

Historiography

HIS 5394-001
Tuesdays, 6:00-8:45 PM
3 Credit Hours
BUS 260

Dr. Colin Snider – Department of History
BUS 267
csnider@uttyler.edu [preferred contact]
565-5758

Office Hours:
Tuesdays, 3:30-5:00 PM
Thursdays, 9:30-11:00 AM
Or by Appointment

Description

This course is designed to familiarize graduate students with many of the fundamental paradigms and analytical models that shape the field of history today. Students will be introduced to major theories of causation and forms of analysis currently used in the historical profession so that students can identify and apply them. Core readings will draw from a variety of traditions in Western Europe, North America, India, Latin America, and elsewhere and dating from the European Enlightenment to the present. This course should help students to identify the kind of historian they are or hope to become; provide analytical tools to achieve students' goals; and intellectually prepare them for wherever a graduate degree in history ultimately takes them.

Objectives

This class will introduce graduate students to a variety of theories, conceptual frameworks, methodologies, and developments of historical thought and analysis across the past 250 years. Additionally, this course will strengthen graduate students' abilities to provide critical and original analysis of historical processes, events, and monographs. Drawing on a variety of monographs across a number of themes, subfields, and geographic regions in history, this class will sharpen graduate students' abilities in critical thinking, analysis, and writing, even while helping them to apply an understanding of historical theories and conceptual frameworks to the world, both past and present, at the local, national, and global levels.

Thus, by the end of the semester, students will:

- Develop critical thinking skills that reflect an ability to analyze, synthesize, and evaluate information while improving creative thinking, innovation, and inquiry.
- Develop communication skills that reflect the ability to develop, interpret, and express their own ideas through written, oral, and visual communication.
- Develop a sense of social responsibility that reflects intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in local, regional, national, and global communities.
- Develop a sense of personal responsibility that the ability to connect individual choices, actions, and consequences to ethical decision-making.

More specifically, this course will teach students to:

- Become familiar with many of the major trends and schools of thought in modern historiography from the late eighteenth century to the present.
- Become familiar with the methods and goals of political, social, cultural, and other types of historical inquiry.

- Become familiar with the scholarly debates between individuals and schools concerning historical methodology in research, analysis, and writing.
- Become familiar with the questions and debates over creating historical narratives across history.
- Become familiar with the challenges and issues around both archival research and oral history that scholars contend with.
- Gain a better understanding of the types of conceptual frameworks and theoretical tools available to historians and apply them to the students' own understanding of history, historical method, and of the world around them.

Required Readings

Students are required to complete *all* of the readings for the course. As this is a graduate readings seminar, students are expected to complete around 250-400 pages of reading a week. The books required for the course are as listed below (an asterisk indicates a book that is available on Kindle or similar e-reading formats; a hashtag indicates a book is available on reserve at the library).

Braudel, Fernand. *On History*. Trans. by Sarah Matthews. Chicago: University of Chicago Press, 1982.

*Burke, Peter. *What Is Cultural History?* 2nd Edition. Cambridge: Polity Press, 2008.

*Foucault, Michel. *Discipline and Punish*. 2nd Edition. New York: Vintage Books, 1995.

*Bourdieu, Pierre. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, 1977.

Anderson, Benedict. *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. Revised Edition. New York: Verso Books, 2006.

*Scott, Joan Wallach. *Gender and the Politics of History*. Revised Edition. New York: Columbia University Press, 1999.

Buffington, Robert M., Eitne Luibhéid, and Donna J. Guy, eds. *A Global History of Sexuality: The Modern Era*. Malden, MA: Wiley-Blackwell, 2014.

*Trouillot, Michel-Rolph. *Silencing the Past: Power and the Production of History*. Boston, MA: Beacon Press, 1997.

*Stern, Steve J. *Remembering Pinochet's Chile: On the Eve of London 1998*. Durham: Duke University Press, 2006.

*Burton, Antoinette, ed. *Archive Stories: Facts, Fictions, and the Writing of History*. Durham: Duke University Press, 2006.

In addition to the required monographs listed above, students will also regularly have excerpts from key works made available on Blackboard. Be sure to check the weekly reading assignments and do *all* of the assigned readings for the week.

Course Requirements:

I. **Participation** – come to class well-prepared. Twenty-five percent (25%) of your grade is based on oral participation and class attendance. **Two unexcused absences will result in a failing grade.** As part of your participation grade, you must submit at least two questions or comments on the assigned readings no later than 7 p.m. on the day preceding class. These will serve as a basis for class discussion and will be presented to students in class. When submitting questions please put your name in parentheses at the end of each comment or question so you can be credited in the master list of comments. If student participation and discussion is lacking, the professor reserves the right to have students lead at least one class discussion.

Participation also involves courtesy. Healthy debate is both anticipated and encouraged, and the professor's classroom tends towards informality and discussion. However, disruptive behavior, disrespect towards fellow students or the professor, personal insults, or offensive language will result in: 1. a warning 2.

expulsion from an individual class meeting. 3. Being dropped from the class.

