

## **History 600. European historiography from Antiquity to the Enlightenment**

University of Massachusetts Amherst

Fall Semester 2002

Wed. 9–12, Massachusetts Center for Renaissance Studies, 650 E. Pleasant St. (the first meeting will begin in Herter 624)

Prof. Brian W. Ogilvie

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### **Brief description of course**

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

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

**Summary of requirements:** discussion, brief essays, 5-8 p. paper, 12-15 p. paper.

### **Course goals**

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

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

### **Course structure**

This course is a seminar. For the first nine weeks, we will meet each week for 2 to 3 hours, with a brief pause about halfway through. Except for the first week, these meetings will be conducted as tutorials: discussion will start from the brief essays that each student will write on the week's readings. We will then break for two weeks for you to work individually on your final papers for the seminar. We will reconvene for two weeks to discuss drafts of your paper, and then gather in the last week of classes for a concluding general discussion.

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

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

### **Requirements and grading**

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

#### **1. Attendance and participation in discussion**

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

#### **2. Brief essays**

Each week from Sept. 11 through Nov. 6 you will be responsible for writing a two-page essay on the week's readings. Essay topics will be assigned for the first few weeks; after that, you will choose them yourself.

#### **3. Five-to-eight-page paper**

A 5-8 page paper will be due **October 16** at 5 PM. Details are given below on the syllabus.

#### **4. Twelve-to-fifteen-page paper**

A 12-15 page paper will be due **December 18** at 5 PM. You will have several weeks to work on the paper, and we will discuss drafts in the seminar. Details are given below on the syllabus.

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

Brief essays and participation in discussion—50%

5-8 page paper—20%

12-15 page paper—30%

If necessary, however, I will re-weight the elements of the course *to your advantage*. Grades in graduate courses reflect my professional assessment of your achievements and potential as an

apprentice historian. Here is a rough key to their interpretation:

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

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

### **Books for course**

The following books are available at Atticus Books (8 Main Street, Amherst, tel. 256-1547). They are listed in the order we will use them. The books are not on reserve, because I don't expect more than a few students in the course this year. If you do not want to buy a book, you should check it out from UMass or from one of the four colleges; most of the books are available in at least two of the four colleges.

Kelley, Donald R. *Faces of history: Historical inquiry from Herodotus to Herder*. New Haven and London: Yale University Press, 1998. ISBN 0-300-07558-8.

Kelley, Donald R., ed. *Versions of history from antiquity to the Enlightenment*. New Haven and London: Yale University Press, 1991. ISBN 0-300-04776-2.

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The craft of research*. Chicago: University of Chicago Press, 1995. ISBN 0-226-06584-7.

Turabian, Kate. *A manual for writers of term papers, theses, and dissertations*. 6th ed. Revised by John Grossman and Alice Bennett. Chicago: University of Chicago Press, 1996. ISBN 0-226-81627-3.

Williams, Joseph M. *Style: Toward clarity and grace*. Chicago: University of Chicago Press, 1990. ISBN 0-226-89915-2.

Momigliano, Arnaldo. *The classical foundations of modern historiography*. Berkeley and Los Angeles: University of California Press, 1990. ISBN 0-520-07870-5.

Brettler, Marc Zvi. *The creation of history in ancient Israel*. London: Routledge, 1995. ISBN 0-415-19407-5.

Spiegel, Gabrielle M. *The past as text: The theory and practice of medieval historiography*. Baltimore: Johns Hopkins University Press, 1997. ISBN 0-8018-6259-0.

Levine, Joseph M. *Humanism and history: Origins of modern English historiography*. Ithaca and London: Cornell University Press, 1987. ISBN 0-8014-1885-2.

Grafton, Anthony. *The footnote: A curious history*. Cambridge, MA: Harvard University Press, 1997. ISBN 0-674-30760-7.

Pocock, J. G. A. *Barbarism and religion*. Vol. 2, *Narratives of civil government*. Cambridge: Cambridge University Press, 1999. ISBN 0-521-79760-8.

### **A note on readings**

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

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### **Course schedule with readings and assignments**

Books available at the bookstore are indicated by author and short title; full citations are provided for other readings.

