used in the historical profession so that students can identify them in the works of others and apply them in their own research and analysis. Core readings will draw from a variety of traditions in Western Europe, North America, India, Latin America, and elsewhere, dating from the European Enlightenment to the present. This course should help students to identify the kind of historian they are or hope to become; provide analytical tools to achieve students' goals; and intellectually prepare them for wherever a graduate degree in history ultimately takes them.

Objectives

This class will introduce graduate students to a variety of theories, conceptual frameworks, methodologies, and developments of historical thought and analysis across the “modern” practice of history (as well as explaining what’s so “modern” about “Modern Historiography”). Additionally, this course will strengthen graduate students’ abilities to provide critical and original analysis of historical processes, events, and monographs. Drawing on a variety of monographs across a number of themes, subfields, and geographic regions in history, this class will sharpen graduate students’ abilities in critical thinking, analysis, and writing, even while helping them to apply an understanding of historical theories and conceptual frameworks to the world, both past and present, at the local, national, and global levels. Thus, by the end of the semester:

- Students will develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Students will develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Students will develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Students will develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, in accordance with the Student Learning Outcomes as they pertain to the material in this course, the student learning outcomes will accomplish the following:

- Students will identify, understand, and differentiate major trends and schools of thought in modern historiography from the late eighteenth century to the present.
- Students will identify, understand, and differentiate the methods and goals of political, social,

cultural, and other types of historical inquiry.

- Students will differentiate and classify scholarly debates between individuals, philosophies, and schools of thought concerning historical methodology in research, analysis, and writing.
- Students will discuss and appraise the questions and debates over creating historical narratives across history.
- Students will describe, analyze, and evaluate the historiographical and conceptual questions, challenges, and issues with which scholars contend.
- Students will recognize, apply, examine, and assess the types of conceptual frameworks and theoretical tools available to historians and apply them to the students' own understanding of history, historical method, and of the world around them.

Required Readings

Students are required to complete *all* of the readings for the course. As this is a graduate readings seminar, students are expected to complete around 250-400 pages of reading a week. Some weeks will be made up of articles and book excerpts; in those instances, the readings will be available on Canvas. Other weeks, we will read full books, and those required books are listed below.

Blouin, Jr., Francis X., and William G. Rosenberg. *Processing the Past: Contesting Authority in History and the Archives*. Oxford University Press, 2011.

Bourdieu, Pierre. *Outline of a Theory of Practice*. Cambridge University Press, 1977.

Conrad, Sebastian. *What Is Global History?* Princeton University Press, 2017.

Foucault, Michel. *Discipline & Punish: The Birth of the Prison*. 2nd edition. Vintage Press, 2012.

Foucault, Michel. *The History of Sexuality, Vol. 1: An Introduction*. Vintage Press, 1990.

Guldi, Jo, and David Armitage. *The History Manifesto*. Cambridge University Press, 2014.

Halbwachs, Maurice. *On Collective Memory*. University of Chicago Press, 1992.

Hunt, Lynn. *Writing History in the Global Era*. W.W. Norton & Company, 2015.

Kuukkanen, Jouni-Matti. *Philosophy of History: Twenty-First Century Perspectives*. Bloomsbury Academic, 2022.

Scott, Joan Wallach. *On the Judgement of History*. New York: Columbia University Press, 2020.

Troillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Boston, MA: Beacon Press, 1997.

Suggested supplemental resources:

Students seeking general guidelines, aides, or pointers in the broader aspects of writing and analysis for this course are welcome to consult the following works for questions of style and format.

Bentley, Michael. *Modern Historiography: An Introduction*. New York: Routledge, 1999.

Breisach, Ernst. *Historiography: Ancient, Medieval, and Modern*. Third Edition. Chicago: The University of Chicago Press, 2007.

Iggers, George G., and Q. Edward Wang. *A Global History of Modern Historiography*. Second Edition. New York: Routledge, 2016.