II: Written assignments:

1. **Two Self-Reflective Essays (3-5 pages each)** At the beginning and the end of the semester, students will write essays reflecting on who they are as historians, the theories, philosophies, or/and frameworks that interest and drive them, and the kind of work that they are doing or would like to do. The first self-reflective essay is due in week 2; the second self-reflective essay is due in week 16. **15% total (7.5% each).**
2. **Three Analytical Essays (5-6 pages each)** Through the course of the semester, students will write three analytical papers that integrate the assigned readings with other major works in that particular theoretical or methodological framework. To aid students in this endeavor, each week is built around a theme, theory, or school of thought in historical analysis, and a list of recommended readings is included below the week's assigned reading [see syllabus calendar below for examples]. Students are expected to pick one of the week's assigned readings, pair it with a "recommended" reading, and write a 5-6 page paper that further considers, discusses, analyzes, and evaluates the broader theoretical or conceptual framework they have selected. These papers will be due in week 6, week 10, and week 15. **60% total (20% each).**

Deadlines. Life happens. If illness, extenuating circumstances or special learning needs prevent submission of written work on time, please speak to me in advance of the due date. Unexcused lateness will result in 5 percentage points penalty per day of lateness. Papers more than five days late will receive an **automatic zero (0) for the assignment.**

Grades

Based on the assignments outlined above, students' grades break down as follows:

Attendance and Participation	25%
Two Self-Reflective Essays (7.5% each)	15%
Analytical Essay 1 (due week 6)	20%
Analytical Essay 2 (due week 11)	20%
<u>Analytical Essay 3 (due Finals Week)</u>	<u>20%</u>
TOTAL	100%

Suggested supplemental resources:

Students seeking general guidelines, aides, or pointers in the broader aspects of writing and analysis for this course are welcome to consult the following works for questions of style and format.

Bentley, Michael. *Modern Historiography: An Introduction*. New York: Routledge, 1999.

Breisach, Ernst. *Historiography: Ancient, Medieval, and Modern*. Third Edition. Chicago: The University of Chicago Press, 2007.

Iggers, Georg C., and Q. Edward Wang. *A Global History of Modern Historiography*. With contributions from Supriya Mukherjee. Harlow, United Kingdom: Pearson, 2008.

Attendance and Makeup Policy

Because this is a course that only meets once a week, students must make every effort to be in class regularly. As outlined above, attendance in the class is **mandatory**, and more than three unexcused absences will result in a failing grade on attendance and participation (20% of the total grade). In cases of **emergency** (i.e., serious illness, family emergencies, etc.), however, an absence may be excused. The student should

make sure to consult with the professor as soon as possible in order to provide advance warning of absences where possible. There are no exams that will require makeup in this course. However, students must put forth every effort to submit their papers on time. Each day the paper is late will result in a reduction of one-letter grade from the student's paper. If the paper is one week late, it will not be accepted, and the student will receive an **automatic zero** for the assignment. In the event a student needs a paper extension due to serious illness, family emergency, etc., they must make every effort to speak with the professor in advance, keeping in mind that paper extensions remain the professor's prerogative. In the event a student has to miss an oral presentation for medical, family, or university-related reasons, the professor and the student can arrange a time to present their work to the class, at the professor's prerogative.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Definition of Academic Dishonesty

Scholastic dishonesty includes, but is not limited to, submitting work that is not one's own. In the classroom, this generally takes one of two forms: plagiarism or cheating. Cheating can include (but is not limited to) using unauthorized materials to aid in achieving a better grade, inventing information, including citations, on an assignment, and copying answers from a colleague or other source.

Plagiarism is presenting the words **or** ideas of another person as if they were your own.

As a result, Plagiarism can include, but is not limited to, submitting work as if it is your own when it is at least partly the work of others, submitting work that has been purchased or obtained from the internet or another source without authorization, and incorporating the words and ideas of another writer or scholar without providing due credit to the original author.

Any and all cases of plagiarism or cheating will result in an automatic zero for the assignment. The professor also reserves the right to assign the students a zero for the semester, and to refer cases of plagiarism to the student's respective dean.

Please read the complete policy at <http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php>

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.

- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.



Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a disability diagnosis such as a chronic disease, learning disorder, head injury or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with an Accessibility Case Manager. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR webpage (<http://www.uttyler.edu/disabilityservices/>) or the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to saroffice@uttyler.edu.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Course Calendar

Week 1 (1/19): Introduction – We As Historians

Some Recommended Readings

- H. Butterfield, *The Whig Interpretation of History* (1963)
- E. H. Carr, *What is History?* (1961)
- Elizabeth A. Clark, *History, Theory, Text. Historians and the Linguistic Turn* (2004)
- Sande Cohen, *History Out of Joint: essays on the use and abuse of history*. (2005)
- R. G. Collingwood, *The Idea of History* (1946)
- William Cronon, "Getting Ready to Do History," *Carnegie Essays on the Doctorate, Carnegie Initiative on the Doctorate, Carnegie Foundation, Palo Alto, 2004, 1-18.*
<http://history.wisc.edu/cronon/Writing.htm>
- Richard J. Evans, *In Defense of History* (1999)
- Anna Green and Kathleen Troup, *The Houses of History* (1999)
- Georg G. Iggers, *Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge*. (1997).
- David Lowenthal, *The Past is a Foreign Country* (1985)
- Some journals that are oriented towards theory/philosophy of history: *Clio*, *Critical Inquiry*, *History Workshop*, *Radical History Review*

Week 2 (1/26): German Idealism & Subsequent Interpretations

First Self-Reflective Essay Due

- Leopold von Ranke. Selections from *The Secret of World History*. Roger Wines, ed. New York: Fordham University Press, 1981. [Available on Blackboard.]
- Friedrich Nietzsche. "On the Uses and Disadvantages of History for Life." In *Untimely Meditations*. Ed. By Daniel Breazeale. Translated by R. J. Hollingdale. Cambridge: Cambridge University Press, 1997. [Available on Blackboard]
- Friedrich Nietzsche. Preface to *Genealogy of Morals*. Translated by Walter Kaufmann and R. J. Hollingdale. New York: Vintage Books, 1969. [Available on Blackboard]
- Michel Foucault. "Nietzsche, Genealogy, History." In Michel Foucault, *Language, Counter-Memory, Practice: Selected Essays and Interviews*. Donald F. Bouchard, ed. Translated by Donald F. Bouchard and Sherry Simon. Ithaca, NY: Cornell University Press, 1977.

Related Readings

- Adorno, Theodor W. "Aspects of Hegel's Philosophy" and "Skoteinos, or How to Read Hegel." In *Hegel: Three Studies*. Translated by Sherry Weber Nicholsen. Cambridge, MA: The MIT Press, 1993.
- Cohen, Sande. "Nietzsche and Us: Last Readers." In *History Out of Joint: Essays on the Use and Abuse of History*. Baltimore: The Johns Hopkins University Press, 2006.
- Kant, Immanuel. "Idea for a Universal History from a Cosmopolitan Point of View."
<http://www.marxists.org/reference/subject/ethics/kant/universal-history.htm>
- Hegel, Georg W. F. Selections from *The Philosophy of History*. Translated by J. Sibree. Amherst, New York: Prometheus, 1991. Introduction, 1-102 (of this section the most important and least obtuse material is from 1-11 and 54-79).
- White, Hayden. *Metahistory: The Historical Imagination in the Nineteenth Century*. Baltimore: The Johns Hopkins University Press, 1975.

Week 3 (2/2): Materialism and Its Heirs

Karl Marx. "Contribution to the Critique of Hegel's *Philosophy of Right*: Introduction"

Karl Marx and Friedrich Engels. *The Communist Manifesto*. Available at www.gutenberg.org/files/61/61.txt

Friedrich Engels. "The Origins of Family, Private Property, and the State." In Robert C. Tucker, ed., *The Marx-Engels Reader*. 2nd edition. New York: W. W. Norton, 1978. [Available on Blackboard]

E.P. Thompson. "The Moral Economy of the English Crowd in the Eighteenth Century." From *The Essential E.P. Thompson*. Dorothy Thompson, ed. New York: The New Press, 2001. [Available on Blackboard]

Antonio Gramsci. Selections from *The Gramsci Reader: Selected Writings, 1916-1935*. David Forgacs, ed. New York: New York University Press, 2000. [Available on Blackboard]

Joseph Schumpeter. "On the Concept of Social Value," *The Quarterly Journal of Economics*, 23:2 (1909), 213-232. [Available on Blackboard]

Related Readings

Evans, Richard J. "Causation in History." In *In Defense of History*. New York: W.W. Norton and Company, 1999.

Althusser, Louis. *On the Reproduction of Capitalism: Ideology and Ideological State Apparatuses*. Trans. by G.M. Goshgarian. New York: Verso Books, 2014.

Beasley-Murray, Jon. *Post-Hegemony: Political Theory and Latin America*. Minneapolis: University of Minnesota Press, 2010.

Deleuze, Gilles, and Felix Guattari. *A Thousand Plateaus: Capitalism and Schizophrenia*. Translated by Brian Massumi. Minneapolis: University of Minnesota Press, 1987.

Gramsci, Antonio. *Pre-Prison Writings*. Richard Bellamy, ed. Cambridge: Cambridge University Press, 1994.

_____. *Selections from the Prison Notebooks*. Quinton Hoare and Geoffrey Nowell Smith, eds. New York: International Publishers, 1971.

