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HSTR 400.02: Historical Research Seminar: Ideas and Movements in European and American History

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HSTR 400 Historical Research Seminar: Ideas and Movements in European and American History (Advanced Writing Course) Spring 2023, T 2:00-4:50

Professor Richard Drake

Classroom: ED 241

CRN: 33165

Meeting Time: Tuesday 2:00-4:50

Office Hours: MWF 1:00-2:00 and by appointment

Office: Main Hall 314

richard.drake@umontana.edu

Recording Policy for This Class

Our classes will not be recorded or posted. I expect students to attend all our class meetings. If you must miss a class, please obtain notes from another student. It is imperative that we create a classroom environment conducive to the safe and free expression of ideas during class discussions.

Course Description

In *How to Write History*, the first systematic analysis of what a work of history should entail, Lucian (120-190 A.D.) enumerated the abiding methodological concerns of the historian: “how to begin, how to arrange the material, the proper proportions for each part, what to leave out, what to develop, what it is better to handle cursorily, and how to put the facts into words and fit them together.” Our task in this course is to learn how these questions have been asked and answered in the fields of European and American cultural and intellectual history. In *American Labyrinth: Intellectual History for Complicated Times* (2018), editors Raymond Haberski, Jr., and Andrew Hartman identify a trend that is characteristic today of both fields: the increasing attention paid to non-elites. Intellectual and cultural historians traditionally have written about the almost entirely white male world of elite thinkers, taking primarily a text-based approach in their work. In the Haberski-Hartman anthology, however, we find chapters on gym culture, popular film, and entrepreneurship as representative examples of the new configuration in American intellectual and cultural history. In recent years, there has been a dramatic shift toward a more popular reconceptualization of intellectual and cultural research topics, particularly regarding the hitherto relatively neglected history of women. We will survey the aims and research methods of both the old and the new schools of thought about how to write American and European cultural and intellectual history.

Goal of the Course

We aspire to produce research papers of publishable quality, twenty pages for undergraduates, thirty pages for graduate students—exclusive of notes and bibliography. The sooner you develop your idea for a paper, the better. In the second week of the semester, I will begin to solicit ideas from you about your research projects. Thereafter, every meeting will require some additional specificity in the development of an original idea about the research materials you have chosen to study. To reach our goal, we must acquire a general understanding of how cultural and intellectual historians work. The first five meetings will consist of group discussions, based on reading assignments, about the classic and the more recent approaches. The required reading mainly will be Christopher Lasch's *The True and Only Heaven: Progress and Its Critics* and the Haberski-Hartman anthology. Practiced in European as well as American cultural and intellectual history, Lasch epitomized the classic style in both these fields. *American Labyrinth* will be used as the basis for our discussion of recent paradigms for cultural and intellectual historians. Interspersed with these discussions, we will refer to selected topics in the 9th edition of Kate Turabian's *A Manual for Writers of Research Papers, Theses and Dissertations*. We also will spend time with Natalie Bond, Government Information Librarian at the Mansfield Library, will give a presentation on the use of library resources in historical research.

Readings

Christopher Lasch, *The True and Only Heaven: Progress and Its Critics* (New York: W.W. Norton & Company, 1991)

Raymond Haberski, Jr., and Andrew Hartman, eds., *American Labyrinth: Intellectual History for Complicated Times* (Ithaca and London: Cornell University Press, 2018)

Kate Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, 9th edition (Chicago: University of Chicago Press, 2018)

These books will be available for purchase in the University Bookstore.

Grading

Attendance and Participation: 20%

Five-page review of Lasch and Haberski-Hartman: 20%

Finished Research Paper (including all preparatory assignments): 60%

All assignments must be handed in on time. Lateness, without a valid excuse, will result in a reduction of your grade. Deadlines must be met for individual assignments pertaining to the research paper. Each missed deadline will result in 5% reduction in the research paper grade.

Help with Writing

The University of Montana's Writing and Public Speaking Center is a valuable resource. Take advantage of the opportunities provided there to consult with tutors on framing your arguments and presenting them in a compelling way. Lommasson Center 271, (243-2266) www.umt.edu/writingcenter.

Plagiarism

Misrepresenting the work of others as your own would result in a failing grade for this course. I expect you to present your own ideas in your own words. For more information on the subject of academic honesty, consult the [Student Conduct Code](#).

Accessibility

The University of Montana assures equal access to instruction for all students. If you have a disability adversely affecting your academic performance, please register with the Disability Services Center (DSC), located in Aber Hall 1st Floor (243-2243). The DSC staff is expert in helping to arrange modifications for students who need them.

