

Twentieth Century Approaches to History  
History 400  
Spring 2016

Th, 4:15-6:45pm  
Office Hours: T, 2:30pm-3:30pm  
and Th, 10:30am-11:30am or by appointment  
Classroom: Crown Center 528

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This colloquium focuses on twentieth century historical writing, emphasizing interpretive paradigms and innovative methodologies. It examines the rise of social history and then cultural history as the dominant historical genres in the profession. In particular, the course explores the impact of social science models on the writing of history in the post-World War II era, as well as the more recent challenges posed by historians of women and gender, postmodernism, post-colonialism and transnationalism and the environment. By examining key historical works that have shaped the discipline of history, we will try to understand the profound changes in ideas about the nature of history and historical writing that have emerged over the preceding century.

Course Requirements:

**Class Participation:** Regular, active class participation is essential. Students are expected to read all assigned material and come ready to participate in class discussion. This means coming to class with questions or issues that the readings have raised for you and then sharing these ideas, questions, comments and criticisms with the class. (40% of grade)

**Reaction Papers:** There will be ten reaction papers (3-4 pages) over the course of the semester. In general, each reaction paper will cover two weeks of assigned reading. Students must complete **four** reaction papers by the end of the semester. They must write **two** of these papers by **week nine**. Reaction papers are designed to stimulate class discussion and to encourage students to compare and evaluate particular interpretive paradigms. The papers are due in class. Questions for reaction papers can be found at the end of the syllabus. (20% of grade)

**Final Paper:** Students will write an extended essay (15-20 pages) that analyzes the work of a major twentieth-century/twenty-first century historian. You will find a list of historians and guidelines for the paper assignment at the end of the syllabus. Students can choose to write on an historian that is not on this list, but the choice of the historian must be approved by me. Students must meet with me (or email me) to discuss their choice of historian by February 18. Students will also hand in a bibliography of books and articles written by the historian that will be used for the essay by March 3. (40% of grade)

Academic dishonesty will be penalized by failure for the course and dismissal from the Graduate History Program. For the AHA's Standards of Professional Conduct, see <http://www.historians.org/PUBS/Free/ProfessionalStandards.cfm>. For LUC academic standards, see [http://luc.edu/gradschool/academics\\_policies.shtml#academic\\_integrity](http://luc.edu/gradschool/academics_policies.shtml#academic_integrity).

Texts and Required Reading:

The required books listed below are available at Loyola University Bookstore. The Loyola Bookstore is located at 6435 N. Sheridan Road. The phone number is 773-508-7350. The books are also on reserve at Cudahy Library.

Robert Darnton, The Great Cat Massacre and Other Episodes in French Cultural History

Michel Foucault, Discipline and Punish: The Birth of the Prison

Georg G. Iggers, Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge

Emmanuel Le Roy Ladurie, Montaillou: The Promised Land of Error

Karl Marx and Friedrich Engels, The Communist Manifesto

Andrew Zimmerman, Alabama in Africa: Booker T Washington, The German Empire and the Globalization of the New South

In addition, there are several book chapters and journal articles that are required. The articles are available online through JSTOR and other full-text databases. It is the responsibility of the student to download and print these articles in PDF format and read them before the class meets. These articles are noted in the syllabus with an asterisk (\*). You will find instructions for downloading and printing these articles at the end of the syllabus. Finally, there are also many articles and book chapters that are not available online. These readings are available through Sakai as PDF files. These readings must be downloaded and printed by the student. These readings are marked on the syllabus with (S). To download the readings, the student must log on to Sakai. From the course site, you click on to "course readings." Then click on to the PDF file under the author's name or the title of the reading. These readings are organized by our weekly meetings. Click on the desired week to find the readings for that week.

Schedule of Class Meetings and Reading Assignments (may be subject to change):

#### Week One

21 January - Introduction to course

#### Week Two

28 January - Scientific History: Objectivity and Relativism in Tension

Georg Iggers, Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge, Chapters 1, pp. 23-30.

