

History 293-002

Seminar on Historical Method

Fall ??

M 12:30-3:10, HLT 286

Jeffrey Merrick, HLT 313, ✉ jmerrick@uwm.edu [MWF], ☎ 4924, 📍 ?? and by appointment

☞ If you do not send your message from your UWM account, it will get lost in SPAM.

Objectives

As a General Education course in Humanities and a methods course in History, 293 has multiple objectives. You should acquire the ability or improve your ability to

- analyze texts, images, data, and objects
- read primary and secondary sources carefully and critically
- see texts, events, and episodes in larger contexts
- understand history as process as well as product
- evaluate multiple interpretations of the past
- use evidence to construct an argument
- write correctly, coherently, and analytically
- use library resources
- locate printed and electronic research materials.

Policies

For policies concerning students with disabilities, religious observances, students called to military duty, incompletes, discriminatory conduct, academic misconduct, complaint procedures, grade appeal procedures, and final exams, go to www.uwm.edu/Dept/SecU/SyllabusLinks.pdf. For more about plagiarism, go to <http://www.uwm.edu/Libraries/guides/style/plagiarism.html>.

☞ No electronic devices in class!

☞ If you miss class, it is your responsibility to find out about any announcements and assignments you might have missed.

Requirements

Reading assignments and use of dictionary

Regular attendance AND participation in discussion

Use of electronic mail (I will use and you may use the course reflector to communicate with everyone enrolled in the course: History293-list@uwm.edu. If you do not use your UWM account, have messages forwarded to the account you do use.)

8 notes

Writing sample

2 analytical essays (double-spaced in 12-point type on 8½x11 paper with 1-inch margins and foot or end-notes in University of Chicago style) and optional rewrites

5 library exercises and Archives exercise

☞ Sample, exercises, and essays must be submitted in paper form.

On library exercises, you will receive ✓, which means OK, or x, which means you need to make corrections. You may resubmit corrected library exercises at any time, up until the deadline toward the end of the semester.

On essays, you will receive marks (+ or ✓ or -) for and comments about analysis, organization, and writing, abbreviated A O W, as well as a letter grade. A large W means please go to the Writing Center (<http://www.uwm.edu/Dept/English/wcenter/>). When you rewrite, first, rethink the analysis. Second, revise the organization. Third and last, redo the sentences. The grade on the rewrite will replace the grade on the original, but if you do not change the paper substantially, your grade will not change.

Grading

Participation (☞ NOT just attendance)	25%
Library exercises	25%
Essays	50%

☞ Essays will be marked down one grade per weekday for lateness. If you do not turn in your essay before the next class, 25% of your grade = 0.

☞ You cannot pass the course if you do not submit both essays.

Readings

Unless indicated otherwise, the readings are available on e-reserve. Print them out, mark them up, and bring them to class.



Sep 3 Introductions

Sep 10 14 July I

Read:

Jacques Godechot, "Bastille," in *Historical Dictionary of the French Revolution, 1789-1799*, ed. Samuel Scott and Barry Rothaus, 2 vols. (Westport: Greenwood Press, 1985), 1: 68-71.

Bring to class: **Notes #1.**

Mark names, events, and terms not familiar to you and not explained in the text. What more do you want or at least need to know in order to understand 14 July 1789? Do these pages provide an adequate explanation of causes and consequences? What issues do you think historians have disagreed about?

Bring to class: **Object** produced before your birth.

Sep 17 14 July II & Library I

Read:

Textbook accounts of 14 July 1789 [folder 5-6].

Bring to class: **Notes #2.**

Make a list of differences (in causes, events, and consequences, as well as organization) between the accounts.

Bring to class: **Research topic**, not too general and not too specific.

The French Revolution is too general. The French Revolution in Bordeaux or Lyon is too specific. Women in the French Revolution is ok. Nothing after 1975, please.

☞ Choose your topic carefully. You should have some knowledge of as well as interest in it, and you must be able to investigate it by using resources in the UWM library. You will not have to write a research paper in this course, but you will have to go through many of the motions. You will use the library catalogue, reference works, databases, and bibliographies to locate general information, articles, books, primary sources, and answers to questions.

☞ For library FAQ, go to <http://www.uwm.edu/Libraries/help/>

Sep 22 Library exercise #1 [folder 8] due in my mailbox by noon

Sep 24 14 July III

Read:

1. Alice Gérard, "Lefebvre, Georges," in *Great Historians of the Modern Age*, ed. Lucien Boia (Westport: Greenwood Press, 1991), 247.

2. Georges Lefebvre, *The Coming of the French Revolution*, trans. R. R. Palmer (Princeton: Princeton University Press, 1947), 110-22.

3. Charles Olivier-Carbonell, "Guizot, François," in *Great Historians*, 242-3.

4. François-Pierre-Guillaume Guizot, *The History of France from the Earliest Times to 1848*, trans. Robert Black, 8 vols. (New York: American Publishers Corporation, 1869-78), 6: 16-21.

