

HH 3001

HISTORIOGRAPHY: THEORY AND METHODS

Contact details:

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Course Aims

Do historians uncover the truth, organize the facts and formulate possible causal explanations or just tell stories that sell? Can history be written “as it actually happened”? Are all human histories always provisional and conditional? How is a reconstruction of the past possible given that historians cannot rethink the thoughts of the dead or relive their lives? Are historians unfairly imposing the questions of the present to the past? Is the writing of history ultimately a power game that ensures the dominance of those who possess it? In a world in which an ever-growing chorus of voices is heard, what are the criteria by which a historical work can be held as valid? With the coming of the digital age in humanities and social sciences, will history ultimately perish as a discipline and profession? In this course, we will discuss the aforementioned questions by examining history’s relationship to science, postmodernism, colonialism, nation building, gender, identity politics and globalization. Building on the basic skills acquired in HH 1001: What is History, this course offers a more advanced introduction to the theories and methodologies underpinning our craft.

Intended Learning Outcomes

By the end of the course, you (as a student) would be able to:

1. Identify major methodological developments in the English-language literature in the 20th century.
2. Compare and contrast the major historical approaches.
3. Synthesize and engage in various theoretical debates.
4. Articulate compelling, evidence-based, and well-reasoned arguments in written and oral form.
5. Formulate original historical arguments and explanations that effectively deploy primary and secondary source evidence.

Requirements and Expectations

- Students must attend the weekly seminars and take part in discussions.
- I will only post slides, if available, on NTULearn after class.

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- Students must read the assigned materials before each class. Those readings listed under “further reading” are not mandatory; they are for those who wish to explore the topic further. Essential readings will be accessible on NTULearn. Students can find further readings in the reserves section of the HSS library.
- Students should check NTULearn for important information regarding the course and assignments.
- Students should arrive on time; late arrival will result in a deduction of participation marks.
- Note that NTU’s Policy on Student Code of Conduct applies.
- All work must be your own. Plagiarism of any material from outside sources for written work or presentations or in the final exam will result in automatic failure of the entire course. Please see the section on plagiarism below.
- If you would like to set up a consultation, please email me to set up a time. Monday and Thursday afternoons are generally the most convenient for me.
- I do not answer student emails on weekends or outside business hours (9am-5pm). It may take me up to 24 hours to respond to emails sent on weekdays.

Assessment

Weekly short written and oral discussions (30 %)

There are three types of discussions. For the second and third types of discussions, students will form groups in week 1.

1. Reviews (3 reviews; 500 words each; due weeks 3, 7 and 8): In the reviews, students analyze and critique the theoretical approach/school of thought/methodology examined in the reading for that week. The assignments need to be submitted through Turnitin **by 5 pm the day before class**.

The review will examine that week’s compulsory readings (the compulsory excerpted sections, not the whole book). The review focuses specifically on the question of how *historical change* is perceived in this work. In other words, what are the driving forces of history? Try to think from the perspective of a *historian*. Students also need to relate the work to the broader methodology: is there anything specific about this work that deviates from a broader approach that we have discussed? We will not write general book reviews, but reviews that focus specifically on methodology. The review should contain a section that discusses content and a section that *evaluates* the methodology as applied in the work. In this evaluation, students need to refer to **at least one other work** to make their point. This work should not be Hoefflerle (since this is part of the required readings); it can, however, be taken from the further reading section. Apart from that, students need to include **examples from the work** to illustrate points. In this assignment, the focus is on both content and form, since the writing has to be structured.

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Note: Feedback will be given on the first review, but no written feedback will be given on the second and third review. However, students may contact me for an explanation of their grade.

2. Research questions. The weeks when no reviews are due, each group posts 5 questions in relation to the readings on NTU Learn (discussion board). The questions need to be there **by 8 am on the day of class**. Questions should engage with the methodology critically. During class, we will engage with your questions.

3. Oral discussion reports. Based on discussions in class, the representative of the group presents a brief oral report to the class. The report should outline the main findings of the discussion and reflect a critical engagement with the readings. Oral reports should be no more than 3 minutes long. Group members should prepare the oral report together in the allotted time in class and take turns throughout the semester in delivering the oral report.