(S) Joyce Appleby et al., Telling the Truth About History, Chapter 2, pp. 52-90.

(S) Peter Novick, That Noble Dream: The "Objectivity Question" and the American Historical Profession, Chapter 9, only pp. 250-264.

(S) Leopold Von Ranke, "The Great Powers" in The Secret of World History, pp. 121-155.

\* Carl Becker, "Everyman His Own Historian" (Presidential Address for the American Historical Association, 1931) in American Historical Review, vol. 37, no. 2 (January, 1932), pp. 221-236. [**Available from JSTOR**]

\* Charles Beard, "Written History as an Act of Faith" (Presidential Address for the American Historical Association, 1933) in American Historical Review, vol. 39, no. 2 (January, 1934), pp. 219-231. [**Available from JSTOR**]

### Week Three

4 February - Marxism: Historical Materialism and Ideology

(S) David Rollison, "Marxism," in Writing Early Modern History, pp. 3-24.

(S) S. H. Rigby, "Marxist Historiography," in The Companion to Historiography, pp. 889-928.

Marx and Engels, The Communist Manifesto, parts I, II, IV (skip section III).

(S) Marx, The German Ideology in Karl Marx: Selected Writings, pp. 159-171 and 176-179

(S) Rodney Hilton, "Peasant Movements in England Before 1381," in Rodney Hilton, Class Conflict and the Crisis of Feudalism (1985), pp. 122-138.

### Week Four

11 February - The *Annales* School: Total History, Mentalities and the *Longue Durée*

Georg Iggers, Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge, Chapter 5, pp. 51-64.

(S) Fernand Braudel, "Preface" to The Mediterranean and the Mediterranean World in Histories: French Constructions of the Past, pp. 82-88.

Emmanuel Le Roy Ladurie, Montaillou, Introduction, Chapters 1- 4, 6-7, 8-13, 17-19 and 21.

**REACTION PAPER # 1 DUE**

### Week Five

18 February – Social History: Agency, Culture and Marx Reimagined

Georg Iggers, Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge, Chapters 7, pp. 78-94.

(S) E. P. Thompson, Preface and Chapter Six ("Exploitation") of The Making of the English Working Class, pp. 9-14 and pp. 189-212.

\* E. P. Thompson, "The Moral Economy of the English Crowd," Past and Present, no. 50 (February, 1971), 76-136. [**Available from JSTOR**]

**REACTION PAPER # 2 DUE**

**Choose a historian for the final paper assignment**

### Week Six

25 February – Women's History

(S) Joan W. Scott, "Women's History," in Joan Scott, Gender and the Politics of History (N.Y., 1988), pp.15-27.

\* Joan W. Scott and Louise A. Tilly, "Women's Work and the Family in Nineteenth-Century Europe," Comparative Studies in Society and History, vol. 17, no. 1 (January, 1975), 36-64. [**Available from JSTOR**]

\* Carroll Smith-Rosenberg, "The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America," Signs, Vol. 1, No. 1 (Autumn, 1975), 1-29. [**Available from JSTOR**]

**REACTION PAPER # 3 DUE**

### Week Seven

3 March - Cultural History and Anthropology

Georg Iggers, Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge, Chapters 8-9, pp. 97-117 and Chapter 10, pp. 123-126 only.

(S) Clifford Geertz, "Thick Description: Toward an Interpretative Theory of Culture," Chapter 1 in Geertz, The Interpretation of Culture, 3-30.

Robert Darnton, The Great Cat Massacre, Introduction, Chapters 1-3, and Conclusion

**REACTION PAPER #4 DUE**

**Bibliography for Final Paper Due**

Week Eight

10 March - NO CLASS / SPRING BREAK

Week Nine

17 March - Postmodernism: Discourse, Power, History

Michel Foucault, Discipline and Punish, Parts 1-3, pp. 1-228 and Part 4, pp. 231-256 and 293-308. Skip pp. 257-292.

