Course Description:

Welcome to History 500: Historical Publishing Practicum. The course will be divided into two major parts. First we will read in common some texts on the nature of history, trying to answer some enduring questions. What is history? How do historians make sense of the past? How do they frame questions, conduct research, shape a thesis, and reach conclusions? Is there such a thing as “objectivity” in history? On what basis do historians judge each other’s scholarship? How do historians creatively analyze documents as well as historical images?

Most importantly, our course will then concentrate on soliciting, evaluating, and, finally, accepting for publication the very best undergraduate essays submitted for review to the journal Archive. The editor and editorial board will do the lion’s share of work and take responsibility for setting the standards by which to judge submissions, to prepare acceptance and rejection letters, and to move the best essays from acceptance to actual publication. Regarding Archive, I will try to provide any necessary guidance as the editor and board members labor to produce a first-class publication by the end of the semester.

This reading seminar and practicum reflects the belief that preparing an undergraduate journal is not an extra-curricular activity. It is a professional task worthy of academic credit.
Student Responsibilities:

Class attendance is required. If you are ill or otherwise cannot attend a particular class, you are expected to contact me ahead of time, and I will provide an alternative written assignment. Students are also expected to complete and reflect upon the assigned readings and participate in class discussions. Once the editorial board, under the direction of the editor, begins to evaluate manuscripts, everyone will be expected to contribute to the process.

There will not be any examinations in this course. So it’s imperative that we collectively participate in every class. Every student will also prepare one 7-10 page paper, due at the end of the semester. Instructions are available at the end of the syllabus, and a one-page description of your proposed paper is due in class on March 4. Your final grade will be based on the quality of your class participation and contribution to Archive (75%) and your paper (25%). The paper is due May 6 at our final class.

Below you will please find the required paperback books (other assigned readings are listed for the various weeks. The articles can be accessed via Madcat). We will not read every chapter in every assigned book. I have placed an order for these books at the University Bookstore, though some are available more cheaply on line. In addition, I have asked the College Library to place a copy on reserve.

Required Books:

3) Peter Burke, EYEWITNESSING (Cornell University Press)
4) Laurel Thatcher Ulrich, A MIDWIFE’S TALE (Vintage)
6) Beverley Southgate, HISTORY: WHAT & WHY (Routledge)

Grading Scale:
A (93-100); AB (88-92); B (83-87); BC (78-82); C (70-77); D (60-69); F, below 60

Computers and Electronic Devices
Please turn off all electronic devices including cell phones and store them away before the beginning of class. Computers may only be used to take notes or if we are using library or internet resources in evaluating submissions to Archive. Computers may
WEEK-BY-WEEK SUMMARY

Week 1   January 28   Introduction to the Course

Week 2   February 4   History and the Legacy of Herodotus

Required reading:   Southgate, History, preface to 57; Herodotus, The Histories, Book 1 (pages 41-128 in the Penguin edition, 1972, on reserve at College Library.) Multiple copies of The Histories are available in the UW library system.

Week 3   February 11   What is History Today?

Required reading:   Southgate, History, complete; and Wood, The Purpose of the Past, 1-16 (Introduction), 94-109 (chapter 7), 212-226 (chapter 15), and 277-292 (chapter 20); and Hsu-Ming Teo, “Review Essay: Historical Fiction and Fictions of History,” Rethinking History 15 (June 2011): 297-313 [Ebsco, via Madcat].

Week 4   February 18   Objectivity, Myth, and Truth in History?


From 3:00-4:00, we’ll meet with Jane de Broux, editor of the Wisconsin Magazine of History, Wisconsin Historical Society.

Week 5   February 25   The Footnote

Required reading:   Grafton, The Footnote, chapters 1-3, skim chapters 4-6, then read chapter 7 to epilogue.

From 3:00-4:00, we’ll meet with Simone Munson, Library-Archives Division, Wisconsin Historical Society.
Week 6  March 4  History Journals
One fact after another? *The History Boys*


One-page description of paper due in class (Hard copy please.)

Week 7  March 11  Written Sources: A Now-Famous Diary


Week 8  March 18  Visual Sources


From 3:00-4:00, we’ll meet with Andy Kraushaar, Visual Materials Curator, of the Library-Archives Division, Wisconsin Historical Society.

Week 9  *Spring Recess: March 23-31*

Week 10  April 1  Mapping the Past?

Required Reading: Gaddis, *The Landscape*, complete.

Week 11  April 8  Demystifying the Acceptance Process
Evaluation of Submissions to *Archive*


Week 12  April 15  Journals: Print and the New Electronic World
Evaluation of Submissions to Archive


Week 13  April 22  Evaluation of Submissions to Archive
Week 14  April 29  Evaluation of Submissions to Archive
Week 15  May 6     Final copy of Archive, ready for publication.  Paper due.