Research essay proposal (15%)

Due Week 6, Monday 17/09/2018 5pm

700 words

The research essay proposal should contain the following elements:

1. Statement of the essay question (this is not the same as an essay topic or subject area and needs to take the form of a *question*).
2. Summary of background research conducted to date, noting: i) the key issues in the secondary source literature; ii) the available primary sources for the topic.
3. The theoretical approach or approaches you will take in the essay.

The background research and theoretical approach should be fully referenced in footnotes, using the Course Style Guide in the appendix to this syllabus.

Presentation of research project (15 %)

Delivered in class in week 10 or 11

5 minutes maximum

Each student presents to the class the research project s/he will undertake. Each presentation will be assessed based on the following criteria: research question, background to research, preliminary analysis and research, hypothesis/hypotheses, theoretical approach utilized, and findings from research undertaken. After the presentation, there will be a brief Q&A session. The class will post feedback and follow up questions to the presentations on Blackboard.

Research essay (40 %)

Due Week 13, Wednesday 14/11/2018 5pm

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3000 words

In their final research paper, students should present a clear research question and hypothesis, literature review, data they have collected, and their conclusion. The research paper can represent an introductory chapter to a student's final year project (FYP) or one of the chapters for their thesis.

Subject to change

Course Outline

Week	Topic	Description and readings	In-class assessment
1	Introduction	<p>I will discuss the main objectives of the course, practical issues, and questions regarding assessment. I will also offer a brief introduction to some of the main questions, as well as a first macro-overview of some of the developments in twentieth-century historiography. For the introduction, I will base myself on these readings, which I will post on Blackboard (I do not expect you to read them before class, but they may be helpful for further study).</p> <p>Peter Claus and John Marriott. "Proof and the Problem of Objectivity." Chap. 1 in <i>History: An Introduction to Theory, Method, and Practice</i>, 1-23.</p> <p>Georg Iggers. "Introduction." In <i>Historiography in the Twentieth Century</i>, 1997, 1-19.</p> <p><i>Further Reading</i></p> <p>E.H. Carr. <i>What is History?</i> London: Palgrave, 2001.</p>	None.
2	The Annales School	<p>Fernand Braudel. <i>The Mediterranean and the Mediterranean World in the Age of Philip II</i>. Trans. Siân Reynolds. Berkeley, CA: Berkeley University Press, 1995.</p> <p><i>Further Reading:</i></p> <p>Caroline Hoeffler. "Marxism, Annales, and the New Left." Chap. 6 in <i>The Essential Historiography Reader</i>, 139-171.</p> <p>Traian Stoianovitch. <i>French Historical Method: The Annales Paradigm</i>. Ithaca, NY: Cornell University Press, 1976.</p> <p>Georg Iggers. "France: The Annales." Chap. 5 in <i>Historiography in the Twentieth Century</i>, 51-64.</p>	Questions and Discussion Reports
3	Marxist Historiography	<p>E.P. Thompson. <i>The Making of the English Working Class</i>. New York: Vintage Books, 1963.</p> <p><i>Further Reading:</i></p> <p>Geoff Eley. "Marxist Historiography." Chap. 4 in <i>Writing History: Theory and Practice</i>, 63-79.</p> <p>Philipp Schofield. "History and Marxism." Chap. 12 in <i>Making History</i>, 180-191.</p>	Review 1 due Thursday 5pm