(S) Patricia O'Brien, "Michel Foucault's History of Culture," in Lynn Hunt, ed., The New Cultural History, pp. 25-47.

(S) Foucault For Beginners (section on Discipline and Punish)

**REACTION PAPER # 5DUE**

**Note: Students must write at least 2 Reaction Papers by 17 March**

Week Ten

24 March – No Class /Easter Holiday Observed

Week Eleven

31 March - Gender History

\* Joan W. Scott, "Gender: A Useful Category of Historical Analysis," American Historical Review, vol. 91, no. 5 (December 1986), pp.1053-1075. [**Available from JSTOR**]

(S) Gail Bederman, "'Civilization,' the Decline of Middle-Class Manliness, and Ida B. Well's Antilynching Campaign (1892-94)" Radical History Review Vol. 52, pp.5-30.

(S) Joan W. Scott, "'L'Ouvrière! Mot impie, sordide...' Women Workers in the Discourse of French Political Economy, 1840-1860" in Joan Wallach Scott, Gender and the Politics of History (N.Y., 1986), pp. 139-163.

**REACTION PAPER #6 DUE**

Week Twelve

7 April - Post-Colonial Histories

\* Dipesh Chakrabarty, "Postcoloniality and the Artifice of History: Who Speaks for 'Indian' Pasts?" Representations, No. 37, Special Issue: Imperial Fantasies and Postcolonial Histories (Winter, 1992), 1-26. [**Available from JSTOR**]

\* Antoinette Burton, "From Child Bride to 'Hindoo Lady': Rukhmabai and the Debate on Sexual Respectability in Imperial Britain," American Historical Review, vol. 103, no. 4

(October, 1998), 1119-1146. [**Available from JSTOR**]

- \* Jack P. Greene, "Colonial History and National History: Reflections on a Continuing Problem," The William and Mary Quarterly, vol. 64, no. 2 (April, 2007), 235-250. [**Available from JSTOR**]

**REACTION PAPER # 7 DUE**

#### Week Thirteen

14 April – Transnational History: The Global Turn in the History Profession

Andrew Zimmerman, Alabama in Africa: Booker T. Washington, the German Empire, and the Globalization of the New South, Chapters to be read: TBA

**REACTION PAPER # 8 DUE**

#### Week Fourteen

21 April – Environmental History

- \* William Cronon, "The Uses of Environmental History," Environmental History Review, vol. 17, no. 3 (Autumn, 1993), 1-22. [**Available from JSTOR**]
- \* Ted Steinberg, "Down to Earth: Nature, History and Power in History" American Historical Review, Vol. 107, no. 3 (June, 2002), 798-820. [**Available from JSTOR**]
- \* Mart Stewart, "Rice, Water, and Power: Landscapes of Domination and Resistance in the Low Country," Environmental History Review, vol. 15, no. 3 (Autumn, 1991), 47-64. [**Available from JSTOR**]
- \* Kate Brown, "Gridded Lives: Why Kazakhstan and Montana are Nearly the Same Place," American Historical Review, vol. 106, no. 1 (February, 2001), 17-48. [**Available from JSTOR**]

**REACTION PAPER # 9**

#### Week Fifteen

28 April - Where are we now? The Future of History Writing

- \* William Cronon, "Storytelling," (Presidential Address for the American Historical Association, 2012) at the AHA's website: <http://www.historians.org/about-aha-and-membership/aha-history-and-archives/presidential-addresses/william-cronon>
- \* Kenneth Pomeranz, "Histories for a Less National Age," (Presidential Address for the American Historical Association, 2013) at the AHA's website: <http://www.historians.org/about-aha-and-membership/aha-history-and-archives/presidential-addresses/kenneth-pomeranz>
- \* Vicki Ruiz, (Presidential Address for the American Historical Association, 2016) at the AHA's website: TBA

**REACTION PAPER # 10 DUE**

**1 May - Final Paper Due by 12:00p.m. in my mailbox at the Crown Center**

## **A Word on Class Discussion**

The best way to prepare for class discussion is to complete the reading on time and have a critical set of questions that you ask the material. Here are some general questions that students of history should always ask about historical writing.

