

History 600. European historiography from Antiquity to the Enlightenment

University of Massachusetts Amherst

Fall Semester 2001

Wed. 9–12, Massachusetts Center for Renaissance Studies, 650 E. Pleasant St. (the first meeting will be held in Herter 204)

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Website: <<http://www-unix.oit.umass.edu/~ogilvie/courses/fall01/600/index.html>>

Brief description of course

Examination of the method, style, and purpose of history from antiquity (Greek and Hebrew historiography) through the eighteenth century. We will read selected histories from the past and recent studies on the nature of historiography. As an introduction to graduate study in history, this course will also address historical method, writing, and the profession of history at the beginning of the twenty-first century. Some questions that will motivate our discussions include:

- Is history a unitary discipline? Do specific traits separate it from other ways of looking at the past? Are these traits methodological, metaphysical, or both?
- How have the subject matter and style of history changed within the Western tradition?
- Did history undergo a radical transformation in the late eighteenth and early nineteenth centuries? If so, what changed and why?
- What have different cultural traditions contributed to Western approaches to understanding and explaining the past?
- What can historians in the twenty-first century learn from the history of their discipline?

Summary of requirements: 3 10-page papers, oral presentations, discussion.

Course goals

At the end of this course, you should be better able to:

- Understand the development of the Western historical tradition from antiquity to the Enlightenment and speak knowledgeably about them.
- Understand how modern historians address the history of their field.
- Relate these developments to your own historical interests and writing.
- Reflect critically on the adequacy of historians' explanations, both your own and those of others.
- Write clear, coherent, and cogent short essays and book reviews on historical subjects.

Course structure

This course is a seminar. Each meeting will last 2-1/2 to 3 hours with a brief pause about halfway through. Meetings will open with a brief (15 minute max.) presentation of the issues at stake in the week's readings. Afterwards, we will discuss the readings and the issues. If circumstances warrant, I may give occasional mini-lectures, but these will not be a regular feature of the course.

The seminar format places much of the burden of learning on you and your fellow students. Not preparing for discussions will harm them as well as you. A good graduate course teacher does not tell students what to do or think; he or she guides them in the process of education. Much of my work consists in preparing this syllabus carefully and in identifying issues for discussion.

Discussion serves several purposes. First, it helps clarify difficult or obscure points in the readings. Second, it helps you decide between conflicting positions or to reach a synthesis. Third, it allows me to observe how you approach readings and problems. Fourth, it prepares you for thinking on your feet—an important part of academic life as well as life outside the academy.

Requirements and grading

Your grade for this course will be based on the following three requirements:

1. Attendance and participation in discussion

For the reasons mentioned above, attendance and participation are crucial for this course. Therefore, I have instituted a draconian policy: you are allowed one absence. If you miss class more than once, your maximum course grade will be "C" (which, in graduate school, is tantamount to "F"). This policy reflects the importance I attach to discussion. Exceptions will be made only due to illness or extraordinary personal circumstances.

2. In-class presentation(s)

Depending on the number of students who are enrolled in the course, each student will make one or two presentations introducing a seminar meeting. These presentations will set out, briefly, the thesis, argument, and issues in each reading and raise general questions for discussion. They should be ten to fifteen minutes long. They should **not** be summaries of the reading.

3. Three short (10-page) papers

Every four weeks or so, you will be responsible for a short paper on the course readings. These papers will be due one week after we complete the relevant readings. They will require reflection on the questions that are raised by the readings and will serve to clarify your own positions and to allow me to evaluate your ability to sustain refined analysis. Specific instructions for the papers are given below in the course schedule. Papers are due on October 10, November 7, and December 17. Note that the second paper is due in a week when we have a fair amount of difficult reading: plan to work on it well in advance of the due date.

The final course grade will be balanced among these three elements, with the most weighting going to the short papers. A rough breakdown is as follows:

Short papers—60%

Attendance and participation—25%

Presentation—15%

If necessary, however, I will re-weight the elements of the course *to your advantage*.

Grades in graduate courses reflect my professional assessment of your achievements and potential as an apprentice historian. Here is a rough key to their interpretation:

- A good to excellent
- AB acceptable to good
- B marginal to acceptable
- BC unacceptable to marginal
- C unacceptable

In addition to the grade, you will receive written comments at the end of the semester reflecting my assessment.

Books for course

The books are listed in the order we will use them. Some other books that are out of print are listed on the syllabus. Those marked with an asterisk are books that we will be using for more than one week; you should probably buy them. You should buy the others as your financial means and interests permit.

