

### Historiography

1. History Stories, 24 Aug.
  - a. Questions
    - i. How would you characterize the history of history?  
(1) What periods/changes would you insert?
    - ii. What are the main approaches/types of history today?
2. Arts and Sciences, 31 Aug.
  - a. Readings
    - i. Gaddis, *Landscape*, preface, chs. 1-4
    - ii. Norman J. Wilson, *History in Crisis? Recent Directions in Historiography*, 2<sup>nd</sup> ed. (Upper Saddle River, NJ: Prentice Hall, 2005), 6-27. OnR
3. Message in the Medium, 7 Sept.
  - a. Readings
    - i. Evans, *In Defence*, intro., chs. 1-3
  - b. Supplementary Materials
    - i. Early Historians, Excerpts (as assigned)  
(1) see website
4. Towards Historicism, 14 Sept.
  - a. Readings
    - i. Gaddis, *Landscape*, chs. 5-6
    - ii. Evans, *In Defence*, chs. 4-6
  - b. Supplementary Materials
    - i. Articles for Seminar Leaders' Reports (choose one)<sup>1</sup>
    - ii. Early Historians, Excerpts (as assigned)  
(1) see website
5. Marx Class [Dr. Anita Shelton], 21 Sept.
  - a. Readings
    - i. Erich Fromm, *Marx's Concept of Man* (New York: Frederick Ungar, 1961, 1966), preface and chs. 1-8 (pp. 1-83) AS HANDOUT
    - ii. Georg G. Iggers, "Marxism and Modern Social History," *New Directions in European Historiography*, rev. ed. (Middletown, CT: Wesleyan University Press, 1984), 123-74. AS OnR
    - iii. Karl Marx, "Economic and Philosophic Manuscripts," in *Marx's Concept of Man*, trans. T.B. Bottomore (New York: Frederick Ungar, 1961, 1966), 93-109. AS OnR
    - iv. E.J. Hobsbawm, "Marx and History," in *On History* (London, 1997), reprinted in *Historians on History*, ed. John Tosh (Harlow: Pearson, 2000), 91-8. AS/NK OnR or
    - v. Paul LeBlanc, "The Revolutionary Marxist Synthesis," in *From Marx to Gramsci: A Reader in Revolutionary Marxist Politics* (Atlantic Highlands, NJ: Humanities, 1996), 2-19. NK OnR
  - b. Supplementary Materials
    - i. Articles for Seminar Leaders' Reports (choose one)<sup>2</sup>
6. Turner, History, and National Identity [Dr. Lynne Curry], 28 Sept.
  - a. Readings
    - i. Frederick Jackson Turner, "The Significance of the Frontier in American History," *American Historical Association. Annual Report for the Year 1893* (Washington, DC: American Historical Association, 1894), 1-37. LC OnR
    - ii. "The World's Columbian Exposition: Idea, Experience, Aftermath," *American Studies*, Univ. of Virginia, 1996 <<http://xroads.virginia.edu/~ma96/wce/title.html>>
    - iii. Frederick J. Turner, "Social Forces in American History," *AHR* 16, 2 (1911): 217-33. LC EIJ
    - iv. Merrill Lewis, "Language, Literature, Rhetoric, and the Shaping of the Historical Imagination of Frederick Jackson Turner," *Pacific Historical Review* 45, 3 (1976): 399-424. LC EIJ
    - v. Martin Ridge, "Turner the Historian: A Long Shadow," *Journal of the Early Republic* 13, 2 (1993): 133-44. LC EIJ
    - vi. David Rollinson, "Marxism," in *Writing Early Modern History*, ed. Garthine Walker (London: Hodder Arnold, 2005), 3-24 NK OnR
  - b. Supplementary Materials
    - i. Articles for Seminar Leaders' Reports (choose one)<sup>3</sup>