Laclau, Ernesto, and Chantal Mouffe. *Hegemony and Socialist Strategy: Towards a Radical Democratic Politics*. Second Edition. New York: Verso Books, 2014.

Lears, T.J. Jackson. "The Concept of Cultural Hegemony: Problems and Possibilities." *American Historical Review* 90:3 (June 1985): 567-593.

Mouffe, Chantal. *The Democratic Paradox*. New York: Verso Books, 2005.

Piketty, Thomas. *Capital in the Twenty-First Century*. Trans. by Arthur Goldhammer. Cambridge: Harvard University Press, 2014.

Poulantzas, Nicos. *Classes in Contemporary Capitalism*. Trans. by David Fernbach. New York: Verso Books, 1978.

_____. *State, Power, Socialism*. Trans. by Patrick Camiller. New York: Verso Books, 2014.

Roseberry, William. "Hegemony and the Language of Contention." In *Everyday Forms of State Formation: Revolution and the Negotiation of Rule in Modern Mexico*, eds. Gilbert M. Joseph and Daniel Nugent: 355-366. Durham: Duke University Press, 1994.

Sayer, Derek. "Everyday Forms of State Formation: Some Dissident Remarks on 'Hegemony.'" In *Everyday Forms of State Formation: Revolution and the Negotiation of Rule in Modern Mexico*, eds. Gilbert M. Joseph and Daniel Nugent: 367-377. Durham: Duke University Press, 1994.

Scott, James C. *Domination and the Arts of Resistance: Hidden Transcripts*. New Haven: Yale University Press, 1990.

_____. *The Moral Economy of the Peasant: Rebellion and Subsistence in Southeast Asia*. New Haven: Yale University Press, 1977.

Thompson, E. P. "Time, Work Discipline, and Industrial Capitalism," *Past and Present*, 38 (1967): 56-97.

Wright, Erik Olin. *Class, Crisis, and the State*. New York: Verso Books, 1979.

Week 4 (2/9): The Annales School

- Fernand Braudel. *On History*. Translated by Sarah Matthews. Chicago: University of Chicago Press, 1982. [pages vii-82 and 165-218]
- Lynn Hunt. "French History in the Last Twenty Years: The Rise and Fall of the Annales Paradigm." *Journal of Contemporary History* 21:2 (April 1986): 209-224. [Available on Blackboard]

Related Readings

- Bloch, Marc. *The Historian's Craft: Reflections on the Nature and Uses of History and the Techniques of the Methods of Those Who Write It*. New York: Vintage Press, 1964.
- Braudel, Fernand. *The Structures of Everyday Life: Civilization and Capitalism 15th-18th Century*. Volume I. New York: Harper & Row, 1982.
- Burke, Peter. *The French Historical Revolution: The Annales School, 1929-1989*. Stanford: Stanford University Press, 1990.
- Le Goff, Jacques. *Time, Work, and Culture in the Middle Ages*. 2nd Edition. Chicago: Chicago University Press, 1982.
- Sewell, Jr., William H. "Marc Bloch and the Logic of Comparative History." *History and Theory* 6:2 (1967): 208-218.
- Stirling, Katherine. "Rereading Marc Bloch: The Life and Works of a Visionary Modernist." *History Compass* 5:2 (2007): 525-538.

Week 5 (2/16): Cultural History and Ethnohistory

- Burke, Peter M. *What Is Cultural History?* Second edition. Boston: Polity Press, 2008.
- Clifford Geertz, Chapters 1 and 14 from *The Interpretation of Cultures: Selected Essays*. New York: Basic Books, 1973. [Available on Blackboard]
- Claude Levi-Strauss. "Social Structure." In *Anthropology Today: Selections*. Sol Tax, ed. Chicago: The University of Chicago Press, 1962. [Available on Blackboard.]
- Marshal Sahlins. "Other Times, Other Customs: The Anthropology of History." *American Anthropologist* 85:3 (1983): 517-544. [Available on Blackboard.]

Related Readings

- Axel, Brian, ed. *From the Margins: Historical Anthropology and Its Futures*. Durham: Duke University Press, 2002.
- Clifford, James. "On Ethnographic Authority." *Representations* 2 (Spring 1983): 118-146.
- Eley, Geoff. *A Crooked Line*. Ann Arbor: University of Michigan Press, 2005.
- Ginzburg, Carlo. *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller*. Baltimore: The Johns Hopkins University, 1992.
- Hunt, Lynn, ed. *The New Cultural History*. Berkeley: University of California Press, 1989.
- Levi, Giovanni. "On Microhistory." In *New Perspectives on Historical Writing*, ed. Peter Burke: 97-119. College Park: Pennsylvania State University Press, 2001.
- Medick, Hans. "'Missionaries in the Row Boat'? Ethnological Ways of Knowing as a Challenge to Social History." *Comparative Studies in Society and History* 29:1 (January 1987): 76-98.
- Sahlins, Marshall. "Goodbye to Tristes Tropes: Ethnography in the Context of Modern World History." *The Journal of Modern History* 65:1 (March 1993): 1-25.
- Sewell, William H. "Geertz, Cultural Systems, and History: From Synchrony to Transformation." *Representations* 59 (Summer 1997): 35-55.
- _____. "A Theory of Structure: Duality, Agency, and Transformation." *The American Journal of Sociology* 98:1 (1992): 1-29.
- Zemon Davis, Natalie. *Fiction in the Archives: Pardon Tales and Their Tellers in Sixteenth-Century France*.