The books that we will use **through October 3** (Booth through Brettler in the list) are on order at Food For Thought Books, 106 N. Pleasant St., Amherst, tel. 253-5432.

- *Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The craft of research*. Chicago: University of Chicago Press, 1995. ISBN 0-226-06584-7.
- *Turabian, Kate. *A manual for writers of term papers, theses, and dissertations*. 6th ed. Revised by John Grossman and Alice Bennett. Chicago: University of Chicago Press, 1996. ISBN 0-226-81627-3.
- *Finley, M. I., ed. *The portable Greek historians: The essence of Herodotus, Thucydides, Xenophon, Polybius*. New York: Viking, 1977. ISBN 0-14-015065-X.
- *Kelley, Donald R. *Faces of history: Historical inquiry from Herodotus to Herder*. New Haven and London: Yale University Press, 1998. ISBN 0-300-07558-8.
- *Momigliano, Arnaldo. *The classical foundations of modern historiography*. Berkeley and Los Angeles: University of California Press, 1990. ISBN 0-520-07870-5.
- Tacitus. *The complete works of Tacitus*. Edited by Moses Hadas. Translated by Alfred John Church and William Jackson Brodribb. New York: Modern Library, 1942. (No ISBN.)
- Brettler, Marc Zvi. *The creation of history in ancient Israel*. London: Routledge, 1995. ISBN 0-415-19407-5.
- Eusebius of Caesarea. *The history of the Church from Christ to Constantine*. Translated by G. A. Williamson. New York: Penguin, 1990. ISBN 0-14-044535-8.
- Bede. *Ecclesiastical history of the English people*. New York: Penguin, 1991. ISBN 0-14-044565-X.
- Valla, Lorenzo. *The treatise of Lorenzo Valla on the Donation of Constantine*. Translated by Christopher B. Coleman. Toronto: University of Toronto Press, 1993. ISBN 0-802-07734-X.
- Bruni, Leonardo. *History of the Florentine people*. Vol. 1, books 1-4. Edited and translated by James Hankins. Cambridge, MA: Harvard University Press, 2001. ISBN 0-674-00506-6.
- Guicciardini, Francesco. *The history of Italy*. Edited and translated by Sidney Alexander. Princeton: Princeton University Press, 1984. This ed. first published in New York, 1969. ISBN 0-691-00800-0. (The University Library has several copies of this book.)
- Bayle, Pierre. *Historical and critical dictionary: Selections*. Translated by Richard H. Popkin. Indianapolis: Hackett Publishing Co., 1991. ISBN 0-87220-103-1. \$16.95.
- Montesquieu, Charles, Baron de. *Considerations on the causes of the greatness of the Romans and their decline*. Translated by David Lowenthal. Indianapolis: Hackett Publishing Co., 1999. ISBN 0-87220-496-0.

Gibbon, Edward. *The history of the decline and fall of the Roman Empire*. Edited by David Womersley. Vol. 1. New York: Penguin, 1996. ISBN 0-14-043393-7.
Grafton, Anthony. *The footnote: A curious history*. Cambridge, MA: Harvard University Press, 1997. ISBN 0-674-30760-7.

All required readings will also be on reserve in the DuBois Library. They are on **three-day reserve** because two-hour reserve is too short for most of them. Please be courteous to your fellow students by reading reserve books as soon as possible after checking them out and returning them as soon as you are done.

Suggested

These books have not been ordered; some are out of print. See also the Appendix for more general recommendations. The course schedule includes suggested readings for specific seminar discussions.

Breisach, Ernst. *Historiography: Ancient, medieval, and modern*. 2nd ed. Chicago: University of Chicago Press, 1995. ISBN 0-226-07278-9. Factual overview with useful bibliographic references.
Fueter, Eduard. *Geschichte der neueren Historiographie*. Munich and Berlin: R. Oldenbourg, 1911. (Out of print.) Dated but still useful study, focusing on historical research (and therefore not always fair to earlier historians on their own terms).
Kelley, Donald R., ed. *Versions of history from antiquity to the Enlightenment*. New Haven and London: Yale University Press, 1991. ISBN 0-300-04776-2. Short excerpts on concepts and methodology of history from dozens of historians.
Momigliano, Arnaldo. *Studies in historiography*. London: Weidenfeld and Nicolson, 1966. (Out of print.) Collection of essays in English (or translation) by the great scholar of European historiography.