7. Macrohistory vs. Microhistory, 5 Oct.
  - a. Readings
    - i. *Annales* and Macrohistory
      - (1) Lynn Hunt, "French History in the Last Twenty Years: The Rise and Fall of the *Annales* Paradigm," *Journal of Contemporary History* 21, 2 (1986): 209-24. EIJ
      - (2) Peter Burke, *The French Historical Revolution: The Annales School 1929-89* (Stanford: Stanford University Press, 1990), 6-11, 32-64 (esp. 43-64), and glossary (112-6). OnR
    - ii. Microhistory
      - (1) Edward Muir, "Introduction: Observing Trifles," in *Microhistory and the Lost Peoples of Europe*, ed. Edward Muir and Guido Ruggiero (Baltimore: Johns Hopkins, 1991), vii-xxvii. OnR
      - (2) Jill Lepore, "Historians Who Love Too Much: Reflections on Microhistory and Biography," *JAH* 88, 1 (2001): 129-44. EIJ
    - iii. Macro and Micro
      - (1) Davíð Ólafsson, "Community based microhistories and related scholarly approaches within humanities and social sciences," (unpublished talk, "Theory and Practice of Microhistory: A Workshop at Collegium Budapest," 19 June 2009)  
<<http://ludens.elte.hu/~szijarto/microhist/michist/olafsson.pdf>>
      - (2) Matti Peltonen, "Clues, Margins, and Monads: The Micro-Macro Link in Historical Research," *H & T* 40, 3 (2001): 347-59. EIJ
    - iv. Evans, *In Defence*, ch. 7
  - b. Supplementary Materials
    - i. Articles for Seminar Leaders' Reports (choose one) on Macrohistory<sup>4</sup>
    - ii. Articles for Seminar Leaders' Reports (choose one) on Microhistory<sup>5</sup>
8. The Linguistic Turn: History and Postmodernism [Dr. Mark Hubbard], 12 Oct.
  - a. Readings
    - i. Bryan Palmer, "Critical Theory, Historical Materialism, and the Ostensible end of Marxism," in *The Postmodern History Reader*, ed. Keith Jenkins (London: Routledge, 1997), 103-13. MH OnR
    - ii. Roland Barthes, "The Discourse of History," in *The Postmodern History Reader*, 120-3. MH OnR
    - iii. Hans Kellner, "Language and Historical Representation," in *The Postmodern History Reader*, 127-38. MH OnR
    - iv. Gertrude Himmelfarb, "Telling It as You Like It: Postmodernist history and the flight from fact," in *The Postmodern History Reader*, 158-74. MH OnR
    - v. Lawrence Stone, "History and Postmodernism," in *The Postmodern History Reader*, 239-43 [includes introduction to the following letters]. MH OnR
    - vi. Patrick Joyce and Catriona Kelly, "History and Post-Modernism," *Letters, P & P* 133 (1991): 204-13. MH EIJ
    - vii. Lawrence Stone and Gabrielle M. Spiegel, "History and Post-Modernism," *Letters, P & P* 135 (1992): 189-208. MH EIJ
    - viii. Anthony Grafton, "History's postmodern fates," *Dædalus* (Spring 2006): 54-69. NK EIJ
  - b. Supplementary Materials
    - i. Articles for Seminar Leaders' Reports (choose one)<sup>6</sup>
9. Gender [Dr. Sace Elder], 19 Oct.
  - a. Readings
    - i. Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *AHR* 91, 5 (1986): 1053-75. SE EIJ
    - ii. Joanne Meyerowitz, A History of "Gender," in *AHR Forum: Revisiting "Gender: A Useful Category of Historical Analysis," AHR* 113, 5 (2008): 1346-56. SE EIJ
    - iii. Bonnie G. Smith, "Gender and the Practices of Scientific History: The Seminar and Archival Research in the Nineteenth Century," *AHR* 100, 4 (1995): 1150-76. SE EIJ
    - iv. Thomas Laqueur, "Orgasm, Generation, and the Politics of Reproductive Biology," *The Making of the Modern Body: Sexuality and Society in the Nineteenth Century, Representations* 14 (1986): 1-41. SE EIJ
    - v. Gaddis, *Landscape*, ch. 7. NK

