HIS 4104: Theory of History
3.0 Credits, Department of History, University of South Florida Sarasota-Manatee
Fall Semester 2014

Instructor: Dr. J.S. Perry, C257, USFSM, 941-359-4248.

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or via Canvas.

Office-hours (dates and times at which I shall be available in my office for a private consultation):
Mondays, 3.30 - 6 PM, and Wednesdays, 3.30 - 6 PM. If these times are inconvenient for you, I shall be glad to make an appointment, according to your and my own schedule. Please contact me, via e-mail or in person, to arrange a meeting.

Objectives and Description of the Course
Theory of History is a required course, and perhaps even a rite of passage, for History majors at USF. The Department's Faculty has insisted that this be a required course, in the belief that any History major ought to be able to position him/herself within the theoretical sweep of the historical discipline—and not only at USF, but within the wider world as well. Whether you intend to pursue a graduate degree in History or not, we wish you to be aware of the larger trends and points of view that have informed, and continue to inform, the instruction you have received at this institution. The word ‘theory’ by itself connotes very little. It is only when coupled with a prepositional phrase, e.g. ‘Theory of Gravity’, ‘Theory of Evolution’, etc., that ‘Theory’ becomes vital to the study of any natural (or human) phenomenon.

Thus, the primary objective of the course is to introduce the student to the major theoretical movements within the discipline of History, especially over the course of the 20th century. At the conclusion of the course, the student should be able to identify, with very little effort, the main theoretical approaches and strategies that inform any historical book or article that s/he reads.

Basic Pedagogical Approach
The course has been fashioned as both an introduction to the theoretical underpinnings of the writing of history and an opportunity to improve the student’s critical thinking, reading, presentational, and writing skills.

Each student will, either individually or as part of a team, lead a discussion on a set of assigned readings, and each will compose a series of long and short papers, all designed to practice ‘historical thinking’. Moreover, each will have the opportunity to present another book to the full class. Historians believe that both oral and written skills are critical to budding practitioners of their, or any other, academic discipline.
In addition, like every other course offered in the discipline of History at USFSM, this course will address the overall degree objectives identified by the faculty. These outcomes are defined as follows:

The curriculum for a bachelor’s degree in History at USF Sarasota-Manatee is designed to prepare students for a future in the history profession and other professions that require solid research, writing, and analytical skills. By the time History majors graduate, they should be able to write well organized and grammatically correct papers that contain clear thesis statements and evidence to support their arguments. Moreover, in each course, students will be trained in the evaluation of primary and secondary source materials, weighing the impact of historical context on the construction of documents – a skill we label “thinking historically.” During their senior year, students will have the opportunity to demonstrate their acquired skills in the Pro-Seminar capstone course.

THE REMAINDER OF THIS SYLLABUS IS DESIGNED AS A SORT OF CONTRACT*, THE TERMS OF WHICH ARE, AS FOLLOWS:

Requirements of the Instructor:

1. To deliver a lecture or facilitate a discussion on a given topic or topics at each designated meeting.
2. To give clear instructions and/or special assistance in advance of each paper or other assignment.
3. To grade all assignments efficiently and effectively, ensuring that each student understands why s/he has earned a grade and is given concrete suggestions for future improvement.
4. To answer all students’ questions, whether in regard to lecture content, course design, or matter of interpretation, as thoroughly and as accurately as possible.

Requirements of the Student:

1. To attend all lectures/class meetings over the full course of this term, even when you would rather be engaged in the creation of your own ‘History’. Perfect attendance is expected, but attendance records will not be kept. That said, the consequences of spotty attendance should be fairly obvious: 1) You will certainly perform more poorly on the examination and papers, as lecture notes will be essential for both, 2) You may miss a vital piece of information concerning the assignments, or fail to receive a helpful hint, 3) You can hardly expect the other students to attend your presentation, when you have been rude enough to skip theirs, and 4) You—and/or someone who

* As is standard in most contracts, there is also some small print here: The instructor reserves the right to make changes to this syllabus, but, if these occur, they will be minor and well-publicized.
cares about you—are paying for this course, and you should insist on your—or their—full money’s worth.