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4	Oral History	<p>Raphael Samuel. <i>East End Underworld: Chapters in the Life of Arthur Harding</i>. Boston: Routledge and Kegan Paul, 1981.</p> <p><i>Further Reading</i> Caroline Hoeffler. “New Social History.” Chap. 7 in <i>The Essential Historiography Reader</i>, 172-208. Peter Claus and John Marriott. “Oral History.” Chap. 20 in <i>History: An Introduction to Theory, Method and Practice</i>, 405-426. Gwyn Prins. “Oral History.” Chap. 6 in <i>New Perspectives on Historical Writing</i>, 120-156. Robert Perks and Alistair Thomson, eds. <i>The Oral History Reader</i>. London, New York: Routledge: 2006.</p>	Questions and Discussion Reports
5	Postmodernism and the Linguistic Turn	<p>Michel Foucault. <i>Discipline and Punish: The Birth of the Prison</i>. Trans. Alan Sheridan. New York: Vintage Books, 1995.</p> <p><i>Further Reading:</i> Caroline Hoeffler. “The Linguistic Turn, Postmodernism, and New Cultural History.” Chap. 8 in <i>The Essential Historiography Reader</i>, 209-247. Peter Burke. “From Representation to Construction.” Chap. 5 in <i>What Is Cultural History?</i> Cambridge, UK: Polity, 2008, 77-101. Paul Rabinow, ed. <i>The Foucault Reader</i>. New York: Pantheon Books, 1984.</p>	Questions and discussion report
6	Microhistory	<p>Carlo Ginzburg. <i>The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller</i>. USA. John Hopkins University Press, 1992.</p> <p><i>Further reading:</i> Giovanni Levi. “On Microhistory.” Chap. 5 in <i>New Perspectives on Historical Writing</i>, 97-119. Peter Burke. “The Moment of Historical Anthropology.” Chap. 3 in <i>What is Cultural History</i>, 31-50.</p>	<ol style="list-style-type: none"> 1. Submit essay proposal online (on Monday) 2. Questions and discussion reports (for Friday class)
7	Gender	<p>Joan W. Scott. <i>Gender and the Politics of History</i>. New York: Columbia University Press, 1988.</p>	Review 2 due Thursday 5pm

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		<p><i>Further Reading</i> Peter Claus and John Marriott. “Feminism, Gender and Women’s History.” Chap. 10 in <i>History: An Introduction to Theory, Method and Practice</i>, 196-214. Joan W. Scott. “Women’s History.” Chap. 3 in <i>New Perspectives on Historical Writing</i>, 43-70 (see websites included)</p>	
8	Postcolonialism and Subaltern Studies	<p>Edward Said. <i>Orientalism</i>. London: Penguin, 2003 [1978].</p> <p><i>Further Reading:</i> Robert C Young. <i>Postcolonialism: An Historical Introduction</i>. Oxford, UK; Malden, MA: Blackwell, 2001. Peter Childs and R.J. Patrick Williams. <i>An Introduction to Post-Colonial Theory</i>. London; New York: Prentice Hall; Harvester Wheatsheaf, 1997.</p>	Review 3 due Thursday 5pm
9	NO CLASS	Essay writing and presentation preparation	
10	Presentations	No readings.	Class posts feedback on Blackboard after class
11	Presentations	No readings.	Class posts feedback on Blackboard after class
12	Global History	<p>C.A. Bayly. <i>The Birth of the Modern World, 1780-1914: Global Connections and Comparisons</i>. Malden, MA: Blackwell, 2004.</p> <p><i>Further Reading</i> Peter Claus and John Marriott. “Global Histories.” Chap. 12 in <i>History: An Introduction to Theory, Method and Practice</i>, 233-253. Jürgen Osterhammel. “World History.” Chap. 5 in <i>The Oxford History of Historical Writing</i>, 93-112. G. Iggers and Edward Q. Wang. <i>A Global History of Modern Historiography</i>. Harlow, UK: Pearson Education, 2008.</p>	Questions and discussion report
13	Overview	The questions and discussion reports for this week will focus on the course as a whole since there are no readings.	1. Major essay due Wednesday 5pm 2. Questions and discussion report for Friday class

Course policies

Plagiarism and improper citation

NTU's academic integrity policy applies at all times. If you don't know what plagiarism is or are unclear on the details, review this module: <http://academicintegrity.ntu.edu.sg/for-students/module>.

Plagiarism occurs when an author attempts to pass off the work of another author as their own. It is a serious offence. Assignments that are plagiarised will receive a fail mark. Assignments that are improperly cited will be significantly marked down or failed.

The following are general principles for proper citation:

- a) Quote sentences or phrases that you feel are particularly important or cannot be matched by paraphrasing. Every direct quote requires a reference in a footnote.
- b) Paraphrasing material shows that you understand it and extensive quotes (particularly from secondary sources) are not recommended. You need to reference a source in a footnote whenever you borrow an idea, argument or piece of information from another author. If a paragraph or sentence contains material paraphrased from several different sources, you can cite multiple sources separated by semi-colons in a footnote.