### **General Questions:**

1. What is the thesis of the author? What is his or her overall argument?
2. How does the author construct his or her argument? Are the author's goals, viewpoints or agenda revealed in the introduction of the book? Does the author provide evidence to support the argument and what type of evidence does he or she use?
3. Are you convinced by the argument? Why or why not?
4. What assumptions does the author bring to the study? What is the author's understanding of historical causation and how does this view shape the type of history he or she writes?
5. What type of historical narrative does the author build? Does the author present a story from the viewpoint of a certain person or group? Is the story one of progress or decline? What is ignored and what is revealed by adopting this particular narrative?

## **Questions For Reaction Papers**

### **1. *Annales* School and Marxism (Weeks 3 and 4)**

Both the Marxist school of history and the *Annales* School see material conditions as the motor force for historical development. They both seek to analyze how those material forces and social structures work. How are these two approaches to the past similar and how are these two approaches to the past different? To answer this question, you may wish to draw on the theoretical/methodical statements made by Marx (Marx/Engles) and by Braudel as well as the secondary writings on Marxism. But also try to draw on the short essay by Hilton and Montaillou by Ladurie. For example, how do Hilton and Ladurie analyze and understand the material conditions and social structures that shape the lives of peasants? But you do NOT have to use all the readings to answer this question. Be selective!

### **2. E.P. Thompson and the New Social History (Week 5 compared with previous Weeks)**

Writing within a Marxist Framework, E. P. Thompson is nevertheless critical of aspects of Marxist historical analysis. He is also critical of quantitative social/economic history (including *Annales* school analyses). Keeping his criticisms in mind, how does Thompson attempt to redefine class (class consciousness and class struggle) in his "Preface" to The Making of the English Working Class? How does he employ this idea of class in his scholarly work? For your essay, focus on either his analysis of the rise of industrial capitalism in Chapter Six of The Making ("Exploitation") or his analysis of the logic of the English crowd in "The Moral Economy of the English Crowd."

### **3. Social History and Women's History (Weeks 5 and 6)**

In what ways does women's history draw on the work of E. P. Thompson (and social history more generally) and in what ways does it criticize social history? In other words, how does

women's history grow out of social history and how does women's history show the limits of social history? You may wish to draw on Scott's analysis in "Women's history" to understand the development of women's history as a field but also make sure to analyze one of the two essays (Scott/Tilly or Smith-Rosenberg) in relation to the work of E. P. Thompson and/or Ladurie.

#### 4. Social History and Cultural History (Weeks 4, 5 and 7)

How does Robert Darnton's anthropologically inspired cultural history differ from materialist analyses of the past? (Keep in mind that Darnton called his approach "history in the ethnographic vein" or "history of mentalities.") I suggest that you focus on either Chapter One of The Great Cat Massacre and compare it with Ladurie's approach to and interpretation of peasant life or Chapter Two of The Great Cat Massacre and compare it to E. P. Thompson's approach to and interpretation of workers in chapter six of The Making "Exploitation." You will also want to draw on Darnton's Introduction and Conclusion for his clearest statements of methodology. You may also draw on Geertz's concept of "thick description" to discuss Darnton's technique for the close reading of texts or his appropriation of the idea of "structures of signification."

#### 5. Foucault's Cultural History and discourse analysis (Week 9)

A. Using the analysis of the birth of the prison in Discipline and Punish, what is Foucault's view of disciplinary power and how is power expressed in society? In what ways does Foucault's view of power and knowledge (and the link between them) challenge the paradigms of social history?