2. To compose a brief reaction paper (approximately 750-1000 words) to all of the readings (i.e. both those from the main course textbooks and those posted in the Canvas modules) set for one evening’s class. Your paper should address each of the readings and offer your reactions to the style, argumentation, and source basis of each item. This paper must be presented to the Instructor on the evening we discuss this material, and it must be completed on or before the discussion held on 5 November. The reaction paper, like all other papers in the course, will be graded and returned to you within one week.

3. To lead a discussion on ONE OTHER set of readings set for the course on or before 5 November. As there are a limited number of opportunities to lead the discussion, this probably means that more than one student will be leading the discussion each evening. However, you may volunteer for which class you would like to present, given your interest in the subject-matter and/or sense of timing, with other work due over the semester. *Thus, the basic arrangement for each evening’s class will consist of: the turning in of a certain number of papers, a lively discussion of the materials set led by one or more students, lecture(s) by myself, and a discussion of materials I have brought into class for the purpose. It should be obvious, then, that your participation is ESSENTIAL to the learning process in this course.

4. To compose two reviews, of Marc Bloch’s classic The Historian’s Craft and Edward Said’s equally-classic Orientalism. Detailed instructions of what I expect in a scholarly book review will be posted in Canvas, under the ‘Assignments’ button, and each review should be approximately 1500 words in length. Both books illustrate crucial themes introduced in the course discussions, and I have uploaded detailed reading guides, with a series of questions, to the Canvas site. Moreover, Orientalism will be particularly important for other readings later in the term. We will, in essence, be performing a case study on post-colonialism, as a theoretical concept from the late 1970s to the present.

5. To read, review, and present one other book OR two or more articles, on a topic directly related to the material presented in class. Your goal in this assignment is to help the class compile a workable bibliography of books on the general theme of ‘Theory of History’, and the book or article collection must be submitted to my approval before you start working on it. Good starting places for choosing these books may be found in the ‘Additional reading’ sections ending each chapter of Green/Troup, the ‘Notes’ following each selection in the Tosh reader, the ‘Further Reading’ section in Tosh (pp. 362-3), and the footnotes of the other items we will be reading as a group.
6. To sit for a **comprehensive final exam**, which will cover all of the material presented during the term. This exam will be composed of a series of essay questions, covering the main theoretical approaches we have addressed in class, as well as the readings set for each.

**Grade Distribution:**

- Reaction paper to ONE set of readings, DUE on or before 5 NOV. --------------- 10%
- Lead the discussion on ONE set of readings, on or before 5 NOV. --------------- 10%
- Review of Bloch’s *The Historian’s Craft*, DUE on 1 OCT. ---------------------- 20%
- Review of Said’s *Orientalism*, DUE on 12 NOV. ----------------------------- 20%
- Presentation and Review of one other book, ON 26 NOV. or 3 DEC. ----------- 20%
- Final Examination, ON 10 DEC., AT 6 PM ---------------------------------------- 20%

No ‘extra credit’ will be offered in this course. If you are concerned about your grade, at any point in the course, work harder and/or make an appointment with me.

**Grading, Assignment Submission, Lateness Penalties and Missed Tests**

**Grading**
The grading scheme for the course conforms to the 4-point grading system used in undergraduate programs at USF (e.g.—which means, in Latin??—A+ = 4.0, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, etc.—which also means, in Latin?). Assignments and tests will bear a letter grade designation, which will be factored into the final course grade according to the percentages listed above.

**Assignment Submission**
Proper academic performance depends on students doing their work not only well, but also on time. In this course, deadlines have been established with consultation of the Pythia at Delphi, and the god will take great offense if their terms are not honored. Accordingly, assignments for this course must be received on the due-date specified in the assignment sheet. The best policy is to bring the paper with you to class on the date listed (on the sheet, and below, in the Schedule). However, if it is absolutely necessary, you may submit the paper to my e-mail address (perryjs@sar.usf.edu), attached in a Word file, but the send-date and time on the e-mail MUST be before 6.00 PM on the due-date.

**Lateness Penalty**
Assignments received later than the due-date will be penalized one-third letter grade (1/3 grade point) per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation. My goal is to ensure fairness for all students in the class; all of us have busy lives, but some things are beyond our control (i.e. what Thucydides might call ‘τύχη’.)