- b. Supplementary Materials
  - i. Articles for Seminar Leaders' Reports (choose one)<sup>7</sup>
- 10. Orientalism and the Postcolonial [Dr. Roger Beck], 26 Oct.
  - a. Readings
    - i. Edward Said, "Introduction," *Orientalism* (1978), 1-30. RB OnR
    - ii. Peter Heehs, "Shades of Orientalism: Paradoxes and Problems in Indian Historiography," *H & T* 42, 2 (2003): 169-95. RB EIJ
    - iii. Catherine Hall, "Introduction: Thinking the postcolonial, thinking the empire," in *Cultures of Empire: Colonizers in Britain and the Empire in the Nineteenth and Twentieth Centuries—A Reader*, ed. Hall (New York: Routledge, 2000), 1-36.
    - iv. Gyan Prakash, "Orientalism Now," *H & T* 34, 3 (1995):199-212. RB EIJ
    - v. Bruce Mazlish, "Terms," in *Palgrave Advances in World Histories*, ed. Marnie Hughes-Warrington (London: Palgrave Macmillan, 2005), 18-43. NK OnR
  - b. Supplementary Materials
    - i. Articles for Seminar Leaders' Reports (choose one)<sup>8</sup>
  - c. **Quiz**
- 11. Cultural Hegemony and Tales of Resistance [Dr. Jon Coit], 2 Nov.
  - a. Readings
    - i. Clifford Geertz, "Thick Description: Toward an Interpretive Theory of Culture," *The Interpretation of Cultures* (New York: Basic Books, 1973), 3-31 JC OnR
    - ii. Robert Darnton, "Cosmology in the Classroom: Fieldnotes on Clifford Geertz," *New York Review of Books*, 11 January 2007; reprinted as "In Memoriam. Clifford Geertz," *AHA Perspectives* (February 2007): 35-7  
<<http://www.historians.org/perspectives/issues/2007/0702/0702mem1.cfm>>  
JC/NK EIJ
    - iii. James C. Scott, "Infrapolitics of Subordinate Groups," in *Domination and the Arts of Resistance: Hidden Transcripts* (New Haven: Yale University Press, 1990), 183-201. JC OnR
    - iv. Lawrence Levine, "The Quest for Control: Slave Folk Beliefs," *Black Culture and Black Consciousness: Afro-American Folk Thought from Slavery to Freedom* (Oxford: Oxford University Press, 1977), 55-80 JC OnR
    - v. Robin Kelley, "Introduction" and "The Riddle of the Zoot: Malcolm Little and Black Cultural Politics during World War II," *Race Rebels: Culture, Politics, and the Black Working Class* (New York: The Free Press, 1994), 1-13, 161-81, 235-8, 281-7 JC OnR
    - vi. Evans, *In Defence*, ch. 8. NK
  - b. Supplementary Materials
    - i. Articles for Seminar Leaders' Reports (choose one)<sup>9</sup>
- 12. Post-Modernism and the History of emotions [Dr. David Smith], 9 Nov.
  - a. Readings
    - i. Michel Foucault, "We 'Other' Victorians" and "Preface" to *The History of Sexuality*, Vol. II, in *The Foucault Reader*, ed. Paul Rabinow (New York: Pantheon Books, 1984), 292-300, 333-9. DS OnR
    - ii. Max Horkheimer and Theodor Adorno, "The Concept of Enlightenment," in *The Dialectic of Enlightenment* (New York: Continuum, 1993), 3-42. DS OnR
    - iii. Rachel Weil, "Sometimes a Scepter is Only a Scepter: Pornography and Politics in Restoration England," in *The Invention of Pornography, 1500-1800: Obscenity and the Origins of Modernity*, ed. Lynn Hunt (New York: Zone Books, 1993), 125-53, 361-6. DS OnR
    - iv. Lynn Hunt, "The Many Bodies of Marie Antoinette: Political Pornography and the Problem of the Feminine in the French Revolution," in *Marie-Antoinette: Writings on the Body of a Queen*, ed. Dena Goodman (New York: Routledge, 2003), 108-30. DS OnR
    - v. Barbara Rosenwein, "Introduction," *Emotional Communities in the Early Middle Ages* (Ithaca: Cornell University Press, 2006), 1-31. DS OnR
    - vi. Joyce Appleby, "Knowledge and Postmodernism in Historical Perspective," in *Knowledge and Postmodernism in Historical Perspective*, ed. Appleby, et. al. (New York: Routledge, 1996), 1-20. NK EIJ
  - b. Supplementary Materials
    - i. Articles for Seminar Leaders' Reports (choose one)<sup>10</sup>
- 13. Beyond the Cultural Turn?, Reports from the front(s) I, 16 Nov.