Schedule of Meetings

Week 1, January 17: Introduction and Expectations

Assignment due next week: course readings

Week 2, January 24: Finding a Research Topic

Discussion of course readings:

Lasch, *True and Only Heaven*, Preface, pp. 13-17, Ch 1, "Introduction," pp. 13-39; Ch. 2, "The Idea of Progress Reconsidered," pp. 40-81

Haberski-Hartman, *American Labyrinth*, Introduction, pp. 1-10; Section I, "Mapping American Ideas," pp. 11-54

Turabian, Ch 1, "What Research Is and How Researchers Think about It," pp. 5-9; Ch. 2, "Defining a Project," pp. 10-24

Assignment due next week: course readings

Week 3, January 31: Discussion and Research Methodology

Natalie Bond, Government Information Librarian at the Mansfield Library, will give a presentation on the use of library resources in historical research at 2:00 in the Mansfield Library's Buckhous Room (MLIB 284) on Level 2 of the building. Following her presentation, we will hold the rest of our class session in the Buckhous Room.

Reading Assignment: Lasch, *True and Only Heaven*, Ch. 3, "Nostalgia: The Abdication of Memory," pp. 82-119

Haberski-Hartman, *American Labyrinth*, Section II, “Ideas and American Identities,” pp. 55-118

Turabian, Ch. 3, “Finding Useful Sources,” pp. 25-37; Ch. 4, “Engaging Your Sources,” pp. 38-50

Assignment due next week: course readings in-class oral presentation of three possible research topics

Week 4, February 7: Discussion and Research Methodology

In-class oral presentation of three possible research topics

Reading Assignment: Lasch, *True and Only Heaven*, Ch. 4, “The Sociological Tradition and the Idea of Community,” pp. 120-167; Ch. 5, “The Populist Campaign against ‘Improvement,’” pp. 168-225

Haberski-Hartman, *American Labyrinth*, Section III, “Dangerous Ideas,” pp. 119-182

Turabian, Ch. 5, “Constructing Your Argument,” pp. 51-65

Assignment for next week: course readings and one-paragraph statement regarding your research project and strategy, to be uploaded on Moodle by Friday, February 10, for class discussion

Week 5, February 14: Discussion and Research Methodology

Class discussion of one-paragraph statements regarding research projects

Reading Assignment: Lasch, *The True and Only Heaven*, Ch. 6, “No Answer but an Echo: The World Without Wonder,” pp. 226-295; Ch. 7, “The Syndicalist Moment,” pp. 296-328

Haberski-Hartman, *American Labyrinth*, Section IV, “Contested Ideas,” pp. 183-252

Turabian, Ch. 15, “General Introduction to Citation Practices,” pp. 139-148; Ch. 16, “Notes-Bibliography Style: The Basic Form,” 149-168

Assignment for next week: course readings and preliminary bibliography of primary and secondary sources, 1-2 pages, to be uploaded on Moodle by Friday, February 17, for class discussion

Week 6, February 21: Discussion

Class discussion of preliminary bibliography of primary and secondary sources

Reading Assignment: Lasch, *True and Only Heaven*, Ch. 8, “Work and Loyalty in the Social Thought of the Progressive Era,” pp. 329-368; Ch. 9, “The Spiritual Discipline Against Resentment,” pp. 369-411

Haberski-Hartman, *American Labyrinth*, Section V, “Ideas and Consequences,” pp. 253-322

Assignment for next week : course readings and ten-minute in-class presentation of your topic, research strategy, and expectations for the outcome and significance of your work.

Week 7, February 28: Presentations and Discussion

Ten-minute in-class presentations of student topics, research strategies, and expectations of outcomes for their work

Reading Assignment: Lasch, *True and Only Heaven*, Ch. 10. “The Politics of the Civilized Minority, pp. 412-475; Ch. 11, “Right-Wing Populism and the Revolt Against Liberalism,” pp. 476-532

Haberski-Hartman, *American Labyrinth*, “Conclusion,” pp. 305-321.

Turabian reading assignment and two written assignments due next week:

- 1.) five-page double-spaced review of the Lasch and Haberski-Hartman approaches to cultural and intellectual history

Compare and contrast the methods and aims of the two books.

Which of the two holds the promise for an intellectually compelling analysis of ideas and movements in European and American history? Which one will you be following in your research project for this class?

Papers must be sent to richard.drake@umontana.edu before the start of class on March 7.

- 2.) detailed hard-copy of 1-2-page outline of your project, to be presented to me at our meeting next week in my office.