**Missed Tests**
Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor.

**Important Course Information for Students**

*Academic Honesty and Integrity*

The University of South Florida considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. In its Latin root, ‘plagiarism’ means something like ‘kidnapping.’ Thus, when you plagiarize, you are kidnapping someone else’s ‘brainchild’ and passing it off as your own.

Accordingly, the plagiarist violates the cardinal rule of behavior in an academic setting, and s/he will, in this class, be punished to the full extent that University regulations will allow, up to and including a zero for the assignment, a failing (or ‘FF’, indicating dishonesty) grade for the course, and/or moving to expel the student from the University. If you are concerned that you are stealing something from someone, please consult me before you turn in the assignment. Please also be sure to review the University’s policy in the USFSM Undergraduate Catalog (http://www.sarasota.usf.edu/Academics/Catalogs/) and the USF Student Code of Conduct (http://www.sa.usf.edu/srr/page.asp?id=88) for specific policies.

USF maintains an account with an automated plagiarism detection service which allows instructors and students to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted as electronic files and 2) electronically submit assignments to Turnitin, or 3) ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how, and to what extent, a student’s paper was plagiarized.

*Access/Disability*

The University is happy to accommodate any recognized special needs among its student body. Students with disabilities are responsible for registering with the Office of Students with Disabilities Services in order to receive academic accommodations. Reasonable notice must be given to the SDS office (normally 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. For more information, consult the Disabilities Services Coordinator at www.sarasota.usf.edu/Students/Disability/.

*Religious Observance Accommodation*

The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. For specific policies, consult http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf.
Emergency Preparedness and Alternative Arrangements
In the event of an emergency (e.g. hurricane, μηγένοτο), it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and e-mail messaging and/or an alternate schedule. It is the responsibility of the student to monitor this course's Canvas site for course-specific communication, and the main USFSM and College websites, e-mails, and MoBull messages for important general information. The USF hotline at 1-800-992-4231 is updated with pre-recorded information during an emergency. See the USFSM Emergency Action Plan on the Safety Preparedness Website for further information: http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php.

Student Conduct
Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom, and the responsibility of the student to cooperate in that endeavor. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A recent statement of the policy and procedures involving disruptive and/or harassing behavior by students in academic situations is available in the USFSM Undergraduate Catalog (http://www.sarasota.usf.edu/Academics/Catalogs/) and in the USF Student Code of Conduct (http://www.sa.usf.edu/srr/page.asp?id=88).

Electronic Devices
No electronic devices with the exception of cellular phones, pagers, and laptops are permitted in the classroom. However, cellular phones and pagers must be turned off and put away during exams; during class, all ringers should be turned to vibrate. If you must take a call during class, please leave the room first. *NB: The instructor reserves the right to ask you to turn off and put away your laptop, iPad, and/or skytale, if he determines that you are not using it for academic purposes or appear to be disturbing other students.

Canvas Learning Support System
Canvas Support is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday. The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM's E-Learning hours. Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

Required Readings


In addition to these, you will be required to read a series of scholarly articles and primary sources, as well as to view a series of images and PowerPoint presentations that are relevant to the subject matter presented in class. Moreover, there will be a number of links to interesting materials that I will expect you to view—as we will be viewing many in class, as well. These items will all be posted in each week’s Canvas modules. You will be as responsible for these readings as you are for the books to be purchased in the campus bookstore.

**SCHEDULE OF LECTURE AND DISCUSSION TOPICS, WITH REQUIRED READINGS FOR EACH:**

27 August – 1) Introduction to the Course.  
   2) The Beginnings of *ιστορία*: Herodotus and Thucydides.  
   3) The Enlightenment and Sources for Ancient History.  
   4) Empiricism in the 19th and Early 20th Centuries.  

   **For this class, and before coming to class on 3 September, read:** G/T, pp. 1-32; TOSH, pp. 26-28; plus the PPT on Thucydides and other materials in the Canvas module, including GIBBON, ELTON, and EVANS.