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#### **Sept. 4: Introduction**

Introduction to the course and syllabus; brief tour of library resources for this course.

**N.B.** Today we will begin in Herter 624 (my office). Starting next week we will meet at the Massachusetts Center for Renaissance Studies (directions are at the end of the syllabus).

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#### **Sept. 11: Overview**

##### **Required reading:**

Hayden White, "The historical text as literary artifact," in White, *Tropics of discourse: Essays in cultural criticism* (Baltimore: Johns Hopkins University Press, 1978).

Kelley, *Faces of history*. Read the entire book quickly; pay close attention to the introduction.

Booth et al., *The craft of research*. Skim the entire book.

Turabian, *A manual for writers of term papers, theses, and dissertations*. Familiarize yourself with the contents of this manual.

##### **Suggested reading:**

Williams, *Style: Toward clarity and grace*. Begin reading through Williams's book and doing the exercises he suggests.

##### **Essay:**

Write two pages (500-600 words) on the following subject: Compare Hayden White's categories for analyzing historical texts with Donald Kelley's categories. How are they similar, and how do they differ?

**N.B.** Starting this week we will meet at the Massachusetts Center for Renaissance Studies (directions are at the end of the syllabus).

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#### **Sept. 18: Classical historiography**

##### **Required reading:**

Momigliano, *Classical foundations*.

M. I. Finley, "Myth, memory, and history," in Finley, *The use and abuse of history* (Harmondsworth, Middlesex: Penguin Books, 1990; first published 1975), 11-33. **(Handout)**

Kelley, *Versions of history*, 1-116.

##### **Suggested reading:**

Fornara, Charles William. *The nature of history in ancient Greece and Rome*. Berkeley and Los Angeles: University of California Press, 1983.

Essay:

Write two pages (500-600 words) on the following subject: Finley claims that Greek historiography flourished in the fifth century but after that, Greeks quickly lost interest in history. Momigliano, on the other hand, asserts that the Greeks continued to practice historiography. Which argument do you find more persuasive, and why? What evidence would you use to decide between the claims?

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**Sept. 25: Hebrew historiography**Required reading:

Marc Zvi Brettler, *The creation of history in ancient Israel* (London: Routledge, 1995).

Suggested reading:

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

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

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

Essay:

Find two reviews of *The creation of history in ancient Israel* in scholarly periodicals. Choose one critical remark by a reviewer. Write a two-page (500-600 word) essay analyzing the premises (stated or tacit) to the criticism.

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**Oct. 2: Medieval historiography**Required reading:

Spiegel, *The past as text*.

Kelley, *Versions*, 117-217.

Suggested reading:

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

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

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

Essay:

Write two pages (500-600 words) on some aspect of this week's readings. Be prepared to explain why you chose your subject.

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**Oct. 9: Renaissance historiography**Required reading:

Levine, *Humanism and history*.

Kelley, *Versions*, 218-369.

Suggested reading:

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

- Gilbert, Felix. *Machiavelli and Guicciardini: Politics and history in sixteenth-century Florence*. Princeton: Princeton University Press, 1965.
- Greene, Thomas M. *The light in Troy: Imitation and discovery in Renaissance poetry*. New Haven: Yale University Press, 1982.
- Huppert, George. *The idea of perfect history: Historical erudition and historical philosophy in Renaissance France*. Urbana and Chicago: University of Illinois Press, 1970.
- Kelley, Donald R. *Foundations of modern historical scholarship: Language, law, and history in the French Renaissance*. New York: Columbia University Press, 1970.
- Landfester, Rüdiger. *Historia magistra vitae: Untersuchungen zur humanistischen Geschichtstheorie des 14. bis 16. Jahrhunderts*. Genève: Librairie Droz, 1972.
- Struve, Nancy S. *The language of history in the Renaissance: Rhetoric and historical consciousness in Florentine humanism*. Princeton: Princeton University Press, 1970.

Essay:

Write two pages (500-600 words) on some aspect of this week's readings. Be prepared to explain why you chose your subject.