Or

B. Robert Darnton engaged in a cultural history that sought to reveal the "mentalities" of people in the past. Foucault's approach to cultural history is very different. He studied the past in order to expose the conditions for the emergence of modern systems of thought or modern forms of rationality (for example, the emergence of the sciences of prison reform, criminology). How does Foucault explain the rise of the modern prison and more generally the rise of modern disciplinary society? To answer this question, you should try to address the following questions: What is modern disciplinary power and how does it work? 3. What kinds of evidence does Foucault use to support his argument?

#### 6. Women's History and Gender History (Weeks 6, 9 and 10)

A. What is the difference between women's history and gender history? To answer this question, you may wish to draw on Scott's analysis of gender in her "Gender as a category of analysis," but make sure that you also compare and contrast an essay from week 6 with an essay from week 10. I suggest that you compare Scott/Tilly "Women's Work and the Family" with Scott's "'L'ouvière! Mot impie, sordide..." essay or Smith-Rosenberg's "The Female World of Love and Ritual" with Bederman's "'Civilization' and the Decline of Middle-Class Manliness."

OR

B. How has Foucault's approach to the study of power and his use of discourse analysis influenced the development of gender history? Make sure you analyze either Scott's essay or

Bederman's essay as an example of a work influenced by Foucault's approach to power and discourse.

#### 7. Post-Colonial Histories (Week 12)

A. In part VI of "Postcoloniality and the Artifice of History," Dipesh Chakrabarty calls on historians to carry out a project of provincializing Europe. According to Chakrabarty, what is this project and why is it important? Does the essay by Antoinette Burton attempt to "provincialize" Europe? If so, how does she carry out this project in her analysis of British colonialism? (To answer this question well, you will also have to explain what Chakrabarty means when he says that all history is European history.)

OR

B. Is Jack P. Greene calling for a similar project of "provincializing" the United States and/or United States history? To answer this question, please analyze Chakrabarty's project of provincializing Europe and compare it to Greene's call to rethink United States history in terms of "states" and "provincial history." How does Greene utilize the insights/challenges raised by postcolonial historians? What is similar and what is different in these two projects?

#### 8. Transnational History (Week 13)

In Alabama in Africa, Andrew Zimmerman makes topics that are usually marginal to mainstream history (the tiny country of Togo and the Tuskegee Institute) central to world history by linking them to a set of intellectual, economic and political transnational networks. Using Alabama in Africa as an example of transnational history, what are the advantages and disadvantages of the transnational approach to history writing? How does this work shed new light on topics like Agricultural production in the New South (or the global south), German colonialism, economic modernization and labor relations, Booker T. Washington and race relations in the U.S.? (You don't have to address all of these issues! Consider one or two of them as you answer the question.)

#### 9. Environmental History (Week 14)

A. Environmental history reintroduces the role of material forces into historical analysis. How is environmental history similar to and different from older approaches to the environment such as those used by the Annales School? Draw on the essays by Cronon and Steinberg to lay out what environmental history is, but focus on either the essay by Mart Steward OR the essay by Kate Brown to show an example of environmental history analysis in action.

OR

B. What does Environmental history offer historians? What can be gained by making the environment a category of analysis and what might be the limits of this approach to studying the past? Draw on the essays by William Cronon and Ted Steinberg to discuss what environmental history is as an interpretive approach but focus on the essays by Mart Steward OR Kate Brown to show an example of environmental history analysis in action.

#### 10. Where are we now? The Past and the Future of History Writing (Weeks 1 and 15)

Compare a recent presidential address with the presidential addresses delivered by Carl Becker

and Charles Beard. How do Beard and Becker understand the task of the historian and how does a more recent historian (Cronon, Pomeranz or Ruiz) understand the task of the historian? What's similar and what's different? You may wish to discuss if concerns around objectivity and relativism that animated Becker and Beard are still relevant for historians today. If not, what are the concerns that animate the presidential addresses of the American Historical Association today?