A note on readings

The following course schedule lists required and suggested reading for each week. The bibliographies and notes in required and suggested readings will suggest any number of further sources, primary and secondary, that you can pursue.

The amount of required reading will gradually increase over the course of the semester, as you become accustomed to reading for a graduate seminar and familiar with the themes of the course. Plan your time accordingly.

Course schedule with readings and assignments

NOTE: Readings from the list of required and suggested books are indicated by author, short title, and page range (if applicable). Other readings, including books and articles on reserve, are indicated by a complete citation (the first time they are mentioned). Some suggested readings address the particular historians whose works we are considering; others are broader in their treatment or deal with other aspects of the week's general topic.

Sept. 5 Introduction

Required reading:

Hayden White, "The historical text as literary artifact," in White, *Tropics of*

discourse. (handout)

Please note: after going over the syllabus, we will break for about an hour so that you can read the handout. Afterwards we will reconvene to discuss it.

PART I: THE CLASSICAL TRADITION

Sept. 12 Ancient Greek historiography I: Myth, epic, and history

Required reading:

Portable Greek historians: Herodotus, Xenophon (**selections** to be announced in class Sept. 5).

Kelley, *Faces*, ch. 1-2 (through p. 28).

Momigliano, *Classical foundations*, pp. vii-39.

Finley, M. I. "Myth, memory, and history." In Finley, *The use and abuse of history*, pp. 11-33. Harmondsworth, Middlesex: Penguin Books, 1990. First published 1975. (**Reserve**)

Booth et al., *Craft of research*, front matter and Part 1 (through p. 27). (Read this part carefully.)

Turabian, *Manual* (familiarize yourself with its contents).

Suggested reading:

Breisach, *Historiography*, chapter 1.

Kelley, *Versions*, pp. 1-28.

Sept. 19 Ancient Greek historiography II: History and politics

Required reading:

Portable Greek historians: Thucydides, Polybius (**selections** to be announced in class Sept. 5).

Kelley, *Faces*, ch. 2 (pp. 28-47).

Momigliano, *Classical foundations*, pp. 39-53.

Booth et al., *Craft of research*, Part 2 (pp. 29-84). (Read this part quickly and concentrate on the main concepts.)

Suggested reading:

Breisach, *Historiography*, chapters 2-3.

Kelley, *Versions*, pp. 28-68.

Sept. 26 Ancient Roman historiography

Required reading:

Tacitus, *Complete works*: *Annals*, 1, 4-5; *History* 1.1-11; *Agricola*; *Germany*.

Kelley, *Faces*, ch. 3.

Momigliano, *Classical foundations*, pp. 80-131.

Booth et al., *Craft of research*, Part 3 (pp. 85-148). (Read this part carefully.)

Suggested reading:

Breisach, *Historiography*, chapters 4-6.
Kelley, *Versions*, pp. 69-116.
Fornara, Charles William. *The nature of history in ancient Greece and Rome*. Berkeley and Los Angeles: University of California Press, 1983.

PART II: THE HEBREW AND CHRISTIAN TRADITIONS

Oct. 3 Hebrew historiography

Required reading:

Tanakh/Old Testament: Joshua, Judges, I Samuel, II Samuel, I Kings 1-12
(also read the passages that Brettler discusses in other books).

Brettler, *The creation of history in ancient Israel*.

Review Momigliano, *Classical foundations*, chapter 1.

Booth et al., *Craft of research*, Part 4 and section on “Research and Ethics”
(pp. 149-258). (Skim this part, except for pp. 234-258, which you should read carefully.)

Suggested reading:

Friedman, Richard Elliott. *Who wrote the Bible?* New York: Summit Books, 1987.

Lane Fox, Robin. *The unauthorized version: Truth and fiction in the Bible*. New York: Vintage, 1993.

Halpern, Baruch. *The first historians: The Hebrew Bible and history*. San Francisco: Harper & Row, 1988.

Oct. 10 NO CLASS (Monday class schedule in effect)

*** FIRST PAPER DUE AT NOON IN HERTER 624 ***

For this paper, choose one of the *secondary* sources that you have read for this course (either required or recommended reading). Find a reasonably long review of the book in a scholarly journal. In approximately ten pages (2500 words), write a review of the review. Assess the review’s audience, the reviewer’s position and qualifications, how accurately the book is summarized, and how fair the critique of the book is. If the review is mostly positive, do you think the book warrants such praise? If mostly negative, does it deserve the criticism leveled at it? How does the reviewer assess the book’s contribution to the literature? Your paper should not simply be a list of answers to these questions; it should be a coherent whole. This paper will develop your ability to read critically and evaluate others’ judgments of a work that you have read.