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**Oct. 16: NO CLASS (Monday schedule in effect)**

\*\*\* FIVE-TO-EIGHT-PAGE PAPER DUE AT 5 PM IN HERTER 624 \*\*\*

For this paper, choose one of the books (secondary sources) that you have read for this course (either required or recommended reading). Find a reasonably long review of the book in a scholarly journal. In approximately 5-8 pages (1500-2400 words), write a review of the review. Assess the review's audience, the reviewer's position and qualifications, how accurately the book is summarized, and how fair the critique of the book is. If the review is mostly positive, do you think the book warrants such praise? If mostly negative, does it deserve the criticism leveled at it? How does the reviewer assess the book's contribution to the literature? Your paper should not simply be a list of answers to these questions; it should be a coherent whole. This paper will develop your ability to read critically and evaluate others' judgments of a work that you have read.

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

Please attach a copy of the review to your paper.

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

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**Oct. 23: The footnote and modern historical method**

Required reading:

Grafton, *The footnote*.

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

Kelley, *Versions*, 370-438.

**Suggested reading:**

- Barkan, Leonard. *Unearthing the past: Archaeology and aesthetics in the making of Renaissance culture*. New Haven: Yale University Press, 1999.
- Cunnally, John. *Images of the illustrious: The numismatic presence in the Renaissance*. Princeton: Princeton University Press, 1999.
- Grell, Chantal. *Le dix-huitième siècle et l'antiquité en France, 1680-1789*. 2 vols. Oxford: Voltaire Foundation, 1995.
- Weiss, Roberto. *The Renaissance discovery of classical antiquity*. Oxford: Basil Blackwell, 1969.

**Essay:**

Write two pages (500-600 words) on some aspect of this week's readings. Be prepared to explain why you chose your subject.

**Oct. 30: Enlightenment narratives****Required reading:**

- Pocock, *Barbarism and religion*, vol. 2.
- Arnaldo Momigliano, "Gibbon's contribution to historical method," in Momigliano, [Primo] *Contributo alla storia degli studi classici* (Roma: Edizioni di storia e letteratura, 1955 [reprinted 1979]), 195-211. Essay reprinted in *Studies in historiography*, New York: Harper & Row, 1966. **(Handout)**
- Kelley, *Versions*, 439-496.

**Suggested reading:**

- Gay, Peter. *The Enlightenment: An interpretation*. Vol. 2, *The science of freedom*, pp. 368-396. New York: Knopf, 1969.
- Muhlack, Ulrich. *Geschichtswissenschaft im Humanismus und in der Aufklärung: Die Vorgeschichte des Historismus*. Munich: C. H. Beck, 1991.
- O'Brien, Karen. *Narratives of Enlightenment: Cosmopolitan History from Voltaire to Gibbon*. New York: Cambridge University Press, 1997.
- Pocock, *Barbarism and religion*, vol. 1.

**Essay:**

Write two pages (500-600 words) on some aspect of this week's readings. Be prepared to explain why you chose your subject.

**Nov. 6: Modern historiography and its past****Required reading:**

- Kelley, *Versions*, 497-504.

**Essay:**

Write two pages (500-600 words) on the ethical claims of the European historiographical tradition from antiquity to the Enlightenment. Are these claims echoed in the contemporary (late 20th- and early 21st-century) historiography with which you are familiar? If so, how? If not, why not?

**Nov. 13: NO CLASS**

Work on your final papers. I will be in my office for consultations during the scheduled seminar hours.

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**Nov. 20: NO CLASS**

Work on your final papers. I will be in my office for consultations during the scheduled seminar hours.

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**Nov. 27: Discussion of drafts (if necessary)**

If necessary, today will be devoted to discussing drafts of your final papers. We will schedule one hour for each draft, so if there are three or fewer students in the seminar, today will be a work day for your final papers.

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**Dec. 4: Discussion of drafts**

Today will be devoted to discussing drafts of your final papers. We will schedule one hour for each draft.

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**Dec. 11: Concluding discussion**

No required reading.

Essay:

Write two pages (500-600 words) about the most significant thing or things you learned in this course and the most pressing question it has left unresolved.