- a. Readings
    - i. Gaddis, *Landscapes*, ch. 8
    - ii. TBA
  - b. Supplementary Materials
    - i. Articles for Seminar Leaders' Reports (choose one)<sup>11</sup>
    - ii. Historians, Excerpts (as assigned)  
(1) see website
  - c. **Quiz**
14. Reports from the front(s) II, 30 Nov.
- a. Readings
    - i. TBA
  - b. Supplementary Materials
    - i. Historians, Excerpts (as assigned)  
(1) see website
15. Conclusion(s) 7 Dec.

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Texts:

Richard J. Evans, *In Defence of History* (New York: W.W. Norton, 1997, 1999, 2000) [TRS 14.640]  
John Lewis Gaddis, *The Landscape of History: How Historians Map the Past* (Oxford: Oxford University Press, 2002) [TRS 15.680]  
EIJ= link to online journal article accessible through which Booth  
OnR = photocopied chapter available through Online Reserve

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His 5000 (#90723) is a seminar on the history of history and required for students admitted to the MA in History program at Eastern Illinois University. An enhanced copy of this syllabus is available at <http://ux1.eiu.edu/~nekey/syllabi/historiography.htm> and I invite you to use it. Any syllabus revisions will be limited, will be for pedagogical reasons, and will be announced in advance and posted on the web.

The goals of His 5000

- i. Identify the major themes, approaches, or interpretive stances taken by historians
- ii. Develop analytic skills in identifying and critiquing the arguments of professional historians
- iii. Learn and deploy the terminology associated with historical arguments, approaches, or interpretative stances
- iv. Use these skills and terminology in writing a field-specific historiographical review essay
  - a. Be able to write future historiographies/reviews of the literature for papers/theses
  - b. Prepare for a historiographical essay or section for MA comprehensive examinations
- v. Discover what kind of historian–approach, theory, method(s)–you are.



Frederick J. Turner's Senior History Seminar, 1893-94

Grading is based on participation (30%), three quote response essays\* (30%), quizzes (10%), and a historiographical review essay (30%). Reading is extensive and intensive. Take notes. I expect your informed contribution to discussion each week. From week 3 forward, at least two of you per week will be assigned an extra article (and/or excerpt from a historian) upon which you will make a 5-minute presentation (either chosen or assigned). On weeks for which you have such a presentation (or have written a response essay), I expect extra participation corresponding with your "expert status." But I expect participation from everyone every week. Such participation, your presentations, and any in-class writing asked for will comprise nearly one-third of your final grade.

Quizzes (10%) will be about three brief in-class identifications of terminology. The lowest quiz grade will be dropped. I reserve the right to include a final exam if performance in the quizzes is not satisfactory. The goal is a shared, learned terminology to aid discussion.

For response essays\* (typed double-spaced; 450 words minimum, 600 words maximum) respond to a quote provided by using the readings assigned for that week (guest facilitators will sometimes provide you with a question on which you should focus your answer). Each quote response essay should:

- (1) discuss and position **at least** two historians in relation to the quote;
- (2) express a point of view (that is position yourself) in relation to the quote and the readings assigned, and use **at least** one piece of evidence to back your position (for example, a primary source quote, statistic, or piece of evidence referred to within one of the assigned readings);
- (3) suggest the **type** of evidence (for example, letters, memoirs, government reports, newspapers, pamphlets, engravings, paintings, furniture, tree rings—you get the idea; the list is lengthy) that might be investigated to substantiate your position further.

