



History 201, Spring 2014
Historians at Work:
Approaches to European
History
(an introduction to Historiography)
Monday, 2-5 PM
College Hall 217

Professor Ann Moyer
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Office Hours: T 1:30-3 and by appointment

How do historians decide what subjects to study and what to choose as the subject of a book? How do they find their sources? When someone is referred to as a “cultural historian” or as someone taking a “social history” approach, what does that mean, and how important is it to their work?

In this seminar we will explore the study of history as a discipline that includes both theory and practice, and as a discipline that has its own history as well. Through reading and discussion we will examine how historians work as researchers and writers. Issues will include major approaches to writing history in the twentieth century and today; some differences—and some similarities—between scholarly history, popular history, and heritage; how historians assess the quality of historical writing; and how they find and assess evidence in their sources. Our examples will come from the history of medieval, Renaissance, and early modern Europe.

Readings (at Penn Book Center):

Peter Burke. *The French Historical Revolution: The Annales School, 1929-89.*

Trevor Dean. *Crime and Justice in Late Medieval Italy.*

Anthony Grafton. *Cardano's Cosmos.*

David Lowenthal. *The Past is a Foreign Country.*

Brian Richardson. *Printers, Writers, and Readers in Renaissance Italy*

Lorenzo Valla. *On the Donation of Constantine.*

Other readings available on Canvas site

Week 1	Jan. 15 (Wed.)	Introductions: Views from Inside and (not very far) Outside the Field David Lowenthal, <i>The Past is a Foreign Country</i> , Intro and Chapter 1 Discussion: Presenting historical issues visually (with video)
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2	Jan 27	Fashioning History 1 Berkhofer, <i>Fashioning History</i> , Part 1 (chapters 1-2); Valla, <i>On the Donation of Constantine</i>
3	Feb. 3	Fashioning History 2 Berkhofer, <i>Fashioning History</i> , Chapter 3, 4, Afterword; Michel Foucault, "What is an Author?"
4	Feb 10	Histories of the Historical Profession: The Annales School 1 Reading: Burke, <i>The French Historical Revolution</i> ; Braudel, "The Longue duree"
5	Feb 17	Annales School 2: Models and Exemplars Readings: Braudel, from <i>The Structures of Everyday Life</i> ; Le Goff, Veyne, etc, from <i>Annales</i> ; Hexter, Clark
6	Feb 24	Histories and Sources Reading: Darnton, <i>Great Cat Massacre</i> (article, plus intro and conclusion); JMH debate; Harold Mah First book review due
7	Mar 3	Politics, power, crime 1 Reading: Skocpol, "Bringing the State Back In;" Kent article on FI Begin Dean, <i>Crime and Justice in Late Medieval Italy</i>
Spring Break no class		
8	Mar 17	Politics, power, crime 2 Dean, <i>Crime and Justice in Late Medieval Italy</i>
9	Mar. 24	How do we study the history of science that we no longer find scientific? Part 1 Readings: Grafton review; Long review; Walsham review Begin Grafton, <i>Cardano's Cosmos</i>
10	Mar. 31	How do we study the history of science that we no longer find scientific? Part 2 Grafton, <i>Cardano's Cosmos</i>
11	Apr 7	Making money and spending it I: studies of production and consumption Reading: Goldthwaite, <i>The Building of Renaissance Florence</i> , Intro, Part I
12	Apr 14	Making money and spending it II: studies of production and consumption Reading: Goldthwaite, <i>The Building of Renaissance Florence</i> , Part II (Chapters 3, 5-7; 4 recommended), Conclusion
13	Apr 21	Histories of Books, Reading, and Print Culture: Studies of the productions of historical sources Reading: Brian Richardson, <i>Printing, Writers and Readers in Renaissance Italy</i>

14	Apr 28	Appropriating the past in the present: Inventing Traditions Reading: Eric Hobsbawm, "Inventing Tradition;" Hugh Trevor-Roper, "The Invention of Tradition: The Highland Tradition of Scotland," both in <i>The Invention of Tradition</i> Reading: Lowenthal, Chapters 4, 6 Second book review due
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Course requirements: (for more detail, see next page)

- Weekly essays of ca 300 words responding to the week's reading, due each week at the beginning of class, EXCEPT the weeks you will help lead discussion.
- Critical Book reviews: 2 reviews, 1000 words.
One review of your choice of assigned books; one of a scholarly work of your choice in medieval or early modern European history, approved by instructor in advance.
- Responsibility for introducing and leading the discussion of weekly readings (2 weeks), to be assigned the first week of class. Handout will be available first day of class; will include a written submission of your materials.
- Take-home final essay examination.
- Regular attendance and participation

Attendance at our weekly meetings is, of course, mandatory. Please come ready to discuss the readings, with your copies of those readings in hand.

History 201 Historians at Work: Approaches to European History Assignments for this course

Grading for the course:

Book Review I	15
Book Review II	15
Class Discussion I	15
Class Discussion II	15
Final exam	30
Participation/weekly essays	10
Total	100

Book Reviews:

These book reviews of approximately 1000 words should take as their models the book reviews published in scholarly historical journals. Your main guide should be the Berkhofer guide on our Canvas site. It is also recommended strongly that you spend some time reading scholarly book reviews in a range of journals.

Leading discussion:

You should plan to spend about 10 minutes setting up the class discussion on the week's topic, or on a sensible portion of our readings for the assigned week.

Your introduction should include some or all of the following:

1. what is the topic? What is its significance?
2. who are the authors? What is their general interest in this topic?
3. How might we think about this issue in the context of the author's other writings?
4. If there is more than one reading assigned: how do these readings work together?
5. How does this topic relate to other issues covered in this course?
6. You will want to come up with at least 2 questions to get discussion going.

One week after this class meeting, you will turn in a written version of this introduction. It should be edited into prose as a brief (approximately 1000 words) introduction to the topic and authors.

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