Stanford: Stanford University Press, 1990.

Week 6 (2/23): The Linguistic Turn

Michel Foucault. *Discipline & Punish: The Birth of the Prison*. 2nd edition. New York: Vintage Press, 2012.

Jacques Derrida. "Structure, Sign, and Play in the Discourse of the Human Sciences." In *Writing and Difference*. Translated by Alan Bass. Chicago: The University of Chicago Press, 1978. [Available on Blackboard.]

Related Readings

Ashenden, Samantha, and David Owen, eds. *Foucault Contra Habermas*. London: Sage Publications, 1999.

Barthes, Roland. *Elements of Semiology*. Reissue edition. New York: Hill & Wang, 1977.

Baudrillard, Jean. *Forget Foucault*. Translated by Nicole Dufresne. Los Angeles: Semiotext(e). 2007.

Clark, Elizabeth A. *History, Theory, Text: Historians and the Linguistic Turn*. Cambridge, MA: Harvard University Press, 2004.

Clark, Jonathan. *Our Shadowed Present: Modernism, Postmodernism, and History*. Stanford: Stanford University Press, 2004.

Debord, Guy. *Comments on the Society of the Spectacle*. Trans. Malcom Imrie. New York: Verso Books, 1998.

_____. *Society of the Spectacle*. Detroit: Black & Red, 1977.

Deleuze, Gilles. *The Logic of Sense*. Edited by Constantin V. Boundas. Trans. by Mark Lester with Charles Stivale. New York: Columbia University Press, 1990.

Dryberg, Torben Bech. *The Circular Structure of Power: Politics, Identity, Community*. New York: Verso Books, 1997.

Foucault, Michel. *The Archaeology of Knowledge*. Translated by A.M. Sheridan Smith. Reprint Edition. New York: Vintage, 2012.

_____. *The Foucault Reader*. Edited by Paul Rabinow. New York: Pantheon, 1984.

_____. *Power/Knowledge: Selected Interviews and Other Writings, 1972-1977*. Edited by Colin Gordon. Translated by Colin Gordon, Leo Marshall, John Mepham, and Kate Soper. New York: Vintage, 1980.

Holdcroft, David. *Saussure: Signs, System, and Arbitrariness*. Cambridge: Cambridge University Press, 1991.

Jameson, Fredric. *Postmodernism, or, the Cultural Logic of Late Capitalism*. Durham: Duke University Press, 1991.

Lloyd, Christopher. "The Methodologies of Social History: A Critical Survey and Defense of Structuralism." *History and Theory* 30:2 (1991): 180-219.

Weeks, Jeffrey. "Remembering Foucault." *Journal of the History of Sexuality* 14:1/2 (2005): 186-201.

White, Hayden. "Foucault Decoded: Notes from Underground." In *Tropics of Discourse: Essays in Cultural Criticism*. 230-260. Baltimore: The Johns Hopkins University Press, 1978.

Wolin, Richard. "'Modernity': The Peregrinations of a Contested Historiographical Concept." *American Historical Review* 116:3 (June 2011): 741-751.

Week 7 (3/1): Space and History

Space and History

Michel de Certeau. Chapter 9 from *The Practice of Everyday Life*. Translated by Steven F. Rendall. 2nd edition. Berkeley: University of California Press, 1984. [Available on Blackboard.]

Henri Lefebvre. Chapters 7-8, 10-11 of *State, Space, World: Selected Essays*. Neil Brenner and Stuart Elden, eds. Translated by Gerald Moore, Neil Brenner, and Stuart Elden. Minneapolis: University of Minnesota Press, 2009. [Available on Blackboard.]

James C. Scott. Introduction and Chapters 1 and 4 from *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, 1998.

Related Readings

- Bachelard, Gaston. *The Poetics of Space*. Boston, MA: Beacon Press, 1994.
- Cresswell, Tim. *Place: A Short Introduction*. New York: Wiley-Blackwell, 2004.
- Harvey, David. *Rebel Cities: From the Right to the City to the Urban Revolution*. New York: Verso Books, 2013.
- _____. *Social Justice and the City*. Revised Edition. Athens: University of Georgia Press, 2009.
- Kern, Stephen. *The Culture of Time and Space, 1880-1918*. Cambridge, MA: Harvard University Press, 1983.
- Lefebvre, Henri. *The Production of Space*. Translated by Donald Nicholson-Smith. New York: Wiley-Blackwell, 1992.
- Purcell, Mark. "Excavating Lefebvre: The right to the city and its urban politics of the inhabitant." *Geojournal* 58 (2002): 99-108.
- Smith, Neil. *Uneven Development: Nature, Capital, and the Production of Space*. Athens, GA: University of Georgia Press, 1983.