Course Requirements:

I. Attendance and Participation – Being an active and present learner is central to the university experience at any level, but is especially vital in a course like this one. It is in class where we will discuss, analyze, and compare and contrast important ideas, methodologies, concepts, and other materials essential to how we think about, analyze, and do history. Students are not expected to have all the answers upon entering the class each week, but they are expected to have ideas and questions, and to raise those ideas and questions in class. Students will also be expected to be able to address directed questions to demonstrate preparedness, familiarity with the work, and critical thought. Thus, it is not enough to merely attend class; students must be active participants. Attendance and Participation are worth 15% of the student's final

grade. **Two unexcused absences will result in a failing grade for Attendance and Participation.**

Please note: Participation involves courtesy. Healthy debate is both anticipated and encouraged, and the professor's classroom tends toward informality and discussion. However, disruptive behavior, disrespect towards fellow students or the professor, personal insults, or offensive language will not be tolerated and will result in a failing grade, first for the day's class, then for the attendance and participation grade, and, if such patterns continue, then for the course.

II. Written assignments:

1. Weekly reflections (250-300 words each): Given this course's focus on exactly how we think about, approach, study, and "do" history, students will be required to submit a weekly reflection on the readings each week. These reflections should be brief – 250-300 words – and, as their name suggests, may be reflective, opting for a more "informal," personal journal-style prose (though still following basic grammatical and syntactical reflections). Students are not necessarily expected to have a full comprehension over the readings each week; rather, these reflections should serve as ways to work through your ideas, understandings, and thoughts on each week's topic. Questions students can address in these reflections include (but are not limited to):

- What the student thinks the main idea(s) are of the readings are, individually and collectively
- How those ideas shape the student's understanding of historiography (in the sense of the history of history)
- Areas where the student was uncertain/unclear, why, and what the student might think the scholars were trying to say or accomplish
- What the contributions of that week's readings are to historiography
- Ways the schools of thought in any given week could be applied to historical research and analysis
- Questions addressed to the professor that the student would like to see discussed in class.

Students are expected to submit these reflections **every week by 12:00PM every Thursday**. These reflections are worth 15% of the student's final grade.

2. Two Self-Reflective Essays (1000-1500 words each): At the beginning and the end of the semester, students will write essays reflecting on who they are as historians, the theories, philosophies, or/and frameworks that interest and drive them, and the kind of work that they are doing or would like to do. The first self-reflective essay is due in week 2; the second self-reflective essay is due at the beginning of finals week. These reflective essays are worth 10% total (5% each) of your final grade.

3. Three Analytical Essays (2000-2500 words each): Through the course of the semester, students will write three analytical papers that integrate the assigned readings with other major works in that particular theoretical or methodological framework. To aid students in this endeavor, each week is built around a theme, theory, or school of thought in historical analysis, and a list of recommended readings is included below the week's assigned reading. These papers may take one of three approaches:

- A comparison and analysis of two or more readings from across the weeks, putting them in dialogue with one another to offer your own original analysis of and insights on historiographical methods and conceptual frameworks.
- A selection of one of the readings and a comparison of it with one of the supplementary related readings from that week (or from another week).
- An analysis of two or more readings that provides your own synthesis of the ideas and considers how they may be applied to a topic or subject (e.g., how understandings of collective memory can be used in the history of the Vietnam War).

These papers will be due in week 5, week 10, and week 15, and are worth 60% total (20% each) of your final

grade.

Grades

Based on the assignments outlined above, students' grades will be determined on the traditional grading scale (A: 90-100%; B: 80-89%; C: 70-79%; D: 60-69%; F: 0-59%) and will break down as follows:

Attendance and Participation	15%
Weekly Reflections	15%
Two Self-Reflective Essays (5% each)	10%
Analytical Essay 1 (due week 5)	20%
Analytical Essay 2 (due week 10)	20%
<u>Analytical Essay 3 (due week 15)</u>	<u>20%</u>
TOTAL	100%

Academic Integrity

In line with university policies and procedures, **any and all cases of plagiarism or collusion will result in an automatic 0 (zero) for the assignment.** Plagiarism includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit. Collusion includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. For the full description of policies and procedures on scholastic dishonesty at UT Tyler, see <https://www.uttyler.edu/mopp/documents/8-student-conduct-discipline-final.pdf>.