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

For the final paper, you will choose a European historian from the period covered in this course and write a historiographical analysis of one of his or her works. You may attempt to survey the scope, method, purpose, and style of the work, placing it in its historical context, or you may choose to focus on one particular aspect. In either case your paper should pose and answer a question that contributes to our understanding of an interesting historical problem.

The Massachusetts Center for Renaissance Studies has many early printed editions of ancient, medieval, and early modern historians, as well as facsimile reprints of others, both in the original languages and in English translation. I encourage you to work with the Center's collection. The Center is a fine place to work uninterrupted, and working with original sources can be more fun than dealing with a modern edition or reprint.

The paper should be 12-15 pages (3600-4500 words) in length, and it should follow the format specified in Turabian (including a title-page and a complete bibliography; abstract and table of contents are not necessary).

### **Appendix: A brief introduction to the profession of history**

One task of this seminar is to introduce students to the profession of history at the beginning of the twenty-first century. As graduate students, you are making a commitment to the profession that undergraduates do not make, and it behooves you to learn about that profession.

Professionalization involves both intellectual and cultural commitments. This appendix provides a brief guide to some of those commitments, with suggested reading. Items marked with an asterisk (\*) are the most important.

#### **Writing**

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

#### **A graduate student's writing library**

\*Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The craft of research*. Chicago: University of Chicago Press, 1995. ISBN 0-226-06584-7. An excellent guide to research from the perspective of rhetoric.

\*Turabian, Kate. *A manual for writers of term papers, theses, and dissertations*. 6th ed. Revised by John Grossman and Alice Bennett. Chicago: University of Chicago Press, 1996. The nuts and bolts of formatting papers, writing footnotes, using abbreviations, etc. Your papers should follow Turabian's guidelines.

\*Williams, Joseph M. *Style: Toward clarity and grace*. Chicago: University of Chicago Press, 1990. ISBN 0-226-89915-2. The best guide to improving your writing style. Unlike Strunk and White and many other guides, Williams explains his principles carefully. The textbook edition, published by Longman, has useful exercises but omits the detailed discussion of coherence that the Chicago edition contains. The Chicago edition is also a lot cheaper. I suggest that you buy the Chicago edition but that you work through the exercises in the textbook edition, available at the DuBois Library, if you have problems applying the principles.

*The American Heritage book of English usage*. Boston and New York: Houghton Mifflin, 1996. ISBN 0-395-76785-7. This is an inexpensive, up-to-date guide to grammar, word choice, gender, pronunciation, and other difficulties. There are many other usage books out there, some hoary with age but still authoritative (e.g. H. W. Fowler, *Modern English usage*).

Kaye, Sanford. *Writing under pressure: The quick writing process*. New York: Oxford University Press, 1989. Useful tips for those times when you need to write quickly and effectively.

Miller, Casey, and Kate Swift. *The handbook of nonsexist writing*. 2nd ed. New York: Harper & Row, 1988. ISBN 0-06-096238-0. An eye-opener for anyone who still thinks that "man" = "person."

#### **Cognate disciplines**

History has always borrowed from the methods of other disciplines. At present, the most important of those disciplines are anthropology, sociology and social theory, and literary criticism; I also think that philosophical training is immensely useful for historians. At the

very least a practicing historian should be familiar with the concepts set out in the following books. These suggestions are for the beginner in these fields. For further suggestions, see the syllabus for my graduate seminar on Philosophy of History, available on my website.