SPRING BREAK, MARCH 7-11

Week 8 (3/15): Practice Theory

Analytical Essay 2 due by 6:00 PM

- Pierre Bourdieu. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, 1977.
- Sherry B. Ortner. "Making Gender: Toward a Feminist, Minority, Postcolonial, Subaltern, etc., Theory of Practice." In *Making Gender: The Politics and Erotics of Culture*. Boston: Beacon Press, 1996. [Available on Blackboard.]

Related Readings

- De Certeau, Michel. *The Practice of Everyday Life*. Translated by Steven F. Rendall. 2nd edition. Berkeley: University of California Press, 1984.
- Gorski, Philip S., ed. *Bourdieu and Historical Analysis*. Durham: Duke University Press, 2013.

Week 9 (3/22): Theorizing the State and the Nation

- Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. Revised Edition. New York: Verso Books, 2006.
- Theda Skocpol, "Bringing the State Back In: Strategies of Analysis in Current Research." In Peter B. Evans, Dietrich Rueschemeyer, & Theda Skocpol, eds., *Bringing the State Back In*. Cambridge: Cambridge University Press, 1985: 3-43. [Available on Blackboard.]
- Selections from Aradhana Sharma and Akhil Gupta, eds. *The Anthropology of the State: A Reader*. Malden, MA: Blackwell Publishing, 2006. [Available on Blackboard.]

Related Readings

- Agamben, Giorgio. *State of Exception*. Translated by Kevin Attell. Chicago: The University of Chicago Press, 2005.
- Balibar, Étienne, and Immanuel Wallerstein. *Race, Nation, Class: Ambiguous Identities*. New York: Verso Books, 1991.
- Bhabha, Homi K. "DissemiNation: Time, narrative, and the margins of the modern nation." In *The Location of Culture*: 199-244. London: Routledge, 1994.
- Butler, Judith, and Gayatri Chakravorty Spivak. *Who Sings the Nation-State?: Language, Politics, Belonging*.

- London: Seagull Books, 2007.
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- Lorey, Isabell. *State of Insecurity: Government of the Precarious*. New York: Verso Books,
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Week 10 (3/29): Gender History

- Joan Wallach Scott. *Gender and the Politics of History*. Revised Edition. New York: Columbia University Press, 1999.
- Heidi Tinsman. "A Paradigm of Our Own: Joan Scott in Latin American History." *American Historical Review* 113:5 (December 2008): 1357-1374. [Available on Blackboard.]
- Matthew Gutmann. "Trafficking in Men: The Anthropology of Masculinity." *Annual Review of Anthropology* 26 (1997): 385-409. [Available on Blackboard.]

Related Readings

- Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. 10th Anniversary Edition. New York: Routledge, 1999.
- Connell, R. W. *Gender and Power: Society, the Person, and Sexual Politics*. Stanford: Stanford University Press, 1987.
- Laura Lee Downs. "If 'Woman' is Just an Empty Category, Then Why Am I Afraid to Walk Alone at Night? Identity Politics Meets the Postmodern Subject." *Comparative Studies in Society and History* 35:2 (1993): 414-437.
- _____. "Reply to Joan Scott." *Comparative Studies in Society and History* 35:2 (1993): 444-451.
- Riley, Denise. *Am I That Name: Feminism and the Category of Women in History*. Minneapolis: University of Minnesota Press, 2003.
- Scott, Joan W. "'The Tip of the Volcano.'" *Comparative Studies in Society and History* 35:2 (1993): 438-443.
- Smith, Bonnie G. *The Gender of History: Men, Women, and Historical Practice*. Cambridge, MA: Harvard University Press, 1998.
- Swedberg, Sarah. "Teaching Women's History: I Offered Social History, They Took Away Heroes." *History Compass* 2:1 (2004): 1-7.
- Walkowitz, Judith R. "Jack the Ripper and the Myth of Male Violence." *Feminist Studies* 8:3 (1982): 543-574.

Week 11 (4/5): History of Sexuality

- Robert M. Buffington, Eithne Luibhéid, and Donna J. Guy, eds. *A Global History of Sexuality: The Modern Era*. Malden, MA: Wiley Blackwell, 2014.

Related Readings

- Arondekar, Anjali. "Without a Trace: Sexuality and the Colonial Archive." *Journal of the History of Sexuality* 14:1/2 (2005): 10-27.
- Foucault, Michel. *The History of Sexuality, Volume I: An Introduction*. Translated by Robert Hurley. New York: Vintage Books, 1990.