## **Final Paper: Analysis of the Work of a Major Twentieth-Century Historian**

### Guidelines:

In your paper you will assess the contributions made by a major historian through publications (monographs, essays, articles, translations, book reviews, etc.). Some historians prefer certain forms of writing or may make their contributions more through criticism or translation than through research. Thus the task each of you will face in analyzing a life's work will be somewhat different. The first step is to choose a historian – there is a long list below. If you choose a historian who does not write in English, you must be able to read the works in the original, or all important works must be translated. You may work on someone who is not on this list, but please clear your choice with me first. (Many historians write one good book, for instance, but they do not influence other scholars or change the direction of the field.) Next, you will compile a complete bibliography of the historian's publications. You will find on-line research databases (America: History and Life, Historical Abstracts, Articlefirst, Jstor and Worldcat) helpful in this task. The bibliography should be typed and should follow the forms prescribed in Kate L. Turabian, A manual for Writers of Term Papers, Theses, and Dissertations. **The bibliographies are due March 3.** If your chosen historian wrote scores of books, articles, etc, choose around 10-12 of the most important and/or most representative works. Use reviews of the historian's works in historical journals to help identify his/her most important works. Your written analysis need not include every work by the historian, but it should include all major works and those that have been most influential. The overall analysis of the works should be your own, but you may also want to cite other scholars on the impact of your chosen historian. I will be happy to consult with you as you write your papers. **The final paper is due May 1st.**

### Paper Content:

Your paper will be primarily an analysis of the scholarly works (essays, articles and monographs) produced by the chosen historian. But it should also include the following:

1. A section on biographical information about the historian to establish context for his/her life choices: birth place, education, unique events in life, relationships, employment. If the historian is still alive, you might want to try to contact the scholar for a brief interview.
2. The largest section of the paper will focus on the scholarly works and achievements of the historian with a goal of analyzing his/her major contributions to knowledge in the field. You should also identify academic appointments and responsibilities for teaching (if known) and how these might have shaped the historian's scholarship.
3. You may also want to include a section on service to the history profession, if applicable.
4. Conclude by discussing what you've learned about being a historian and about the changing practices of history writing from studying this scholar. You may also want to discuss how the historian shaped the history profession and how the profession shaped the historian.

Paper Format:

length: 15-20 pages, typed and double-spaced, 12pt. Font, 8 1/2 x 11 paper.

Include notes (either footnote or endnotes are fine) and use Turabian's A Manual for proper footnote/endnote format.

Include a bibliography for works cited in your essay.