Bring your response to class for discussion. I will grade all response essays, but no late papers will be counted as your three assigned responses. Again, the aim is a rich, informed discussion.

The long paper (12-18 pp.) will be a critical review of the historiography on one problem or period presented during the semester (or a related field, as approved by me). The course is organized by schools of thought and is very loosely chronological. Your historiographical review essay, however, should be bounded in time and space (the historiography of European–Native American interaction the colonial and antebellum periods, say). Within this historiography you should find a variety of approaches (for example, a Marxist approach, a gendered approach, a subaltern approach, a microhistory, etc.). Your historiographical review should be modeled on those in *Historical Journal* (available in Booth, JSTOR, etc.), although those in *HJ* focus on recent books and yours probably will analyze articles and books over the past fifty years or more. You will be advised in preparing a bibliography for this paper both by myself and another professor in the department with the relevant specialty (as well as your own searches in Historical Abstracts, America History and Life, Booth stacks, etc.). Essays, which will be graded by me, should be typed, double-spaced, and use Chicago Manual of Style/Turabian form of referencing (see citation guide <http://ux1.eiu.edu/~nekey/citate.htm>).

(Anyone with a documented disability should speak with me by the second week of class so that we can make appropriate accommodations.) Ask me for clarifications. I will talk about history virtually anytime.

My office is 3725 Coleman Hall (581-6360; e-mail = [nekey@eiu.edu](mailto:nekey@eiu.edu)). I have office hours M–W 1400-1500; T–W 1000-1100; and by appointment; and I am in my office virtually every day (just phone, email, or knock).



Vermeer, A Lady Writing

Notes (AHR = American Historical Review; HJ = Historical Journal; H & T = History and Theory; JAH = Journal of American History; JMH = Journal of Modern History; P & P = Past & Present

1.J.D. Braw, "Vision as Revision: Ranke and the Beginning of Modern History," *H & T* 46, 4 (2007): 45–60; F. R. Ankersmit, "Historicism: An Attempt at Synthesis," *H & T* 34, 3 (1995): 143-61; Anthony Grafton, "The Footnote from de Thou to Ranke," *H & T* 33 (1994): 53-76; Adrian Wilson and T.G. Ashplant, "Whig History and Present-Centred History," *HJ* 31, 1 (1988): 1-16; Keith C. Sewell, "The 'Herbert Butterfield Problem' and Its Resolution," *Journal of the History of Ideas* 64, 4 (2003): 599-618; P. Ghosh, "Max Weber's Idea of 'Puritanism': A Case Study in the Empirical Construction of the Protestant Ethic," *History of European Ideas* 29 (2003): 183-221; E. Sprinzak, "Weber's Thesis as an Historical Explanation," *H & T* 11 (1972): 294-320; G. Oakes, "The *Verstehen* Thesis and the Foundations of Max Weber's Methodology," *H & T* 16 (1977): 11-29; Richard Whatmore, "The Weber Thesis: 'unproven yet unrefuted,'" in *Historical Controversies and Historians*, ed. W. Lamont (London, 1998), 95-108.