Late submission of assignments and extensions

Assignments that are submitted past the due date will be deducted 10% off the mark assigned per day that the assignment is late, down to the pass mark (40%). That is, you will not be failed merely on late submission, but there is a significant penalty per day. If you receive 65% and your assignment is 1 day late, your mark will be 55% (a 10% penalty). If you receive 60% and your assignment is 4 days late, you will receive 40% (since I do not deduct below the pass mark).

It is each student's responsibility to ensure that their assignment is properly uploaded on Edventure. If you have any issues, immediately email me your assignment and an explanation of the technical difficulty you are having so that no late penalties are deducted.

Extensions: If you require an extension please email me **prior to day the assignment is due**. Extensions will only be given in cases of illness (in which a student presents a medical certificate) or in serious extenuating circumstances.

Textbooks, Readers, and General Works on Historiography

Berger, Stefan, Heiko Feldner, and Kevin Passmore, eds. *Writing History: Theory and Practice*. London: Hodder Arnold, 2003.

Bloch, Mark. *The Historian's Craft*. Trans. Peter Putnam. Manchester: Manchester University Press, 1992.

Burke, Peter, ed. *New Perspectives on Historical Writing*. Cambridge, UK: Polity, 2001.

Burrow, John. *A History of Histories: Epics, Chronicles, Romances and Inquiries from Herodotus and Thucydides to the Twentieth Century*. New York: Alfred A. Knopf, 2008.

Carr, E.H. *What is History?* London: Palgrave, 2001.

Claus, Peter, and John Marriott. *History: An Introduction to Theory, Method, and Practice*. Harlow, UK: Pearson Education, 2012.

Green, Anna, and Kathleen Troup. *The Houses of History: A Critical Reader in Twentieth-century History and Theory*. New York: New York University Press, 1999.

Hoefflerle, Caroline. *The Essential Historiography Reader*, Upper Saddle River, NJ: Prentice Hall, 2011.

Iggers, Georg. *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*, Middletown, CT: Wesleyan University Press, 1997.

Lambert, Peter and Phillipp Schofield. *Making History: An Introduction to the History and Practices of a Discipline*. Oxon; New York: Routledge University Press, 2004.

Schneider, Axel and Daniel Woolf, eds. *The Oxford History of Historical Writing, Volume Five: Historical Writing since 1945*. Oxford: Oxford University Press, 2011.

Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of Modern History*. New York: Longman; Pearson: 2010.

Appendix: Course Style Guide

1. Format of all written assignments

1.A. Font

The essay should be in Times New Roman font. The body of paragraphs should be 12 point size. Headings should be 14 point size and footnotes 10 point size.

1.B. Spacing

The body of the essay (including block quotations) should be double spaced. However, footnotes may be single spaced.

2. Elements of style

2.A. Quotations

Double quotation marks should be used. Quotations within quotations should be indicated with single quotation marks. Place commas and full stops inside quotations and other punctuation marks (e.g. colons and semi-colons) outside the quotation, unless they are part of the quoted text.

Short quotes: Short quotations from other sources should be included in quotation marks within the body of the paragraph.

Block quotes: Quotations of four or more lines (before indenting) should be formatted as a block quote. In a block quote, the quoted text should be in a separate paragraph from the main text and indented from the margin. Neither italics nor quotation marks should be used in a block quote unless they appear in the original. The footnote to the quote should be included at the end of the quote, after the punctuation mark. The quoted text should be in double line spacing (like the main text).

2.B. Spelling

The essay should be in the English language. Students may use either American or British spelling, but should be consistent throughout. Quotations should follow the original text

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precisely, even if there are spelling or grammatical errors in the original. Students should insert “[sic]” after spelling and grammatical mistakes in quotations.

2.C. Italics

Italics should be used for non-English language words. However, words of non-English language origin that are commonly used in English (such as “bazaar”) do not need to be in italics. Moreover, foreign language proper nouns such as names, places, and organisations (for example, “Guomindang” or “Barisan Nasional”) should not be italicised.

2.D. References to titles in the text

References to the titles of books, pamphlets, films, etc. should follow the referencing style (see section 2 below). Thus, the following titles should be italicised: books; pamphlets; periodicals; plays; and films. The following should be enclosed in quotation marks: titles of articles; book chapters; unpublished works; and theses.