5. Jack Censer, "Prudhomme, Louis-Marie," in *Historical Dictionary*, 2: 797.

6. Louis-Marie Prudhomme, "A Detailed Account of Tuesday July 14th," in Jacques Godechot, *The Taking of the Bastille, July 14th, 1789*, trans. Jean Stewart (New York: Charles Scribner's Sons, 1970), 321-6.

Bring to class: **Notes #3**, complete with specific references to passages in the readings.

Do these accounts include/exclude the same topics and facts? How are they packaged and organized? Identify several specific matters of fact and compare coverage and treatment. Do these accounts assess the causes and consequences of 14 July in the same way? What kind of

language do they use? How objective are they? What do the authors want you to learn about and from 14 July? What do their biographies have to do with their accounts?

Due in class: **Writing sample**

500 words on the ways in which Prudhomme, Guizot, and Lefebvre handle the subject of popular violence in their accounts (not articles) of July 14 (not the French Revolution as a whole) and what difference the differences make

☞ Use present tense and indicate word count.

Oct 1 Library II

☞ For internet research, including directories and evaluation of websites, go to <http://www.uwm.edu/Libraries/subjects/reference.html#internet>.

Oct 6 Library exercise #2 [folder 11] due in my mailbox by noon

Oct 8 14 July IV

Read:

1. Douglas Johnson, "Jules Michelet," in *The Blackwell Dictionary of Historians*, ed. John Cannon (New York: Blackwell Reference, 1988), 277-8.
2. Jules Michelet, *History of the French Revolution*, trans. Charles Cocks, ed. Gordon Wright (Chicago: University of Chicago Press, 1967), 149-80.
3. Thomas Kaiser, "Hippolyte Taine," in *Historical Dictionary*, 2: 926-8.
4. Hippolyte Taine, *The Origins of Contemporary France*, trans. John Durand, ed. Edward Gargan (Chicago: University of Chicago Press, 1974), 96-124.

Bring to class: **Notes #4**, complete with specific references to passages in the readings.

How do Michelet and Taine describe the identity, nature, motives, and behavior of the people? What kinds of language, imagery, metaphors do they use? How do they portray the aftermath and assess the consequences of the attack? How do the ends of the accounts embody their views of the Revolution? What do they want their contemporaries to learn from 14 July?

Due in class: 1500-word **analytical essay** on the ways in which Michelet and Taine END (☞ from the surrender of the Bastille to the end of the assigned reading = Michelet, 176-80, and Taine, 118-24) their accounts and what difference the differences make

☞ Use present tense, indicate word count, include bibliography, and attach checklist [folder 13].

Oct 15 Library III

Oct 22 Library exercise #3 [folder 15] due in my mailbox by noon

Oct 29 14 July V

Read:

“A Day in the French Revolution: July 14, 1789,” in *Discovering the Western Past*, ed. Merry Wiesner-Hanks et al., 2 vols., 2nd ed. (Boston: Houghton Mifflin, 1993), 2: 104-30.

Bring to class: **Notes #5**, complete with specific references to passages in the readings.
How would you use these materials to teach this subject?

Due in class: **Rewrite** of first essay, along with original version

☞ No rewrites will be accepted after this date.

Nov 5 14 July VI

Read:

“The Attackers” and “The Besieged,” in *The French Revolution*, ed. Philip Dawson (Englewood Cliffs: Prentice-Hall, 1967), 34-46.

Bring to class: **Notes #6**, complete with specific references to passages in the readings.
Study the objectives, contents, and rhetoric of these texts carefully. What claims do “the attackers” and “the defenders” make about the reliability of their accounts, and what types of evidence do they present? How does Beffroy de Reigny construct his version and interpret the meaning of 14 July? How do the Invalides agree/disagree with his version?

Due in class: **Library exercise #4*** [folder 17]

Nov 12 14 July VII

1. J. F. Boshier, *The French Revolution* (New York: W. W. Norton, 1988), 147-50 (☞ ending with “a result of royalist conspiracy”) + notes [folder 18].
2. William Doyle, *The Oxford History of the French Revolution* (Oxford: Oxford University Press, 1989), 108 (☞ beginning with “The changes could hardly have been more ill timed”) -11 + notes [folder 18].
3. George Rudé, *The French Revolution* (London: Weidenfield and Nicolson, 1988), 53 (☞ beginning with “The contribution of the sans-culottes”) -8 (☞ ending with “an ‘aristocratic plot’”) + notes (??).
4. Simon Schama, *Citizens: A Chronicle of the French Revolution* (New York: Knopf, 1989), 399-406 (section entitled “The Fourteenth of July 1789”).
5. D. M. G. Sutherland, *France, 1789-1815: Revolution and Counterrevolution* (London: Fontana, 1985), 63-8 (section entitled “The Fall of the Bastille”).