As you are writing the paper, consider how to apply the concepts in *The craft of research* to your analysis: audience (part 1); topics, questions, problems, and sources (part 2); claims, evidence, warrants, and qualifications (part 3); and organization and style (part 4). These concepts should give you a set of tools for analyzing the book and review that you choose; you should also use those tools in writing your paper.

Please attach a copy of the review to your paper.

Your paper should follow the format specified by Turabian (a separate title page is not necessary). Papers that do not follow this format will not be accepted.

Oct. 17 **Early Christian historiography**Required reading:

Eusebius, *History of the Church*.

Kelley, *Faces*, ch. 4.

Momigliano, *Classical foundations*, pp. 132-156.

Suggested reading:

Breisach, *Historiography*, chapter 8.

Kelley, *Versions*, pp. 117-166.

Augustine, *City of God* (many editions and translations).

Chesnut, Glenn F. *The first Christian histories: Eusebius, Socrates, Sozoman, Theodoret, and Evagrius*. 2nd ed. Macon, GA: Mercer University Press, 1986.

Oct. 24 **Medieval Christian historiography**Required reading:

Bede, *History of the English Church and people*.

Kelley, *Faces*, ch. 5.

Suggested reading:

Breisach, *Historiography*, chapter 9.

Kelley, *Versions*, pp. 167-217.

Goffart, Walter A. *The narrators of barbarian history, AD 550–800: Jordanes, Gregory of Tours, Bede, and Paul the Deacon*. Princeton: Princeton University Press, 1988.

Partner, Nancy F. *Serious entertainments: The writing of history in twelfth-century England*. Chicago: University of Chicago Press, 1977.

PART III: FROM HUMANISM TO ENLIGHTENMENT**Oct. 31** **The Renaissance sense of history**Required reading:

Valla, *Treatise on the Donation of Constantine*.

Burke, Peter. *The Renaissance sense of the past*. New York: St. Martin's Press, 1970. **(Reserve)**

Suggested reading:

Breisach, *Historiography*, chapter 10.

Greene, Thomas M. *The light in Troy: Imitation and discovery in Renaissance poetry*. New Haven: Yale University Press, 1982.

Nov. 7 **Humanist historiography I**Required reading:

Bruni, *History of the Florentine people* (**selections** to be announced).

Kelley, *Faces*, ch. 6.

Struever, Nancy S. *The language of history in the Renaissance: Rhetoric and historical consciousness in Florentine humanism*. Princeton: Princeton University Press, 1970. **(Reserve)**

Suggested reading:

Breisach, *Historiography*, chapter 11.

Kelley, *Versions*, pp. 218-271.

Cochrane, Eric. *Historians and historiography in the Italian Renaissance*. Chicago: University of Chicago Press, 1981.

Landfester, Rüdiger. *Historia magistra vitae: Untersuchungen zur humanistischen Geschichtstheorie des 14. bis 16. Jahrhunderts*. Genève: Librairie Droz, 1972.

Gilbert, Felix. *Machiavelli and Guicciardini: Politics and history in sixteenth-century Florence*. Princeton: Princeton University Press, 1965.

*** SECOND PAPER DUE AT THE BEGINNING OF CLASS ***

For the second paper, choose either Eusebius or Bede and write a ten-page (2500 word) essay that examines the influence of both classical and Hebrew historiography on their historical writing. Consider the scope of history, analysis of causation, method, and purpose of history writing. This paper will develop your skills in historical analysis and use of sources. As before, you should follow the formatting rules in Turabian.

Nov. 14 Humanist historiography II

Required reading:

Guicciardini, *History of Italy*, through p. 190.

Ranke, Leopold von. "Critique of Guicciardini." In Ranke, *The secret of world history: Selected writings on the art and science of history*, ed. Roger Wines, pp. 77-98. New York: Fordham University Press, 1981. **(Reserve)**

Kelley, *Faces*, ch. 7.

Suggested reading:

Breisach, *Historiography*, chapter 12.

Kelley, *Versions*, pp. 272-369.

Cochrane, Eric. *Florence in the forgotten centuries, 1527-1800: A history of Florence and the Florentines in the age of the grand dukes*. Chicago and London: University of Chicago Press, 1973. (Chapter 2 is on the historian Scipione Ammirato.)