2.E. Brackets

Round brackets should be used in the main text (these are round brackets). Square brackets should be used for insertions in quotations, if an insertion is required so that the quoted sentence makes sense. For example: Washington stated in his 1796 Farewell Address, “The unity of government which constitutes you one people is also now dear to you [the American people].”

2.F. Numbers and dates

Spell out numbers less than ten, except for page numbers and dates, and material in footnotes and bibliography (see section 2 below on referencing style).

For dates, use the following forms: 20 December 1875; 1875–77; nineteenth century; 1870s; 200 B.C. and A.D. 200. Including A.D. is only necessary if non-inclusion would cause confusion. Abbreviations may be used in footnotes, e.g.: 20 Dec. 1875.

The following are examples of correct and incorrect references to decades:

The doctor gave up smoking back in the 1980’s. → Incorrect

The doctor gave up smoking back in the 1980s. → Correct

The doctor gave up smoking back in the ’80’s. → Incorrect

The doctor gave up smoking back in the ’80s. → Correct

3. Footnote and bibliography referencing style

Students are required to use the 16th edition of the *Chicago Manual of Style*, which is available on-shelf in the NTU library. Below are examples of footnote and bibliography references taken from the Chicago style guide.

3.A. Footnotes

The first time a work is referenced in the footnotes, a full reference (including full author name, title and publication details) should be used. Subsequent references should be shortened to author's family name, short title and page number. When the same work is referenced in two consecutive footnotes, "Ibid., [page number]" should be used for the second footnote.

Book

One author

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.

[Short reference: Pollan, *Omnivore's Dilemma*, 3.]

Two or more authors

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.

[Short reference: Ward and Burns, *War*, 59–61.]

Four or more authors: List all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* ("and others"):

1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s . . .*

Editor, translator, or compiler instead of author

1. Richmond Lattimore, trans., *The Iliad of Homer* (Chicago: University of Chicago Press, 1951), 91–92.

[Short reference: Lattimore, *Iliad*, 24.]

Editor, translator, or compiler in addition to author

1. Gabriel García Márquez, *Love in the Time of Cholera*, trans. Edith Grossman (London: Cape, 1988), 242–55.

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[Short reference: García Márquez, *Cholera*, 33.]

Chapter or other part of a book

Book chapter:

1. John D. Kelly, “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War,” in *Anthropology and Global Counterinsurgency*, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.

[Short reference: Kelly, “Seeing Red,” 81–82.]

Preface, foreword, introduction, or similar part of a book

1. James Rieger, introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.

[Short reference: Rieger, introduction, xxxiii.]

Book published electronically

If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL. Include the year that the book was published, not the date it was put online, or the date you accessed it. If no fixed page numbers are available, you can include a section title or chapter number.

1. Jane Austen, *Pride and Prejudice* (New York: Penguin Classics, 2007), Kindle edition.
2. Philip B. Kurland and Ralph Lerner, eds., *The Founders' Constitution* (Chicago: University of Chicago Press, 1987), <http://press-pubs.uchicago.edu/founders/>.
3. Austen, *Pride and Prejudice*. [Short reference]
4. Kurland and Lerner, *Founder's Constitution*, chap. 10, doc. 19. [Short reference]

Periodical

Article in a print journal

In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article. If you access a print journal electronically, you do not need to include the URL or DOI (Digital Object Identifier). A DOI is a permanent ID that, when appended to <http://dx.doi.org/> in the address bar of an Internet browser, will lead to the source. URL's and DOI's are only necessary for journals which are published in electronic format only (see below).

1. Joshua I. Weinstein, “The Market in Plato’s *Republic*,” *Classical Philology* 104 (2009): 440.

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[Short reference: Weinstein, “Plato’s *Republic*,” 452–53.]

Article in an online journal

Include a DOI if the journal lists one. If no DOI is available, list a URL. Do not include an access date.

1. Gueorgi Kossinets and Duncan J. Watts, “Origins of Homophily in an Evolving Social Network,” *American Journal of Sociology* 115 (2009): 411, accessed February 28, 2010, doi:10.1086/599247.

[Short reference: Kossinets and Watts, “Origins of Homophily,” 439.]

Article in a newspaper or popular magazine

If you consulted the article online, include a URL; an access date is not necessary. If no author is identified, begin the citation with the article title.