Bring to class: **Notes #7**, complete with specific references to passages in the readings.

Due in class: 1500-word **analytical essay** on ONE theme, e.g. representation of the people, in the

five accounts and what difference the differences make

☞ Organize your analysis of the historians in a way that makes sense for your purposes, not in alphabetical order as above. Use present tense, indicate word count, include bibliography, and attach checklist [folder 19].

Nov 22 14 July VIII

Read:

Hans-Jürgen Lüsebrink and Rolf Reichardt, *The Bastille: A History of a Symbol of Despotism and Freedom*, trans. Norbert Schürer (Durham: Duke University Press, 1997), 38-78.

Wikipedia articles on “Bastille” and “Storming of the Bastille”

Bring to class: **Notes #8**, complete with specific references to passages in the readings. Compared with the accounts by Bosher, Doyle, Rudé, Schama, and Sutherland, what kind of history have Lüsebrink and Reichardt written? What questions have they asked? How does their work enhance your understanding of July 14?

Nov 29 Library IV

Due in class: **Archives exercise** [folder 21-4]

Dec 3 TBA

Due in class: **Rewrite** of second essay, along with original version

☞ No rewrites will be accepted after this date.

Due in class: **Library exercise #5** [folder 20] **and revised #1-4**

Dec 10 Conclusions

Read:

“Day of Wines and Bunting: 200th Anniversary for France,” *New York Times*, 15 July 1989.

“Bastille Day—What a Load of Bunk,” *Washington Post*, 15 July 1989.

University of Chicago style

N = Foot/endnote form

☞ If a note refers to

the same source as the preceding one, use *Ibid.*, #.

a source cited in a previous one, use short form = Last name, Short title, #.

B = Bibliography form

= page number

Article in journal

N Jeffrey Merrick, "Louis XV's Deathbed Apology," *European History Quarterly* 38 (2008): # .

B Merrick, Jeffrey. "Louis XV's Deathbed Apology." *European History Quarterly* 38 (2008): 205-26.

Article in collection

N Jeffrey Merrick, "Death and Life in the Archives: Patterns of Attitudes to Suicide in Eighteenth-Century Paris," in *Suicide in the Modern Western World: Historical Perspectives*, ed. David Wright and John Weaver (Toronto: University of Toronto Press), #.

B Merrick, Jeffrey. "Death and Life in the Archives: Patterns of and Attitudes to Suicide in Eighteenth-Century Paris." In *Suicide in the Modern Western World: Historical Perspectives*, ed. David Wright and John Weaver, 73-90. Toronto: University of Toronto Press, 2008.

Book

N Jeffrey Merrick, *Order and Disorder under the Ancien Régime* (Cambridge: Cambridge Scholars Publishing, 2007), #.

B Merrick, Jeffrey. *Order and Disorder under the Ancien Régime*. Cambridge: Cambridge Scholars Publishing, 2007.

Text in book

N Olympe de Gouges, "The Declaration of the Rights of Woman," in *The French Revolution and Human Rights: A Brief Documentary History*, ed. Lynn Hunt (Boston: Bedford Books, 1996), #.

B Gouges, Olympe de, "The Declaration of the Rights of Woman." In *The French Revolution and Human Rights: A Brief Documentary History*, ed. Lynn Hunt, 124-9. Boston: Bedford Books, 1996

☞ Titles of journals and books must be italicized or underlined..

☞ For additional forms see Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, or *The Chicago Manual of Style*, both available in the Reference Room, or <http://www.wisc.edu/writing/Handbook/DocChicago.html>.

Your job is not to summarize by telling the reader what the text tells you, in the same order that you read it, but to analyze by making a point about the text for the reader, in some order that makes sense for your purposes. Make sure you know what point you want to make and make it effectively.

Do not begin or conclude with generalizations about history. The introduction should define the topic and give the reader some sense of how the paper is organized. Use paragraphs, introduced by transitional topic sentences, to structure your analysis. Do not fragment your paper into too many little paragraphs. Do not conclude by merely restating what you have already written.

Extract relevant material from the text, but use quotations selectively, not to present information but when you have something to say about the words you quote. Quotations do not speak for themselves, so you must explain what significance you attribute to them. Do not introduce them with weak words like “X says” and set them off by colons. Frame them with words that integrate them as much as possible into your own prose. Reproduce quotations exactly from the texts. Note any deletions or additions appropriately.

Make sure your sentences make sense and follow one another logically. Choose the best words, both lexically and syntactically, to express your meaning. Avoid awkwardness in wording, the single most common problem in most papers.

A	antecedent
C	contraction
D	disagreement
F	fragment
FP	first person
LC	lower case
P	passive voice
Q	quotation
RO	run-on sentence
SI	split infinitive
SL	sexist language
T	topic sentence
UC	upper case
VT	verb tenses
	parallelism
[]	wording or awkwardness

✓ means ok

✗ means fix it