Course Policies on Artificial Intelligence

While AI has utility in some types of work, for the purposes of the types of analytical work we will be engaging in and the need for you to process and develop your own ideas and writing skills, **AI is not permitted in this course at all.** I expect all work you submit for this course to be your own. The purpose of these assignments is to provide your own original analysis while engaging with the process of producing knowledge through your own analysis. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in engaging with the human past and in developing skills that machines cannot replicate. For this course, **the use of ChatGPT or any other generative artificial intelligence (AI) tools for any stages of the work process, including brainstorming, is expressly prohibited.** Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values and will result in an automatic 0 (zero) for the assignment with no chance for resubmission and with referral to Student Affairs for academic dishonesty.

Course Calendar

Readings listed under each week must be completed in time for class that week.

Week 1 (8/28): Pillars of Modern Historiography

All readings available on Canvas

Vico, Giambattista. *The New Science*. Excerpts.

Kant, Immanuel. "Idea for a Universal History from a Cosmopolitan Point of View."

Hegel, Georg W. F. *The Philosophy of History*, 1-10pp. 1-11 and 54-79. Translated by J. Sibree. Amherst, New York: Prometheus, 1991.

Von Ranke, Leopold. Selections from *The Secret of World History*. Roger Wines, ed. New York: Fordham University Press, 1981.

Marx, Karl. "Contribution to the Critique of Hegel's *Philosophy of Right*: Introduction." In Robert C. Tucker, ed., *The Marx-Engels Reader*. 2nd edition. New York: W. W. Norton, 1978.

Marx, Karl. Preface to *A Contribution to the Critique of Political Economy*. In Robert C. Tucker, ed., *The Marx-Engels Reader*. 2nd edition. New York: W. W. Norton, 1978.

Marx, Karl, and Friedrich Engels. "Premises of the Materialist Conception of History." In *The Modern Historiography Reader: Western Sources*, edited by Adam Budd, 214-218. London: Routledge, 2009.

Marx, Karl. Excerpt from "The Eighteenth Brumaire of Louis Bonaparte." In Robert C. Tucker, ed., *The Marx-Engels Reader*. 2nd edition. New York: W. W. Norton, 1978.

Nietzsche, Friedrich. "On the Uses and Disadvantages of History for Life." In *Untimely Meditations*. Edited by Daniel Breazeale. Translated by R. J. Hollingdale. Cambridge: Cambridge University Press, 1997.

Nietzsche, Friedrich. Preface to *Genealogy of Morals*. Translated by Walter Kaufmann and R. J. Hollingdale. New York: Vintage Books, 1969.

Croce, Benedetto. Selections from *History: Its Theory and Practice*. Translated by Douglas Ainslie. New York: Russel & Russel, 1960.

Week 2 (9/4): The Approach of Social Science and of Cultural Analysis

First Self-Reflective Essay Due by 6:00 PM on Thursday, September 4

All readings available on Canvas

Mill, John Stuart. "The Historical Method." In *The Modern Historiography Reader: Western Sources*, edited by Adam Budd, 207-213. London: Routledge, 2009.

Durkheim, Émile. "History, Function, and Cause." In *The Modern Historiography Reader: Western Sources*, edited by Adam Budd, 219-220. London: Routledge, 2009.

Dilthey, Wilhelm: "Human Life: Lived and Rethought," and "Construction of the Historical World." In *The Modern Historiography Reader: Western Sources*, edited by Adam Budd, 221-222. London: Routledge, 2009.

Weber, Max. "On the Concept of Sociology and the 'Meaning' of Social Conduct." In *The Modern Historiography Reader: Western Sources*, edited by Adam Budd, 224-227. London: Routledge, 2009.

Schumpeter, Joseph. "On the Concept of Social Value." *The Quarterly Journal of Economics*, 23:2 (1909), 213-232.

Geertz, Clifford. Chapters 1, 14, and 15 from *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, 1973.