2.E.P. Thompson, "Preface," *The Making of the English Working Class* (New York: Vintage, 1963, 1966), 9-14; James Sharpe, "History from Below," in *New Perspectives in Historical Writing*, ed. Peter Burke (University Park, PA: Pennsylvania State University Press, 1991), 24-41; E.P. Thompson, "Eighteenth Century English Society: Class Struggle without Class," *Social History* 3, 2 (1978): 133-65; William H. Sewell, Jr., "How Classes are Made: Critical Reflections on E.P. Thompson's Theory of Working-Class Formation," in *E.P. Thompson: Critical Perspectives*, ed. Harvey J. Kaye and Keith McClelland (Philadelphia: Temple University Press, 1990), 50-77; Geoff Eley and Keith Nield, "What is the Valency of Class Now?," in *The Future of Class in History: What's Left of the Social?* (Ann Arbor: University of Michigan Press, 2007), 139-76; Harvey Kaye, "Political Theory and History: Antonio Gramsci and the British Marxist Historians," in *The Education of Desire: Marxists and the Writing of History* (New York: Routledge, 1992), 9-30; Matt Perry, "Marx and Engels' Conception of History," in *Marxism and History* (Palgrave 2002), 29-46; S.H. Rigby, "Marxist Historiography," in *Companion to Historiography*, ed. Michael Bentley (London: Routledge, 1997), 889-928; Bryan D. Palmer, "Reasoning Rebellion: E.P. Thompson, British Marxist Historians, and the Making of Dissident Political Mobilization," *Labour/Le Travail* (Fall 2002) <<http://www.historycooperative.org/journals/lt/50/palmer.html>>;

3.François Furstenberg, "The Significance of the Trans-Appalachian Frontier in Atlantic History," *AHR* 113, 3 (2008): 647-77; John Mack Faragher, ed., "Introduction," and "The Significance of the Frontier in American Historiography: A guide to further reading," in *Rereading Frederick Jackson Turner: "The Significance of the Frontier in American History"* (New York: Henry Holt, 1994), 1-10, 225-41; Patricia Nelson Limerick, "Introduction," *The Legacy of Conquest: The Unbroken Past of the American West*, (New York: W. W. Norton, 1987), 16-32; Peter Bergmann, "American Exceptionalism and German 'Sonderweg' in Tandem," *International History Review* 23, 3 (2001): 505-34; Ian Tyrrell, "Making Nations/Making States: American Historians in the Context of Empire," *Journal of American History* 86, 3 (The Nation and Beyond: Transnational Perspectives on United States History: A Special Issue, 1999): 1015-44.

4.Fernand Braudel, "History and the Social Sciences: The Longue Duree," *Annales* (1958), reprinted in *On History* (Chicago, 1980), 25-54; Lynn Hunt, "Introduction: History, Culture, Text," in *The New Cultural History* (Berkeley: University of California Press, 1989), 1-25; Emmanuel LeRoy Ladurie, "Motionless History," *Social Science History* 1 (1977): 115-36; J.H. Hexter, "Fernand Braudel and the *Monde Braudellien*..." *JMH* 44, 4 (1972): 480-539; Editors of the *Annales*, "History and Social Science: A Critical Turning Point," *Annales ESC* 43 (1988), 291-3, as well as Editors of the *Annales*, "Let's Try the Experiment," *Annales ESC* 44 (1989), 1217-323, both in *Histories: French constructions of the past*, ed. Jacques Revel and Lynn Hunt (New York: New Press, 1995), 480-91; Olivia Harris, "Braudel: Historical Time and the Horror of Discontinuity," *HWJ* 57 (2004) 161-74; Francois Furet, "Beyond the *Annales*," *JMH* 55, 3 (1983): 389-410.

5.Carlo Ginzburg, "Microhistory: Two or Three Things That I Know about It," *Critical Inquiry* 20, 1 (1993): 10-35; Dominick LaCapra, "The Cheese and the Worms: The Cosmos of a Twentieth Century Historian," in *History and Criticism* (Ithaca, 1985), 45-70; T. Molho, "Carlo Ginzburg: Reflections on the Intellectual Cosmos of a 20th-Century Historian," *History of European Ideas* 30 (2004): 121-48; Giovanni Levi, "On Microhistory" in *New Perspectives on Historical Writing*, ed. Peter Burke (University Park, PA: Pennsylvania State University Press, 1991),93-113; Carlo Ginzburg, "Clues: Roots of an Evidential Paradigm," in *Clues, Myths and the Historical Method* (Baltimore: Johns Hopkins, 1980), 96-125; "The Stuff of Which History is Made: A Brief Conversation with Carlo Ginzburg," *The Hindu* (online, n.d., 2007, <http://www.hindu.com/nic/ginzburg-interview.htm>); M. Gray, "Micro-history as Universal History," *Central European History* 34, 3 (2001): 419-31; B.S. Gregory, "Is Small Beautiful? Micro-history and the History of Everyday Life," *H & T* 38, 1 (1999): 100-10; S.G. Magnusson, "Social History as 'Sites of Memory'? The Institutionalisation of History: Micro-history and the Grand Narrative," *Journal of Social History* 39, 3 (2006): 891-913; I. Sziarto, "Four Arguments for Micro-history," *Rethinking History* 6, 2 (2002): 209-15.