Kelley, Donald R. *Foundations of modern historical scholarship: Language, law, and history in the French Renaissance*. New York: Columbia University Press, 1970.

Huppert, George. *The idea of perfect history: Historical erudition and historical philosophy in Renaissance France*. Urbana and Chicago: University of Illinois Press, 1970.

Levine, Joseph M. *Humanism and history: Origins of modern English historiography*. Ithaca and London: Cornell University Press, 1987.

Nov. 21 Erudition, antiquarianism, criticism, and historyRequired reading:

Bayle, *Historical and critical dictionary*: Introduction; articles on Abimelech, Bonfadius, Bunel, Chrysis, David, Jonas, Jupiter, Manicheans, Rufinus; Clarifications (pp. viii-xxix, 3-15, 30-42, 44-63, 104-119, 144-153, 255-264, 395-444). Read other articles if you have time.

Kelley, *Faces*, ch. 8.

Grafton, Anthony. "The Renaissance." In *The legacy of Rome: A new appraisal*, edited by Richard Jenkyns. Oxford: Oxford University Press, 1992. **(Reserve)**

Momigliano, *Classical foundations*, pp. 54-79.

Momigliano, Arnaldo. "Ancient history and the antiquarian." In Momigliano, [Primo] *Contributo alla storia degli studi classici*, pp. 67-106. Roma: Edizioni di storia e letteratura, 1955 (reprinted 1979). Essay reprinted in *Studies in historiography*, New York: Harper & Row, 1966. **(Reserve)**

Suggested reading:

Kelley, *Versions*, pp. 370-438.

Barkan, Leonard. *Unearthing the past: Archaeology and aesthetics in the making of Renaissance culture*. New Haven: Yale University Press, 1999.

Cunnally, John. *Images of the illustrious: The numismatic presence in the Renaissance*. Princeton: Princeton University Press, 1999.

Grell, Chantal. *Le dix-huitième siècle et l'antiquité en France, 1680-1789*. 2 vols. Oxford: Voltaire Foundation, 1995.

Weiss, Roberto. *The Renaissance discovery of classical antiquity*. Oxford: Basil Blackwell, 1969.

Nov. 28 Enlightenment historiography I: Philosophical historyRequired reading:

Montesquieu, *Considerations*.

Voltaire. *The age of Louis XIV*. Translated by Martyn P. Pollack. London and Toronto: J. M. Dent & Sons; New York: E. P. Dutton, 1926. Read pp. 1-19, 86-102, 251-381 (chapters 1-2, 10, 24-34). **(Reserve)**

Kelley, *Faces*, ch. 9.

Suggested reading:

Breisach, *Historiography*, chapter 13.

Kelley, *Versions*, pp. 439-496.

Gay, Peter. *The Enlightenment: An interpretation*. Vol. 2, *The science of freedom*, pp. 368-396. New York: Knopf, 1969.

Muhlack, Ulrich. *Geschichtswissenschaft im Humanismus und in der Aufklärung: Die Vorgeschichte des Historismus*. Munich: C. H. Beck, 1991.

Dec. 5 Enlightenment historiography II: Gibbon's synthesisRequired reading:

Gibbon, *Decline and fall*, chapters 1-3 and 14-16.

Momigliano, Arnaldo. "Gibbon's contribution to historical method." In Momigliano, [Primo] *Contributo alla storia degli studi classici*, pp. 195-211. Roma: Edizioni di storia e letteratura, 1955 (reprinted 1979). Essay reprinted in *Studies in historiography*, New York: Harper & Row, 1966. **(Reserve)**

Suggested reading:

Breisach, *Historiography*, chapter 14.

O'Brien, Karen. *Narratives of Enlightenment: Cosmopolitan History from Voltaire to Gibbon*. New York: Cambridge University Press, 1997.

Pocock, J. G. A. *Barbarism and religion*. 2 vols. Cambridge: Cambridge University Press, 1999.

Dec. 12 Conclusion: Ranke and the foundation myth of professional historyRequired reading:

Grafton, *The footnote*.

Kelley, *Faces*, ch. 10.

Suggested reading:

Breisach, *Historiography*, chapters 15-16.

Kelley, *Versions*, pp. 497-504.

Dec. 18 FINAL PAPER DUE AT 5 PM IN HERTER 624

I will be in my office from 2:30 to 5 PM to collect papers. Please note this is a **Tuesday**, not a Wednesday.