Levi-Strauss, Claude. "Social Structure." In *Anthropology Today: Selections*. Sol Tax, ed. Chicago: The University of Chicago Press, 1962.

Sahlins, Marshall. "Other Times, Other Customs: The Anthropology of History." *American Anthropologist* 85:3 (1983): 517-544.

Week 3 (9/11): Historical Scope – from the *Longue Duree* to Microhistory

Guldi, Jo, and David Armitage. *The History Manifesto*. Cambridge University Press, 2014.

Braudel, Fernand. "History and the Social Sciences: The *Longue Duree*." In *On History*: 25-55. Chicago: University of Chicago Press, 1980. [Available on Canvas]

Darnton, Robert. "Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin." In *The Great Cat Massacre And Other Episodes in French Cultural History*: 75-106. Updated Edition. Basic Books, 2009. [Available on Canvas]

Week 4 (9/18): The Question of Historical Agency – Top-Down and Bottom-Up

All readings available on Canvas

Gramsci, Antonio. Selections from *The Gramsci Reader: Selected Writings, 1916-1935*. David Forgacs, ed. New York: New York University Press, 2000.

Lears, T.J. Jackson. "The Concept of Cultural Hegemony: Problems and Possibilities." *American Historical Review* 90:3 (June 1985): 567-593.

Sayer, Derek. "Everyday Forms of State Formation: Some Dissident Remarks on 'Hegemony.'" In *Everyday Forms of State Formation: Revolution and the Negotiation of Rule in Modern Mexico*, eds. Gilbert M. Joseph and Daniel Nugent: 367-377. Durham: Duke University Press, 1994.

Skocpol, Theda. "Bringing the State Back In: Strategies of Analysis in Current Research." In Peter B. Evans, Dietrich Rueschemeyer, & Theda Skocpol, eds., *Bringing the State Back In*. Cambridge: Cambridge University Press, 1985: 3-43.

Scott, James C. Introduction and Chapter 1 from *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, 1998.

Thompson, E.P. "The Moral Economy of the English Crowd in the Eighteenth Century." From *The Essential E.P. Thompson*. Dorothy Thompson, ed. New York: The New Press, 2001.

de Certeau, Michel de Certeau. *The Practice of Everyday Life*. Chapters 7 and 9. Translated by Steven F. Rendall. 2nd edition. Berkeley: University of California Press, 1984.

Week 5 (9/25): The Linguistic Turn

Analytical Essay 1 due by 8:00AM on Friday, September 26

Foucault, Michel. *Discipline & Punish: The Birth of the Prison*. 2nd edition. New York: Vintage Press, 2012.

Derrida, Jacques. "Structure, Sign, and Play in the Discourse of the Human Sciences." In *Writing and Difference*. Translated by Alan Bass. Chicago: The University of Chicago Press, 1978. [Available on Canvas]

Week 6 (10/2): Practice Theory

Bourdieu, Pierre. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, 1977.

Week 7 (10/9): Writing the Nation, Writing Beyond the Nation

Conrad, Sebastian. *What Is Global History?* Princeton: Princeton University Press, 2017.

Anderson, Benedict. *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. Revised Edition. New York: Verso, 2016. Excerpts [Available on Canvas]

Du Bois, W.E.B. "The Propaganda of History." In *Black Reconstruction in America, 1860-1880*, 711-730. New York: The Free Press, 1998. [Available on Canvas]

Week 8 (10/16): Postcolonial Criticism and Subaltern Studies

All readings available on Canvas

Guha, Ranajit. "The Prose of Counterinsurgency." In *Selected Subaltern Studies*, Ranajit Guha, ed: 45-88. Oxford: Oxford University Press, 1988.

Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In Cary Nelson and Lawrence Grossley, eds. *Marxism and the Interpretation of Culture*: 271-313. Urbana: University of Illinois Press, 1988.