List of Historians

Aries, Phillipe - Annales, family, death, childhood

Bailyn, Bernard - US colonial, revolution, intellectual

Keith M. Baker - French Revolution

Beard, Charles - US progressive historian

Blackbourn, David - German, political, social and cultural

Bloch, Marc - Annales, European medieval

Braudel, Fernand, Annales, French

Browning, Christopher - German, Holocaust

Burton, Antoinette - British, women/gender, colonial

Bynum, Caroline - European medieval, women/gender

Kathleen Canning - Germany, gender history

Chakrabarty, Dipesh - India/Britain, post-colonial

Colley, Linda - British, early modern

Cronon, William - US environmental

Darnton, Robert, European intellectual and cultural

Davis, Natalie Zemon - French early modern, social, cultural, women/gender

De Grazia, Victoria - Italy, fascism, post-45 European history

D'Emilio, John - women/gender, sexuality, gay history, U.S. history

Duby, George - French medieval

Eley, Geoff - German, political, labor, social and cultural

Febvre, Lucien - Annales founder

Fitzpatrick, Shelia - Soviet/Russian, social history, Stalinism

Fogel, Robert - US quantitative, economic, slavery

Foner, Eric - US political, working class

Foucault, Michel - French, postmodern

Franklin, John Hope - African American

Genovese, Eugene - US Marxist, American slavery

Ginzburg, Carlo - European/Italy, early modern, cultural

Gordon, Linda - US women

Gorn, Elliott - US cultural, labor, women, sports

Gutman, Herbert - US labor, African American

Hall, Catherine - British, women/gender, empire

Hanawalt, Barbara - medieval, legal, social

Handlin, Oscar - US immigration

Higham, John - US intellectual, immigration, ethnicity

Hill, Christopher - British Marxist, social, labor, religion

Hines, Darlene Clark - African American, women  
Hobsbawm, Eric - British Marxist, social, labor  
Hofstadter, Richard - US political, consensus school  
Holt, Thomas – African-American and African diaspora  
Hunt, Lynn - French Revolution, cultural  
Katz, Michael - US social, education  
Kerber, Linda - US social, women, revolutionary era  
Kessler-Harris, Alice - US labor, women  
LaCapra, Dominick - Europe, intellectual  
Ladurie, E. LeRoy - Annales, French early modern  
Laslett, Peter - British and European demography  
Lears, T. J. Jackson - US cultural  
Lerner, Gerda - US women, theory  
Levine, Lawrence - US cultural and African American  
Marsden, George - US religion  
Mason, Tim - Germany, Nazism  
Mazower, Mark – Balkans, Greece, 20<sup>th</sup>-century Europe, fascism  
Miller, Perry - US colonial, New England  
Montgomery, David - US labor  
Mosse, George - German intellectual/cultural, masculinity, fascism  
Nash, Gary - US colonial, revolutionary era, labor  
Orsi, Robert - US religion, urban  
Painter, Nel - African American, women  
Rediker, Marcus - US colonial, Atlantic World  
Rosenwein, Barbara – medieval, emotions  
Ryan, Mary - US women, social  
Scott, Joan W. - European/French, labor, women/gender  
Sewell, William - French, quantitative, labor, cultural  
Sinha, Mrinilini - India/British, post-colonial, gender  
Stone, Lawrence - European, social, family  
Thernstrom, Stephan - US social, quantitative  
Thompson, E. P. - British Marxist, labor  
Tilly, Charles - historical sociologist, quantitative, France, Europe  
Wallerstein, Immanuel - economic, world systems  
Weeks, Jeffrey – sexuality, gay history, Britain  
Wiebe, Robert - US political, social  
Woodward, C. Vann - US South  
Wrigley, E. A. - British, demography, population

## **Downloading and Printing Scholarly Articles Online**

There are several ways to find, download and print articles from full-text on-line databases. The instructions below provide one possible way to obtain printed copies of these articles. If you are already familiar with downloading and printing full-text articles from on-line databases, then you will not need to follow these instructions. You should continue to follow the quickest and easiest methods for getting articles. If you have never downloaded and printed a full-text article from an on-line database, then do follow the instructions below.

It is NOT acceptable to come to class unprepared by saying that you do not have access to the internet or that you were unable to download and print the required articles. If you have a problem retrieving any of the articles online, contact me immediately, and I will get you a copy of the article. My advice is to print out the articles well in advance of their due dates, in case of any problems.

### **Instructions**

1. Use “Historical Abstracts” or “Article First” to find the scholarly article. You can do this by searching by author or by title of the article. Alternately, you can go directly to JSTOR and/or another database search engine and search by author or title of the article.
2. Once you find the article through one of these databases, click on to the JSTOR or other database icon that provides full-text of the article. If there is no JSTOR icon or other icon, then click on the icon that says “Find this article.” It will usually bring you to a site where you can download the full-text of the article.
3. Once you have access to full-text, make sure that you click on the PDF version of the article. This will ensure that you get a clean copy in the format of the journal itself.
4. Then click on the printer icon to print the article. It may take a while for the printer to print out the article. So give yourself at least 30 minutes to print one article. It usually only takes 10-15 minutes. But you never know.
5. If all else fails and you cannot retrieve the desired article, email me. I will provide you with a copy of the article.