For the final paper, discuss the relationship between modern historical practice (as reflected in your undergraduate historical studies and your other graduate courses) and the Western historiographic tradition from ancient Greece and Israel through the eighteenth century. Focusing on the scope, method, explanatory principles, and purpose of historical inquiry, assess what is new and what is not. You might want to choose two or three contemporary examples of historical writing to provide a concrete point of comparison with the tradition through the Enlightenment. This paper will develop your skills of analysis and synthesis.

If you are not a history student, talk with me about a different final paper if you think it would be more appropriate to your interests and program of studies.

Appendix: A brief introduction to the profession of history

One task of this seminar is to introduce students to the profession of history at the beginning of the twenty-first century. As graduate students, you are making a commitment to the profession that undergraduates do not make, and it behooves you to learn about that profession. Professionalization involves both intellectual and cultural commitments. This appendix provides a brief guide to some of those commitments, with suggested reading. Items marked with an asterisk (*) are the most important.

Writing

History is located in the disputed borderlands between the social sciences and the humanities. Many historians pride themselves on being able to draw on the explanatory power of social science while still communicating their results clearly and effectively to a general audience. To do so, historians must think and write clearly. The following handbooks and guides will help you do so.

A graduate student's writing library

- *Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The craft of research*. Chicago: University of Chicago Press, 1995. ISBN 0-226-06584-7. An excellent guide to research from the perspective of rhetoric.
 - *Turabian, Kate. *A manual for writers of term papers, theses, and dissertations*. 6th ed. Revised by John Grossman and Alice Bennett. Chicago: University of Chicago Press, 1996. The nuts and bolts of formatting papers, writing footnotes, using abbreviations, etc. Your papers should follow Turabian's guidelines.
 - *Williams, Joseph M. *Style: Ten lessons in clarity and grace*. New York: Longman, 2000. ISBN 0-673-98243-2. The best guide to improving your writing style. Unlike Strunk and White and many other guides, Williams explains his principles and provides exercises.
- The American Heritage book of English usage*. Boston and New York: Houghton Mifflin, 1996. ISBN 0-395-76785-7. This is an inexpensive, up-to-date guide to grammar, word choice, gender, pronunciation, and other difficulties. There are many other usage books out there, some hoary with age but still authoritative (e.g. H. W. Fowler, *Modern English usage*).
- Kaye, Sanford. *Writing under pressure: The quick writing process*. New York: Oxford University Press, 1989. Useful tips for those times when you need to write quickly and effectively.
- Miller, Casey, and Kate Swift. *The handbook of nonsexist writing*. 2nd ed. New York: Harper & Row, 1988. ISBN 0-06-096238-0. An eye-opener for anyone who still thinks that "man"="person."

Cognate disciplines

History has always borrowed from the methods of other disciplines. At present, the most important of those disciplines are anthropology, sociology and social theory, and literary criticism; I also think that philosophical training is immensely useful for historians. At the very least a practicing historian should be familiar with the concepts set out in the following books. These suggestions are for the beginner in these fields. For further suggestions, see the syllabus for my graduate seminar on Philosophy of History, available on my website.

Suggested reading

- *Blackburn, Simon. *Think: A compelling introduction to philosophy*. Oxford and New

York: Oxford University Press, 1999. Overview of important philosophical questions since Descartes, written for the intelligent general reader.

———. *Being good: A brief introduction to ethics*. Oxford and New York: Oxford University Press, 2001. Short account of the problems of ethical inquiry.

Berger, Peter, and Thomas Luckmann. *The social construction of reality: A treatise in the sociology of knowledge*. New York: Anchor Books, 1990. Originally published 1966. ISBN 0-385-05898-5. Introduction to a branch of sociology that is particularly useful for cultural and intellectual historians.

Fish, Stanley. *Is there a text in this class? The authority of interpretive communities*. Cambridge, MA, and London: Harvard University Press, 1980. Collection of essays on interpretation, leaning toward postmodernism; highly readable and enjoyable.

Geertz, Clifford. *The interpretation of culture: Selected essays*. New York: Basic Books, 1973. Classic text in cultural anthropology, focusing on understanding cultures on their own terms.

*Williams, Raymond. *Keywords: A vocabulary of culture and society*. Revised ed. New York: Oxford University Press, 1983. ISBN 0-19-520469-7. Brief histories of important concepts for social analysis, e.g. family, class, science.

Professional concerns

History is not just a scholarly discipline; since the nineteenth century it is also a profession, and part of the broader profession of college and university professing. Part of graduate study involves learning the expectations and norms of the profession. Though much of this knowledge is picked up tacitly in the course of study, it is also worth reflecting on; furthermore, there are certain aspects of professionalization that don't necessarily occur to beginning graduate students. Here are a few tips in that area.