### **Suggested reading**

- \*Blackburn, Simon. *Think: A compelling introduction to philosophy*. Oxford and New York: Oxford University Press, 1999. Overview of important philosophical questions since Descartes, written for the intelligent general reader.
- . *Being good: A brief introduction to ethics*. Oxford and New York: Oxford University Press, 2001. Short account of the problems of ethical inquiry.
- Berger, Peter, and Thomas Luckmann. *The social construction of reality: A treatise in the sociology of knowledge*. New York: Anchor Books, 1990. Originally published 1966. ISBN 0-385-05898-5. Introduction to a branch of sociology that is particularly useful for cultural and intellectual historians.
- Fish, Stanley. *Is there a text in this class? The authority of interpretive communities*. Cambridge, MA, and London: Harvard University Press, 1980. Collection of essays on interpretation, leaning toward postmodernism; highly readable and enjoyable.
- Geertz, Clifford. *The interpretation of culture: Selected essays*. New York: Basic Books, 1973. Classic text in cultural anthropology, focusing on understanding cultures on their own terms.
- \*Williams, Raymond. *Keywords: A vocabulary of culture and society*. Revised ed. New York: Oxford University Press, 1983. ISBN 0-19-520469-7. Brief histories of important concepts for social analysis, e.g. family, class, science.

### **Professional concerns**

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

### **Historical journals**

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

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

### **Mailing lists and online discussion groups**

Historians have entered the electronic age; you can find a mailing list for almost any conceivable historical period and approach. H-Net History and Humanities Online, <[www.h-net.msu.edu](http://www.h-net.msu.edu)>, is an umbrella group that sponsors dozens of historical and humanities mailing lists. The H-Grad list, reserved for graduate students, is a useful source of support. I

urge history graduate students to join H-Grad and to lurk on one or two other mailing lists in their area of interest.

### **Professional associations**

Several professional associations serve the needs of historians. The American Historical Association is the largest and currently enrolls about 18,000 members in all areas of historical research. AHA members receive a subscription to the *AHR* and the association's newsletter *Perspectives*, and discounted subscriptions to many other publications. I encourage history department graduate students in this seminar to join the AHA. Current dues for graduate students are \$33/year. Depending on your interests, you might also consider joining another association, such as the Renaissance Society of America, the Sixteenth-Century Studies Conference, the American Society for Eighteenth-Century Studies, or the Organization of American Historians. If you are a teacher or plan a career in teaching—including college teaching—you might consider joining the Society for History Education, publisher of *The History Teacher*, a quarterly journal on historical pedagogy.

### **Conferences and meetings**

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

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

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

### **Other issues and concerns**

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

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

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

**Suggested reading**

- Boufis, Christina, and Victoria C. Olson, eds. *On the market: Surviving the academic job search*. New York: Riverhead Books, 1997. An honest (and therefore rather depressing) look at candidates' experiences in the current job market, tips for the job search, advice on alternate careers, and reflections on identity politics and the state of the academy.
- Caplan, Paula J. *Lifting a ton of feathers: A woman's guide for surviving in the academic world*. Toronto: University of Toronto Press, 1993. Aimed at advanced graduate students and beginning professors, this book addresses gender bias in the academy and provides advice for dealing with it. However, many of Caplan's specific suggestions on how to succeed in academia are useful for men as well as women.
- DeNeef, A. Leigh, and Craufurd D. Goodwin, eds. *The academic's handbook*. 2nd ed. Durham, NC, and London: Duke University Press, 1995. This compilation includes sections on the state of academe today, the job market, teaching and advising, and research and publication.
- \*Gustafson, Melanie S. *Becoming a historian: A survival guide*. 2000 edition. Washington, D.C.: Committee on Women Historians and the American Historical Association, 2001. (No ISBN.) A succinct guide to the process of professionalization, from grad school to tenure, with tips on getting on conference programs and getting published.
- Heiberger, Mary Morris, and Julia Miller Vick. *The academic job search handbook*. 2nd ed. Philadelphia: University of Pennsylvania Press, 1996. The best overall guide to the academic job search. Covers everything from preparation for the market to negotiating your contract. Many sample CV's and cover letters.
- Toth, Emily. *Ms. Mentor's impeccable advice for women in academia*. Philadelphia: University of Pennsylvania Press, 1997. Like Paula Caplan's book, much of this advice is useful for men too. Ms. Mentor's monthly column on the *Chronicle of Higher Education's* web site, [chronicle.com/jobs](http://chronicle.com/jobs), is also worth reading.

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**Directions to the Massachusetts Center for Renaissance Studies, 650 East Pleasant Street, Amherst MA 01002**

**1. By campus shuttle (10 minutes)**

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

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

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

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

**3. On foot (20-30 minutes)**

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