Week 8, March 7: Office Meetings with Professor Drake

In place of our regular class, we will have individual meetings in my office (Main Hall 314) to discuss research projects and strategies for moving forward. A sign-up sheet will

be made available for scheduling appointments during 2-5, March 7. Please bring your 1-2-page outline to the meeting

Reading Assignment: Turabian, Ch. 6, "Planning a First Draft," pp. 66-74

Assignment for next week: Turabian reading and full bibliography of primary and secondary sources is to be posted on Moodle by Friday, March 10.

Week 9, March 14, Discussion

Discussion of full bibliography of primary and secondary sources

Reading Assignment: Turabian, Ch. 17, "Notes-Bibliography Style: Citing Specific Types of Sources," pp. 169-222

Assignment for next meeting, on March 28: continue to do research for your project

Week 10, March 21

Spring Vacation Monday, 20 March-Friday, 24 March

Week 11, March 28 Discussion

Discussion of five-page reviews

Writing problems that I noted in grading these papers

How to strengthen your writing style for the final paper and for life

Assignment for next week: Turabian reading and five-page double-spaced précis of your project to be posted on Moodle by Friday, March 31, for class discussion

Week 12, April 4: Discussion

Discussion of five-page double-spaced précis of student projects

Reading Assignment: Turabian, Ch. 7, "Drafting Your Paper," pp. 75-85

Assignment for next week: rough draft of at least ten pages for undergraduates and fifteen pages for graduate students to be posted on Moodle by Friday, April 7, for class discussion

Week 13, April 11: Discussion

Discussion of ten-page rough drafts

Reading Assignment: Turabian, Ch. 9, "Revising Your Draft," pp. 102-105

Assignment for next week: Prepare a list of concerns that you have about your project. We will have individual meetings in my office (Main Hall 314) to discuss your ten-page rough drafts. A sign-up sheet will be made available for scheduling appointments during 2-5, April 18.

Week 14, April 18: Office Meetings with Professor Drake

Discussion with individual students about the ten-page rough drafts

Continue research and writing.

Assignment due next week: Turabian reading and full rough draft of twenty pages for undergraduates or thirty pages for graduate students is to be posted on Moodle by Friday, April 21, for class discussion

Week 15, April 25: Presentations and Discussion of Rough Drafts

Discussion of full rough draft of twenty pages for undergraduates or thirty pages for graduate students

Reading Assignment: Turabian, Ch. 10, "Writing Your Final Introduction and Conclusion," pp. 106-112

Assignment due for next week: Finished papers must be sent to richard.drake@umontana.edu before class starts on May 2.

Week 16, May 2: Conclusions and Presentations

Students will present in-class ten-minute reports on their major findings.

Additional Reading Suggestions for This Course

Traditional Approaches

Henry Steele Commager, *The American Mind: An Interpretation of American Thought and Character Since the 1880s* (1950)

T. J. Jackson Lears, *No Place of Grace: Antimodernism and the Transformation of American Culture, 1880-1920* (1981)

H. Stuart Hughes, *Consciousness and Society: The Reorientation of European Social Thought* (1958)

Franklin L. Baumer, ed., *Intellectual Movements in Modern European History* (1965)

Frank M. Turner, *European Intellectual History from Rousseau to Nietzsche* (2016), lectures edited by Richard A. Lofthouse

Newer Approaches

Dominick LaCapra and Steven L. Kaplan, *Modern European Intellectual History: Reappraisals and New Perspectives* (1980)

Eric Foner, ed., *The New American History* (1990)

Samuel Moyn and Andrew Sartori, eds., *Global Intellectual History* (2013)

Joel Isaac, James T. Kloppenberg, Michael O'Brien, Jennifer Ratner-Rosenberg, eds., *The Worlds of American Intellectual History* (2016)

Darrin McMahon and Samuel Moyn, eds., *Rethinking Modern European Intellectual History* (2014)

Theoretical Literature

A vast theoretical literature enriches the field of cultural and intellectual history. To complete your work in our course, it is not necessary to immerse yourself in this literature, but as you begin to define your research topic, some of the thinkers noted below may be of assistance to you in figuring out how to proceed.