Historical journals

Books are still important means of professional communication in history (unlike most of the sciences), but journal articles are also important. Journal articles are where historians stake out new positions, present the results of their work in progress, or challenge the claims of their peers. Journals also provide important venues for reviewing books.

Most journals are published quarterly, though there are many exceptions. You should regularly read the leading journals in your area of interest and the *American Historical Review* (*AHR*), the leading general history journal in this country. Current journals are kept in the current periodicals room on the second floor of DuBois library; they cannot leave the room but there are several photocopiers in the reading room. The "Communications" section of the *AHR* often provides valuable insight into the values and ethics of the profession (most communications to the *AHR* are complaints about its book reviews).

Mailing lists and online discussion groups

Historians have entered the electronic age; you can find a mailing list for almost any conceivable historical period and approach. H-Net History and Humanities Online, <www.h-net.msu.edu>, is an umbrella group that sponsors dozens of historical and humanities mailing lists. The H-Grad list, reserved for graduate students, is a useful source of support. I urge history graduate students to join H-Grad and to lurk on one or two other mailing lists in their area of interest.

Professional associations

Several professional associations serve the needs of historians. The American Historical Association is the largest and currently enrolls about 18,000 members in all areas of historical research. AHA members receive a subscription to the *AHR* and the association's

newsletter *Perspectives*, and discounted subscriptions to many other publications. I encourage history department graduate students in this seminar to join the AHA. Current dues for graduate students are \$33/year. Depending on your interests, you might also consider joining another association, such as the Renaissance Society of America, the Sixteenth-Century Studies Conference, the American Society for Eighteenth-Century Studies, or the Organization of American Historians. If you are a teacher or plan a career in teaching—including college teaching—you might consider joining the Society for History Education, publisher of *The History Teacher*, a quarterly journal on historical pedagogy.

Conferences and meetings

Historians gather frequently to present their research and network in meetings and conferences. Some national meetings, such as the AHA Annual Meeting, attract thousands of historians; other national meetings sponsored by more focused groups, such as the History of Science Society or Society for French Historical Studies, attract several hundred. Many regional associations sponsor smaller, more intimate meetings.

The New England Historical Association (NEHA) meetings, held in the spring and fall, are good places to meet other historians in the area and, when the time comes, to present your own research. NEHA is open to any historian living or working in New England on any period or region; it is not limited to the history of New England. Meetings last one day, registration is inexpensive, and the atmosphere is supportive.

In addition to national and regional meetings, conferences and symposia are regularly held on specific topics. Sometimes organized by colleges or departments, sometimes by professional societies, sometimes by libraries, these small meetings allow specialists to gather and discuss their research. You probably won't attend these conferences unless you are an advanced Ph.D. student, but you should be aware of their existence.

Other issues and concerns

If you are a TA, you are probably a member of GEO. Keep up to date on contract negotiations and other issues. The university depends on graduate teaching assistants to fulfil its teaching mission; if you are a TA, you should consider yourself an employee of the university as well as a student in the history department.

You can keep up to date on professional issues through a couple of publications: the *Chronicle of Higher Education*, a weekly newspaper on colleges and universities, and *Academe*, the magazine of the American Association of University Professors (AAUP). The AAUP developed the current guidelines on tenure, academic freedom, and other professional issues affecting faculty and graduate students; it is increasingly concerned with the rise of part-time and adjunct faculty and the corporate model of university administration. The AAUP censures institutions that violate its guidelines on academic freedom and tenure; its reports on such cases make instructive reading.

However, don't spend so much time on professional issues and concerns that you neglect your intellectual training, which is both the gateway to the profession and its *raison d'être*.

Suggested reading

Boufis, Christina, and Victoria C. Olson, eds. *On the market: Surviving the academic job search*. New York: Riverhead Books, 1997. An honest (and therefore rather depressing) look at candidates' experiences in the current job market, tips for the job search, advice on alternate careers, and reflections on identity politics and the state of the academy.

Caplan, Paula J. *Lifting a ton of feathers: A woman's guide for surviving in the academic world*. Toronto: University of Toronto Press, 1993. Aimed at advanced graduate students and beginning professors, this book addresses gender bias in the academy and provides advice for dealing with it. However, many of Caplan's specific suggestions

on how to succeed in academia are useful for men as well as women.