6. David A. Hollinger, "The return of the prodigal: the persistence of historical knowing," *AHR* 94, 3 (1989): 610-21 [and reply by David Harlan in *ibid.*]; David Hollinger, "Postmodernist Theory and *Wissenschaftliche* Practice," *AHR* 96 (1991): 688-92; F. R. Ankersmit, "Historiography and Postmodernism," *H & T* 28, 2 (1989): 137-53; Patrick Joyce, "The return of history: postmodernism and the politics of academic history in Britain," *P & P* 158 (1998): 207-35; Patrick Joyce, "The End of Social History," in *Historians on History*, ed. John Tosh (Pearson Education Unlimited, 2000), 274-82; Patrick Joyce, "The Politics of the Liberal Archive," *History of the Human Sciences* 12, 2 (1999): 35-49; Ann Laura Stoler, "Colonial Archives and the Arts of Governance," *Archival Sciences* 2 (2002): 87-109; various authors, "Interchange: The Practice of History," *JAH* 90, 2 (2003) <<http://www.historycooperative.org/journals/jah/90.2/interchange.html>>; James Vernon, "Who's afraid of the 'linguistic turn': the politics of social history and its discontents," *Social History* 19 (1994): 81-97; John E. Toews, "Intellectual history after the linguistic turn: the autonomy of meaning and the irreducibility of experience," *AHR* 92 (1987); Gareth Stedman Jones, "The determinist fix: some obstacles to the further development of the linguistic approach to history in the 1990s," *HWJ* 42 (1996): 19-35.

7. Manuela Thurner, "Subject to Change: Theories and Paradigms of U.S. Feminist History," *Journal of Women's History* 9, 2 (1997): 122-46; Alice Kessler-Harris, "What is Gender History Now?" in *What is History Now?*, ed. David Cannadine (London: Palgrave Macmillan, 2002): 95-112; Joan Wallach Scott, "Women's History," in *New Perspectives on Historical Writing*, ed. Peter Burke (Cambridge: Polity Press, 1991): 42-66; Joan Kelly, "Did Women Have a Renaissance?," in *Women, H & T* (1984), 19-50; C. Bock, "Women's History and Gender History: Aspects of an International Debate," *Gender and History* 1 (1989): 7-30; Mary Louise Roberts, "Gender, Consumption, and Commodity Culture," *AHR* 103, 3 (1998): 817-44; Hilda Smith, "Feminism and the Methodology of Women's History," *Liberating Women's History*, ed. Bernice Carroll (Chicago: University of Illinois Press 1976), 369-84; Mrinalini Sinha, "Gender and Nation," *Women's History in Global Perspective*, ed. Bonnie G. Smith (Urbana: University of Illinois Press, 2004), 229-74; Melinda Zook, "Integrating Men's History into Women's History: A Proposition," *History Teacher* 35, 3 (2002): 373-87; Laura Lee Downs, "Gender, poststructuralism and the 'cultural/linguistic turn' in history," in *Writing Gender History* (2004), 88-105; Laura Lee Downs, "From Women's History to Gender History," in *Writing History: Theory and Practice*, ed. S. Berger, H. Feldner and K. Passmore (London, 2003), 261-82; Editorial Collective, "Why Gender and History?," *Gender and History* 1, 1 (1989): 1-12.

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