1. Daniel Mendelsohn, “But Enough about Me,” *New Yorker*, January 25, 2010, 68.
2. Sheryl Gay Stolberg and Robert Pear, “Wary Centrists Posing Challenge in Health Care Vote,” *New York Times*, February 27, 2010, accessed February 28, 2010, <http://www.nytimes.com/2010/02/28/us/politics/28health.html>.
3. Mendelsohn, “But Enough about Me,” 69. [Short reference]
4. Stolberg and Pear, “Wary Centrists.” [Short reference]

Book review

1. David Kamp, “Deconstructing Dinner,” review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan, *New York Times*, April 23, 2006, Sunday Book Review, <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

[Short reference: Kamp, “Deconstructing Dinner.”]

Unpublished source

Essay or dissertation

1. Mihwa Choi, “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty” (PhD diss., University of Chicago, 2008).

[Short reference: Choi, “Contesting *Imaginaires*.”]

Paper presented at a meeting or conference

1. Rachel Adelman, “Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition” (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009).

[Short reference: Adelman, “Such Stuff as Dreams.”]

Website

Because website content is subject to change, include an access date or, if available, a date that the site was last modified.

1. “Google Privacy Policy,” last modified March 11, 2009, <http://www.google.com/intl/en/privacypolicy.html>.
2. “McDonald’s Happy Meal Toy Safety Facts,” McDonald’s Corporation, accessed July 19, 2008, <http://www.mcdonalds.com/corp/about/factsheets.html>.
3. “Google Privacy Policy.” [Short reference]
4. “Toy Safety Facts.” [Short reference]

3.B. Bibliography

The bibliography below contains examples of each of the source types listed above. **The source type is included in square brackets after the example. You obviously should not include this in your bibliography.** The sources should be listed in the bibliography according to alphabetical order (as below).

For journal articles and book chapters, include the page number range of the article/chapter in the bibliography. For other types of books, it is not necessary to include the pages or chapters you consulted.

Bibliography entries should be indented from the margin from the second line (as below).

Adelman, Rachel. ““Such Stuff as Dreams Are Made On’: God’s Footstool in the Aramaic Targumim and Midrashic Tradition.” Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, November 21–24, 2009. [Paper presented at a meeting or conference]

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition. [Book published electronically]

Choi, Mihwa. “Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty.” PhD diss., University of Chicago, 2008. [Essay or dissertation]

García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988. [Editor, translator, or compiler in addition to author]

Google. “Google Privacy Policy.” Last modified March 11, 2009. <http://www.google.com/intl/en/privacypolicy.html>. [Website]

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- Kamp, David. “Deconstructing Dinner.” Review of *The Omnivore’s Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review. <http://www.nytimes.com/2006/04/23/books/review/23kamp.html>. [Book review]
- Kelly, John D. “Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War.” In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010. [Book chapter]
- Kossinets, Gueorgi, and Duncan J. Watts. “Origins of Homophily in an Evolving Social Network.” *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. doi:10.1086/599247. [Article in an online journal.]
- Kurland, Philip B., and Ralph Lerner, eds. *The Founders’ Constitution*. Chicago: University of Chicago Press, 1987. <http://press-pubs.uchicago.edu/founders/>. [Book published electronically]
- Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951. [Editor, translator, or compiler instead of author]
- McDonald’s Corporation. “McDonald’s Happy Meal Toy Safety Facts.” Accessed July 19, 2008. <http://www.mcdonalds.com/corp/about/factsheets.html>. [Website]
- Mendelsohn, Daniel. “But Enough about Me.” *New Yorker*, January 25, 2010. [Article in a newspaper or popular magazine]
- Pollan, Michael. *The Omnivore’s Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006. [Single author book]
- Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982. [Preface, foreword, introduction, or similar part of a book]
- Stolberg, Sheryl Gay, and Robert Pear. “Wary Centrists Posing Challenge in Health Care Vote.” *New York Times*, February 27, 2010. Accessed February 28, 2010. <http://www.nytimes.com/2010/02/28/us/politics/28health.html>. [Article in a newspaper or popular magazine]
- Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007. [Book with two authors]
- Weinstein, Joshua I. “The Market in Plato’s *Republic*.” *Classical Philology* 104 (2009): 439–58. [Article in a print journal]