For an understanding of the theoretical underpinnings of the field, Giambattista Vico's *The New Science* (1744) is generally regarded as the most important pioneering work about the crucial importance of ideas in history. Benedetto Croce, in *History: Its Theory and Practice* (1918), describes Vico's book as "the intellectual backbone" of modern Western historiography. R. G. Collingwood's *The Idea of History* (1946) is another important work in the Vichian-Crocean tradition. A. O. Lovejoy, author of *The Great Chain of Being: A Study of the History of an Idea* (1936), is a major American historian of ideas. Hayden White's seminal book is *Metahistory: The Historical Imagination in Nineteenth-Century Europe* (1973). For the importance of Vico in his thinking, see *Giambattista Vico: An International Symposium* (1969), co-edited by White and Giorgio Tagliacozzo. In his foreword to Reinhart Koselleck's *The Practice of Conceptual History* (2002), White establishes this leading German thinker's rapport with the ideas of Vico. See also Koselleck's *Critique and Crisis* (1959) and *Futures Past: On the Semantics of Historical Time* (1979). His analysis of how historical change takes place and the making of modernity has been enormously influential in European intellectual history. His warm sympathy for the thought of Hayden White is noteworthy.

The Marxist challenge in the historiography of cultural and intellectual history is to be found in its most fully developed form in Georg Lukács, *History and Class Consciousness* (1923) and in Antonio Gramsci, *Prison Notebooks* (unexpurgated edition in 1975 in Italian; all three volumes now available in English from Columbia University Press, translation by Joseph A. Buttigieg (2011). A good anthology of Gramsci's work is to be found in *Selections from the Prison Notebooks* (1971), translated and edited by Quintin Hoare and Geoffrey Nowell Smith. For the Frankfurt School of Marxist-oriented philosophers and historians, see the work of Theodor Adorno, Herbert Marcuse, Walter Benjamin, and Jürgen Habermas. Martin Jay's *The Dialectical Imagination: A History of the Frankfurt School and the Institute of Social Research, 1923-1950* (1973) provides an excellent introduction for this group of thinkers. The most important American historian working in the Marxist tradition is William Appleman Williams, the author of *The Tragedy of American Diplomacy* (1959) and *The Contours of American History* (1961). The Williams book most germane to this course is *Empire as a Way of Life* (1980). Marxism inaugurated the trend toward social history, which has influenced the historians featured in *American Labyrinth*. Marx asked, "Where in the history books are the workers?" This question led to a host of other questions about members of the LGBTQ+ community, women, minorities, children, and other marginalized groups. The real beginnings of social history originate in Marxist concerns about the excessive narrowness of traditional historiography. E. P. Thompson's *The Making of the English Working Class* (1963) is a seminal example of social history.

The defining influence of Marxism on postmodernism comes vividly to light in Jacques Derrida's *Specters of Marx: The State of the Debt, the Work of Mourning, and the New International* (1993). Links between Marxism and postmodernism, particularly regarding hegemony theory, are also to be found in Michel Foucault's, *Discipline and Punish* (1975) and the multi-volume *History of Sexuality* (1976-1984). For an overview of postmodernism, see Alan Megill, *Prophets of Extremity: Nietzsche, Heidegger, Foucault, and Derrida* (1985). See also John P. Muller, ed., *The Purloined Poe: Lacan, Derrida and Psychoanalytic Reading* (1987). Postmodernism has been far more influential in philosophy and literature than in history.

A tradition influenced by Marxism, positively and negatively, is the sociology of knowledge school. The classic text for this approach is Karl Mannheim's *Ideology and Utopia: An Introduction to the Sociology of Knowledge* (1936). Charles Austin Beard and Mary Ritter Beard incorporated Mannheim's ideas in the second edition of *The Rise of American Civilization* (1936), an enormously influential survey of American history.

Through Mannheim's work we come to the towering figure of Max Weber whose influence on the sociology of knowledge transcends the importance even of Marx. Weber's *Essays in Sociology* (1920-1922) and *The Protestant Ethic and the Spirit of Capitalism* (1904-1905) are foundational works for modern intellectual and cultural history. For the transmission of the Weberian legacy to America, see the long introduction by C. Wright Mills for the English translation of *Essays in Sociology* (1946).

The Power Elite (1956) is Mills's best-known book, but all his work is worth reading. For debates about the social contextualization of ideas, see Quentin Skinner, "Meaning and Understanding in the History of Ideas," *History and Theory* 8, no. 1 (1969). This enormously influential essay appears in a slightly revised form in *Visions of Politics*, vol. I, *Regarding Method* (2002). On the same theme, see Robert Darnton, *The Forbidden Bestsellers of Pre-Revolutionary France* (1996) and J. G. A. Pocock, *The Machiavellian Moment: Florentine Political Thought and the Atlantic Republican Tradition*, (rev. ed. 2003). Thomas Kuhn's *Structure of Scientific Revolutions* (1962) is the major book on the sociology of science. See the related work of Michael Polanyi, *Science, Faith and Society* (1946) and *Personal Knowledge* (1958).

Richard Drake