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- Foucault, Michel. *The History of Sexuality, Volume III: The Care of the Self*. Translated by Robert Hurley. New York: Vintage Books, 1990.
- Rubin, Gayle S. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality." In Henry Abelove, Michele Aina Barale and David M. Halperin, eds. *The Lesbian and Gay Studies Reader*. New York: Routledge, 1993.

Week 12 (4/12): Postcolonial Criticism and Subaltern Studies

- Ranajit Guha, "The Prose of Counterinsurgency." In *Selected Subaltern Studies*, Ranajit Guha, ed: 45-88. Oxford: Oxford University Press, 1988. [Available on Blackboard.]
- Partha Chatterjee, "More on Modes of Power and the Peasantry." In *Selected Subaltern Studies*, Ranajit Guha, ed: 351-390. Oxford: Oxford University Press, 1988. [Available on Blackboard.]
- Gayatri Chakravorty Spivak. "Can the Subaltern Speak?" In Cary Nelson and Lawrence Grossley, eds. *Marxism and the Interpretation of Culture*: 271-313. Urbana: University of Illinois Press, 1988. [Available on Blackboard.]
- Ranajit Guha. "Chandra's Death." In *A Subaltern Studies Reader – 1986-1995*. Ranajit Guha, ed.: 34-62. Minneapolis, MN: University of Minnesota Press, 1997.
- Dipesh Chakrabarty. "Postcoloniality and the Artifice of History: Who Speaks for 'Indian' Pasts?" In *A Subaltern Studies Reader – 1986-1995*. Ranajit Guha, ed.: 263-294. Minneapolis, MN: University of Minnesota Press, 1997.
- Homi K. Bhabha. "The Postcolonial and the Postmodern: The question of agency." In *The Location of Culture*: 245-282. London: Routledge, 1994. [Available on Blackboard.]
- Greg Grandin. "Can the Subaltern Be Seen? Photography and the Affects of Nationalism." *Hispanic American Historical Review* 84:1 (2004): 83-111. [Available on Blackboard.]
- Mallon, Florencia E. "The Promise and Dilemma of Subaltern Studies: Perspectives from Latin American History." *American Historical Review* 99:5 (1994): 1491-1515. [Available on Blackboard.]

Related Readings

- Bhabha, Homi K. "Of Mimicry and Men: The Ambivalence of Colonial Discourse." *October* 28 – Discipleship: A Special Issue on Psycho Analysis (1984): 125-133.
- Chakrabarty, Dipesh. *Provincializing Europe: Postcolonial Thought and Historical Difference*. New Edition. Princeton: Princeton University Press, 2007.
- Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton: Princeton University Press, 1993.
- Chibber, Vivek. "Making sense of postcolonial theory: a response to Gayatri Chakravorty Spivak." *Cambridge Review of International Affairs*, October 2014: pp. 617-624.
- _____. *Postcolonial Theory and the Specter of Capital*. New York: Verso Books, 2013.
- Guha, Ranajit, ed. *A Subaltern Studies Reader, 1986-1995*. Minneapolis: University of Minnesota Press, 1997.
- Klor de Alva, J. Jorge. "The Postcolonization of the (Latin) American Experience: A Reconsideration of 'Colonialism,' 'Postcolonialism,' and 'Mestizaje'." In *After Colonialism: Imperial Histories and Postcolonial Displacements*, edited by Gyan Prakash: 241-275. Princeton: Princeton University Press, 1995.
- Mingolo, Walter F. "Coloniality of Power and Subalternity." In *The Latin American Subaltern Studies Reader*, Ileana Rodríguez, ed.: 424-444. Durham: Duke University Press, 2001.
- Morris, Rosalind C., ed. *Can the Subaltern Speak? Reflections on the History of an Idea*. New York: Columbia University Press, 2010.
- Said, Edward W. *Orientalism*. New York: Vintage Books, 1979.

- Scott, James C. *Weapons of the Weak: Everyday Forms of Peasant Resistance*. New Haven: Yale University Press, 1985.
- Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Cambridge, MA: Harvard University Press, 1999.
- _____. "Subaltern Studies: Deconstructing Historiography." In Ranajit Guha and Gayatri Chakravorty Spivak, eds. *Selected Subaltern Studies*. New York: Oxford University Press, 1988.
- Young, Robert. *Postcolonialism: An Historical Introduction*. Malden, MA: Blackwell Publishing, 2001.
- _____. *White Mythologies: Writing History and the West*. New York: Routledge, 1990.

Week 13 (4/19): Literature/Fiction/Narrative

- Michel-Rolph Trouillot. *Silencing the Past: Power and the Production of History*. Boston, MA: Beacon Press, 1997.
- Hayden White. "The Historical Text as Literary Artifact." In *Tropics of Discourse: Essays in Cultural Criticism*: 81-100. Baltimore: The Johns Hopkins University Press, 1978. [Available on Blackboard.]
- Mark Bevir. "Objectivity in History." *History and Theory* 33:3 (October 1994): 328-344. [Available on Blackboard.]