Guidelines for Papers

Each paper will be evaluated on its scholarly merits: the clarity of the thesis, the persuasiveness of the evidence, and the strength of the conclusions. The quality of one’s prose enhances clarity and persuasiveness.

Every paper must have endnotes and a bibliography. There are many different style guides; historians tend to use the University of Chicago’s A Manual of Style. A shortened version of the Chicago Manual can be found at the back of most issues of the History of Education Quarterly.


Each proposal (which will not be graded) should be typed and include your name, email address, a tentative title, and a bibliography. Provide a one paragraph description of your research topic and a bibliography. Please provide a hard copy only of your actual paper at our last class, May 6.

You are strongly encouraged to see me during my office hours to decide upon a topic for your paper. Feel free to correspond on email if that helps jump start your thinking. The proposal is a working document to enable you to move your thinking and research forward.

The paper will explore a particular genre or approach to history, such as social history, intellectual history, biography, and so forth. The first half of your paper will
explore the nature, character, and evolution of the particular approach to history that you have selected, and then you will select and analyze an article from a history journal that well illuminates this approach to the past. Mastering a particular approach will be valuable in its own right but may help us evaluate particular submissions to *Archive*.

Say, for example, you are interested in social history, broadly seen as the history of ordinary people and everyday life. The first half of your paper will thus explore the nature of social history. What is it? Who helped establish the field? What did the founders of social history hope to accomplish? How has the field changed over time? The second half of your paper will then identify a particularly strong essay, perhaps from the *Journal of Social History*, that illuminates this way to understanding the past. What is the main thesis of the article, how persuasive is the evidence, how clear is the prose, and how does it well illuminate leading concerns of social historians?

Listed below are some different approaches to the past. The list is not exhaustive. Every approach has produced one or more specialized journals. To help you with this assignment, I have also prepared a lengthy bibliography entitled “History and Historiography,” which can be downloaded from the History department website, under my name. The bibliography identifies many books that explore the nature of history, historiographical trends, and different ways to understand the past.

- social history
- intellectual history
- biography
- Women’s or gender history
- masculinity studies
- post-colonial history
- microhistory
- psychohistory
- quantitative history
- comparative history
- critical race studies
- digital history
- virtual history
- public history
- oral history
- policy history
- economic history
- cultural history
- political history
- religious history
multicultural history
educational history
imperial history

Except for reasons of illness or others recognized by the UW, extensions will not be granted either for the prospectus or paper without prior approval. In fairness to everyone, late papers will lose one-half grade for every day late.
History and Historiography
by
William J. Reese

This is not a comprehensive bibliography on historical methods, but it offers a basic introduction to many important publications on the subject. In addition to journals such as History and Theory, there are a wide range of specialized periodicals that emphasize particular approaches to the past, too numerous to mention here. Examples include Social Science History, the Oral History Review, Historical Methods, the Journal of Social History, the Journal of Psychohistory, History and Sociology, and so forth. For postmodern approaches to the past, see Rethinking History.

Alderson, William T. and Shirley P. Low. Interpretation of Historical Sites (1985).


Appleby, Joyce, Lynn Hunt, and Margaret Jacob, Telling the Truth About History (1994).


Ashcroft, Bill et al., The Post-Colonial Studies Reader (2006)


Banner, James M., Jr., and John R. Gillis, eds., Becoming Historians (2009).


Becker, Carl. *Everyman His Own Historian.* (1935).


Blalock, Hubert M. Jr., *Causal Inferences in Nonexperimental Research.* (1964).


Boris, Eileen and Nupur Chaudhuri, eds. *Voices of Women Historians: The Personal, the Political, the Professional* (1999).


Cahnman, Werner J. and Alvin Boskoff, eds.  *Sociology and History.*  (1964).


Davidson, James West and Mark Hamilton Lytle, After the Fact: The Art of Historical Detection. (1982).


Dirlik, Arlif, Postmodernity's Historians. (2000).


Finley, M.I. The Use and Abuse of History. (1971).


Goldstein, Leon J. *Historical Knowing.* (1976).


Howe, Barbara J. and Emory L. Kemp, eds. Public History: An Introduction. (1986).


Jenkins, Keith. The Postmodern History Reader (1997).


Kuhn, Thomas. The Structure of Scientific Revolutions. (1964).


Lloyd, Christopher, Explanation in Social History. (1986).


Mazlish, Bruce, ed. Psychoanalysis and History. (1963).


McDonald, Terrence J., ed., The Historic Turn in the Human Sciences.


Porter, Susan Benson, Stephen Brier, and Roy Rosenzweig, Presenting the Past.  (1986).


Ravitch, Diane and Ronald Goodenow, eds., The Community Study of Urban


Roth, Michael S. *Rediscovering History: Culture, Politics, and the Psyche* (1994).


Stearns, Peter et al., *Knowing, Teaching, and Learning History*


Thompson, Edward P.  Persons and Polemics.  (1994)


January 22, 2013