3 September – 1) Early Marxist Theory: Marxist Analysis of...the American Civil War?  
   2) Dialectical Materialism and Historical Analysis: Capitalism and its Discontents.  
   3) Eric Hobsbawm’s *Interesting Times* and ‘Marxism Today’.  

   **Before coming to class this evening, read:** G/T, 33-43; TOSH, 81-96; plus the materials in Canvas, including MARX (on the American Civil War and ‘Capitalism’s Conquest’), ENGELS, and HOBSBAWM (‘Marx Today’).

10 September – 1) ‘History from Below’ and ‘Radical’ History.  
   2) E. P. Thompson on the Working Class.  
   4) Marxism in Slavery Studies.  

   G/T, 44-58; TOSH, 97-131 and 202-208; plus Canvas materials, including HOBSBAWM (from *Bandits*), GENOVESE, and interview with the GENOVESES.

17 Sept. – 1) Freudian Psychology in Historical Perspective.
3) Discussion: Psychoanalyzing Dead Presidents and Religious Reformers.
4) Broadening the Discussion: On The Mass Psychology of Fascism.
G/T, 59-86; plus links to Library of Congress exhibit on Freud and Langer’s analysis of Hitler, and excerpts from FREUD/BULLITT, ERIKSON, and REICH.

[19 Sept. – Deadline to file for Fall Term Graduation.]

24 Sept. – 1) The ‘Annales School’.
2) Lecture: Historical Context of Bloch, Febvre, and Vichy France.
3) Discussion: Bloch’s Craft.
4) Further Generations of Annales Scholarship and ‘Lieux de mémoire’.
G/T, 87-97; TOSH, 259-267; BLOCH (entire); plus BLOCH (Feudal Society) and FINK readings and Reading Guide to Bloch.

1 October – REVIEW OF BLOCH DUE.
Cook Library Visit and Investigation of Relevant Materials.
1) Historical Sociology.
2) Quantitative History.
3) Lecture: Social Science in the 20th Century.
4) Discussion: ‘Rational’ and ‘Irrational’ Decision-Making in the 20th Century?
G/T, 110-120 and 141-150; TOSH, 229-237; plus ABEL and HOFSTADTER.

8 October – 1) Anthropology and Ethnohistorians.
3) Discussion: Anthropological Researchers in Early Modern France?
G/T, 172-182; plus link to the ‘real’ Martin Guerre and readings from GEERTZ, ZEMON DAVIS, and DARNTON.

15 Oct. – 1) Gender and History.
3) Discussion: Gender as a ‘Useful Category’?
4) Profiles of Joan Kelly, Joan Scott, and Gerda Lerner: The Personal is Political?
G/T, 253-276; TOSH, 133-155, 298-303, and 356-361.

22 Oct. – 1) Postmodernism and Poststructuralism.
2) Lecture: The Life and Influence of Michel Foucault.
3) Discussion: Constructions of Sexuality and Legal Psychology.
4) Mrs. Weldon: ‘Disastrous’ and/or ‘Dangerous’?
G/T, 297-325; TOSH, 304-313; plus FOUCALUT (on ‘The Dangerous Individual’ and from The History of Sexuality).

29 Oct. – 1) Postcolonialism.
2) Lecture: Empire and Decolonization in the 20th Century.
G/T, 277-296; SAID (entire) and Reading Guide in ‘Course Documents’.

[1 November – Last Day to Drop the Course to Receive a ‘W’.]

5 November – 1) Global History and Subaltern Studies.
   2) Lecture: Orientalism and its Discontents.
   3) Discussion: Challenging Orientalism: Irwin’s and Ibn Warraq’s Critiques.
   TOSH, 157-180; IRWIN and IBN WARRAQ, plus links on Henry Rawlinson and Jean-Léon Gérôme.

12 Nov. – REVIEW OF SAID DUE.
   1) Post-colonial Theory in Film:  
      La bataille d’Alger (The Battle of Algiers) (1966)
      and Entre les murs (The Class) (2008)

19 Nov. – 1) Summary of the Course and Preparation for the Final Exam.
   2) Final Instructions for the Presentation.
   3) New Directions for the Historical Discipline.

26 Nov. – Class Presentations.

3 December – Class Presentations.

10 December, 6 PM – FINAL EXAMINATION.