Related Readings

- Clifford, James, and George E. Marcus. *Writing Culture: The Poetics and Politics of Ethnography*. Berkeley: University of California Press, 1986.
- Cohen, Thomas V. "Reflections on Retelling a Renaissance Murder." *History and Theory* 41:4 (2002): 7-16.
- De Certeau, Michel. *The Writing of History*. Translated by Tom Conley. New York: Columbia University Press, 1988.
- Echevarría, Roberto González. *Myth and Archive: A Theory of Latin American Narrative*. Durham: Duke University Press, 1998.
- Harlan, David. "Intellectual History and the Return of Literature." *American Historical Review* 94:3 (1989): 581-609.
- Haskell, Thomas L. "Objectivity is not Neutrality: Rhetoric vs. Practice in Peter Novick's *That Noble Dream*." *History and Theory* 29:2 (May 1990): 129-157.
- Kermode, Frank. *The Genesis of Secrecy: On the Interpretation of Narrative*. Cambridge, MA: Harvard University Press, 1980.
- LaCapra, Dominick. *Writing History, Writing Trauma*. Reprint Edition. Baltimore: The Johns Hopkins University, 2014.
- Novick, Peter. *That Noble Dream: The "Objectivity Question" and the American Historical Profession*. Cambridge: Cambridge University Press, 1988.
- Ramirez, Bruno. "Clio in Words and in Motion: Practices of Narrating the Past." *Journal of American History* 86:3 (1999): 987-1014.
- Stone, Lawrence. "The Revival of Narrative: Reflections on a New Old History." *Past and Present* 85 (November 1979): 3-24.
- Virno, Paolo. *Déjà Vu and the End of History*. New York: Verso Books, 2015.
- White, Hayden. "The Burden of History." *History and Theory* 5:2 (1966): 111-134.

Week 14 (4/26): Memory and Oral History

Analytical Essay 3 due

- Stern, Steve J. *Remembering Pinochet's Chile: On the Eve of London 1998*. Durham: Duke University Press, 2006.
- Michael Rossington and Anne Whitehead, eds. Parts II from *Theories of Memory: A Reader*. Baltimore: The Johns Hopkins University Press, 2007. [Available on Blackboard.]
- Alessandro Portelli. Selections from *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral*

History. Albany, NY: State University of New York Press, 1990. [Available on Blackboard.]

Related Readings

- Anderson, Gail, ed. *Reinventing the Museum: The Evolving Conversation on the Paradigm Shift*. New York: AltaMira Press, 2012.
- Hawlbachs, Maurice. *On Collective Memory*. Translated by Lewis A. Coser. Chicago: University of Chicago Press, 1992.
- Huyssen, Andreas. *Present Pasts: Urban Palimpsests and the Politics of Memory*. Stanford: Stanford University Press, 2003.
- Judt, Tony. *The Memory Chalet*. New York: Penguin Press, 2010.
- Perks, Robert, and Alistair Thomson, eds. *The Oral History Reader*. 2nd edition. London: Routledge, 2006.
- Ricouer, Paul. *Memory, History, Forgetting*. Translated by Kathleen Blamey & David Pellauer. Chicago: University of Chicago Press, 2004.
- Ritchie, Donald A. *Doing Oral History*. Third Edition. Oxford: Oxford University Press, 2015.
- Rosensweig, Roy, and David Thelen. *The Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press, 2000.
- Rossington, Michael, and Anne Whitehead, eds. *Theories of Memory: A Reader*. Baltimore: The Johns Hopkins University Press, 2007.

Week 16 [Finals Week] (5/3): Theorizing the Archive

Self-Reflective Essay #2 Due

Antoinette Burton, ed. *Archive Stories: Facts, Fictions, and the Writing of History*. Durham: Duke University Press, 2006.

Related Readings

- Derrida, Jacques. "Archive Fever, a Freudian Impression." *Diacritics* 25:2 (1995): 9-63.
- Farge, Arlette. *The Allure of the Archives*. New Haven: Yale University, 2013.
- Hamilton, Carolyn, et. Al. *Refiguring the Archive*. Softcover Reprint. New York: Springer, 2013.
- Rosenzweig, Roy. "Scarcity or Abundance? Preserving the Past in a Digital Era." *American Historical Review* 108:3 (2003): 735-762.
- Shetty, Sandhya, and Elizabeth Jane Bellamy. "Postcolonialism's Archive Fever." *Diacritics* 103:1 (Spring 2000): 25-48.
- Steedman, Carolyn Kay. *Dust: The Archive and Cultural History*. New Brunswick, NJ: Rutgers University Press, 2002.
- _____. "Something She Called a Fever: Michelet, Derrida, and Dust." *American Historical Review* 106:5 (2001): 1159-1180.