DeNeef, A. Leigh, and Craufurd D. Goodwin, eds. *The academic's handbook*. 2nd ed. Durham, NC, and London: Duke University Press, 1995. This compilation includes sections on the state of academe today, the job market, teaching and advising, and research and publication.

*Gustafson, Melanie S. *Becoming a historian: A survival guide*. 2000 edition. Washington, D.C.: Committee on Women Historians and the American Historical Association, 2001. (No ISBN.) A succinct guide to the process of professionalization, from grad school to tenure, with tips on getting on conference programs and getting published.

Heiberger, Mary Morris, and Julia Miller Vick. *The academic job search handbook*. 2nd ed. Philadelphia: University of Pennsylvania Press, 1996. The best overall guide to the academic job search. Covers everything from preparation for the market to negotiating your contract. Many sample CV's and cover letters.

**Directions to the Massachusetts Center for Renaissance Studies,
650 East Pleasant Street, Amherst MA 01002****1. By campus shuttle (10 minutes)**

From Haigis Mall, take the counter-clockwise campus shuttle (every 20 minutes). The bus marquee will read "Orchard Hill via Sylvan." Stay on the bus until you pass the Sylvan residential area, then pull the cord for a stop. You will be let off at the Tilson Farm stop. Cross Eastman Lane (the road the bus stop is on) and walk north along the shoulder of East Pleasant Street. The Center's entrance is on the west (left-hand) side of the road, about three or four minutes' walk north of the bus stop. Walk down the driveway to the Center.

2. By car or bicycle (5-15 minutes)

A. From Haigis Mall, go east on Massachusetts Avenue. Turn left at North Pleasant Street. Go north to Eastman Lane (the traffic signal). At Eastman Lane, turn right. Go east on Eastman Lane to East Pleasant Street. Turn left on East Pleasant Street. The Center is about two-tenths of a mile north, on the left-hand side of the road. Turn into the driveway and park in the lot next to the center.

B. From Amherst Center, go north on North Pleasant Street. By the Carriage Shops, N. Pleasant becomes East Pleasant; stay on East Pleasant (don't turn off toward UMass). Continue north, passing the Tilson Farm on your right and Eastman Lane on your left. The Center is about two-tenths of a mile north of Eastman Lane, on the left-hand side of the road. Turn into the driveway and park in the lot next to the center.

3. On foot (20-30 minutes)

From Haigis Mall, walk north across campus to the intersection of Governor's Drive, Eastman Lane, and North Pleasant Street. Walk east up Eastman Lane to the intersection with East Pleasant Street. Turn left (north) and walk along the shoulder for about three or four minutes. The Center's entrance is on the left. Walk down the driveway to the Center.

Historiography is the study of the methods of historians in developing history as an academic discipline, and by extension is any body of historical work on a particular subject. The historiography of a specific topic covers how historians have studied that topic using particular sources, techniques, and theoretical approaches. Scholars discuss historiography by topic—such as the historiography of the United Kingdom, that of WWII, the British Empire, early Islam, and China—and different approaches and... European politics, philosophy, science and communications were radically reoriented during the course of the 18th century (1685-1815) as part of a movement referred to by its participants as the Age of Reason, or simply the Enlightenment. Enlightenment thinkers in Britain, in France and throughout Europe questioned traditional authority and embraced the notion that humanity could be improved through rational change. The Enlightenment produced numerous books, essays, inventions, scientific discoveries, laws, wars and revolutions. The American and French Revolutions were directly inspired by Enlightenment ideals and respectively marked the peak of its influence and the beginning of its decline. The Enlightenment ultimately gave way to 19th-century Romanticism. He has written variously on Ancient History and Historiography, Judaism in Antiquity, Greek Writers from Palestine, and the Nachleben of the Classics, and is the author of several articles dealing with death of Socrates compared with that of Cato the Younger. Deborah Levine Gera is Senior Lecturer in Classics at the Hebrew University of Jerusalem. The Enlightenment was both a movement and a state of mind. The term represents a phase in the intellectual history of Europe, but it also serves to define programs of reform in which influential literati, inspired by a common faith in the possibility of a better world, outlined specific targets for criticism and proposals for action. The special significance of the Enlightenment lies in its combination of principle and pragmatism. Consequently, it still engenders controversy about its character and achievements. Two main questions and, relating to each, two schools of thought can be identified. Although most modern interpreters incline to the latter view in both cases, there is still a case for the French emphasis, given the genius of a number of the philosophes and their associates.