Bhabha, Homi K. "The Postcolonial and the Postmodern: The question of agency." In *The Location of*

- Culture*: 245-282. London: Routledge, 1994.
- Guha, Ranajit. "Chandra's Death." In *A Subaltern Studies Reader – 1986-1995*. Ranajit Guha, ed.: 34-62. Minneapolis, MN: University of Minnesota Press, 1997.
- Chakrabarty, Dipesh. "Postcoloniality and the Artifice of History: Who Speaks for 'Indian' Pasts?" In *A Subaltern Studies Reader – 1986-1995*. Ranajit Guha, ed.: 263-294. Minneapolis, MN: University of Minnesota Press, 1997.
- Grandin, Greg. "Can the Subaltern Be Seen? Photography and the Affects of Nationalism." *Hispanic American Historical Review* 84:1 (2004): 83-111.
- Mallon, Florencia E. "The Promise and Dilemma of Subaltern Studies: Perspectives from Latin American History." *American Historical Review* 99:5 (1994): 1491-1515.

Week 9 (10/23) – Gender, Sexuality, and History

- Engels, Friedrich. "The Origin of the Family, Private Property, and the State." In Robert C. Tucker, ed., *The Marx-Engels Reader*. 2nd edition. New York: W. W. Norton, 1978.
- Scott, Joan W. "Gender: A Useful Category of Analysis." *American Historical Review* 91:5 (1986): 1053-1075. [Available on Canvas]
- Downs, Laura Lee. "If 'Woman' is Just an Empty Category, Then Why Am I Afraid to Walk Alone at Night? Identity Politics Meets the Postmodern Subject." *Comparative Studies in Society and History* 35:2 (1993): 414-437. [Available on Canvas]
- Swedberg, Sarah. "Teaching Women's History: I Offered Social History, They Took Away Heroes." *History Compass* 2:1 (2004): 1-7. [Available on Canvas]
- Gutmann, Matthew. "Trafficking in Men: The Anthropology of Masculinity." *Annual Review of Anthropology* 26 (1997): 385-409. [Available on Canvas]
- Foucault, Michel. *The History of Sexuality, Vol. I: An Introduction*. New York: Vintage Books, 1990.
- Rubin, Gayle S. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." In Henry Abelove, Michele Aina Barale and David M. Halperin, eds. *The Lesbian and Gay Studies Reader*. New York: Routledge, 1993. [Available on Canvas.]

Week 10 (10/30): Memory and History

Analytical Essay 2 Due by 8:00 AM on Friday, October 31

- Halbwachs, Maurice. *On Collective Memory*. Edited and translated by Lewis A. Coser. Chicago: University of Chicago Press, 1992.
- Portelli, Alessandro. *The Death of Luigi Trastulli and Other Stories*. Chapter 3. Albany, NY: State University of New York Press, 1991. [Available on Canvas]
- Nora, Pierre. "Between Memory and History: Les Lieux de Mémoire." *Representations* 26 (Spring 1989): 7-24.

Week 11 (11/6): Narrative, Writing, and Objectivity

- Troillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Boston, MA: Beacon Press, 1997.
- White, Hayden. "The Historical Text as Literary Artifact." In *Tropics of Discourse: Essays in Cultural Criticism*. 81-100. Baltimore: The Johns Hopkins University Press, 1978. [Available on Canvas]
- Bevir, Mark. "Objectivity in History." *History and Theory* 33:3 (October 1994): 328-344. [Available on Canvas]

Week 12 (11/13): History, Archives, Power

- Blouin, Jr., Francis X., and William G. Rosenberg. *Processing the Past: Contesting Authority in History and the Archives*. Oxford University Press, 2011.

Week 13 (11/20): The Historian and Society in the 21st Century

- Hunt, Lynn. *Writing History in the Global Era*. New York: W.W. Norton & Company, 2015.
- Scott, Joan Wallach. *On the Judgement of History*. New York: Columbia University Press, 2020

Week 14 (11/27): Thanksgiving Break – NO CLASS

Week 15 (12/4): The Philosophy of History in the 21st Century

Analytical Essay 3 due by 8:00 AM on Friday, December 5

Kuukkanen, Jouni-Matti. *Philosophy of History: Twenty-First Century Perspectives*. Bloomsbury Academic, 2022.

Finals Week - *Self-Reflective Essay 2 Due by 12:00 PM on Monday, December 8*