History 203A–B Winter–Spring 2017

Wednesday 2:00-4:50 (winter) HSSB 4041

Wednesday 9:00-11:50 (spring)

**Writing about Race, Migration, Colonialism, Gender, and Related Themes**

Instructor: Paul Spickard Office Hours: Wednesdays, 10:00-12:00

 spickard@history.ucsb.edu and by appointment

 805-450-2288 HSSB 4259

This is a two-quarter research and writing workshop for graduate students in history, ethnic studies, and related disciplines. The general subject is race, migration, colonialism, gender, and related themes in various eras and parts of the world. Each student will work on an original research project using primary sources that will result in a 35-50 page paper of publishable quality by the end of spring quarter. You are expected to arrive at your own paper topic in consultation with your graduate mentor, the course instructor, and your classmates.

**Books**

The following books are available in the UCen bookstore and on reserve in the library:

Bill Ashcroft, et al., *Post-Colonial Studies: The Key Concepts*, 3rd ed.

Stephen Cornell and Douglas Hartmann, *Ethnicity and Race*, 2nd ed.

Lawrence W. Levine, *The Unpredictable Past*

Laura Briggs, *Reproducing Empire*

C. Wright Mills, *The Sociological Imagination*

Patricia T. O’Connor, *Woe Is I*, 3rd ed.

Linda Tuhiwai Smith, *Decolonizing Methodologies*, 2nd ed.

Paul Spickard, *Race in Mind*

William Strunk, E. B. White, and Maira Kalman, *The Elements of Style*

Other listed readings and class materials will be posted on Professor Spickard's website, <http://www.history.ucsb.edu/faculty/paul-spickard/>

**Schedule**

Each week for the first several, we will talk about two things:

A. The **reading** for that week, which will illuminate a particular complex of issues in the research task.

B. A **theme or question** that will allow each person to give a progress report on her or his project, as well as invite us all to help each other.

**Week Topic and Readings**

Jan. 11 **A. The Investigator’s Task**

 Clifford Geertz, “Thick Description: Toward an Interpretive Theory of Culture,” in *The Interpretation of Cultures* (New York: Basic Books, 1977), 3-31

 Geertz, “Deep Play: Notes on a Balinese Cockfight,” in *The Interpretation of Cultures*, 412-53

 Geertz, “From the Native’s Point of View: On the Nature of Anthropological Understanding,” in *Local Knowledge*, 3rd ed. (New York: Basic Books, 2000), 55-70

 Geertz, “Deep Hanging Out,” *New York Review of Books*, 45.16 (October 22, 1998)

 Robert Darnton, "Workers Revolt: The Great Cat Massacre of the Ru Saint-Séverin," in *The Great Cat Massacre and Other Episodes in French Cultural History* (New York: Basic Books, 1984), 74-104

 **B. Introductions: students and research topics**

Jan. 18 **A. Race and Ethnicity 1**

 Stephen Cornell and Douglas Hartmann, *Ethnicity and Race*, 2nd ed. (Thousand Oaks, CA: Pine Forge Press, 2006), Ch. 1-4

 Michael Omi and Howard Winant, *Racial Formation in the United States*, rev. ed. (New York: Routledge, 1994), Ch. 4-5

 Paul Spickard, *Race in Mind* (Notre Dame, IN: University of Notre Dame Press, 2015), Introduction and Ch. 1

 **B. Finding a Question: What do you think you are asking?**

 Set up writing partners.

Jan. 25 **A. Race and Ethnicity 2**

 Spickard, *Race in Mind*, Ch. 3-4, 6-9

 **B. Sources: Where are you going and what are you looking for?**

Feb. 1 **A. Natives’ Tasks and Natives’ Points of View**

 Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous People* (London: Zed, 1999), 1-75

 Vicente M. Diaz, *Repositioning the Missionary: Rewriting the Histories of Colonialism, Native Catholicism, and Indigeneity in Guam* (Honolulu: University of Hawai‘i Press, 2010), vii-viii, 1-32

 **B. Intellectual context: Who else has written near your topic?**

Feb. 8 **A. Outsiders, Insiders, and Sources**

 Lawrence W. Levine, *The Unpredictable Past* (New York: Oxford, 1993)

 “The Historian and the Culture Gap”

 “Slave Songs and Slave Consciousness: Explorations in Neglected Sources”

 “‘Some Go Up and Some Go Down’: The Meaning of the Slave Trickster”

 “William Shakespeare and the American People”

 “The Historian and the Icon: Photography and the History of the American

 People in the 1930s and 1940s”

 **B. But is it history? Criticisms, intellectual and anti-intellectual**

Feb. 15 **A. Race, Gender, and Colonialism**

 Laura Briggs, *Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico* (Berkeley: University of California Press, 2002)

 Spickard, *Race in Mind*, Ch. 5, 10

 **B. Presentation of outlines and work plans**

Feb. 22 **A. More Thinking about Our Task**

 C. Wright Mills, *The Sociological Imagination* (New York: Oxford, 2000; orig. 1959)

 James V. Spickard, “Disciplinary Conflict in the Study of Religions: Anthropology, Sociology, and ‘Lines in the Sand’,” *Method and Theory in the Study of Religion*, 4.2 (2002), 141-69

 **B. Progress reports: Finding Your Mother Well**

March 1 **A. Let Us Translate: Theory and Its Uses**

 Bill Ashcroft, et al., *Post-Colonial Studies*, 2nd ed. (New York: Routledge, 2008)

 Spickard, *Race in Mind*, Ch. 12

 **B. Progress reports: Dipping Deep, Deeper—Finding It All**

March 8 **A. Your Grammar and Footnotes Will be Perfect**

 Patricia T. O’Connor, *Woe Is I: The Grammarphobe’s Guide to Better English in Plain English*, 3rd ed. (New York: Riverhead, 2010)

 Paul Spickard, “Sample Endnotes and Bibliography”

 **B. Progress reports: Bathing In It and Sucking It All In**

March 15 **A. As Will Your Style**

 William Strunk, E. B. White, and Maira Kalman, *The Elements of Style*, illustrated ed. (New York: Penguin, 2007)

 Paul Spickard, “Style”

 **B. First Scribblings—Hand in five-page portions**

March 22 **Portions returned and discussed**

 Write as much as you can over quarter break.

**Winter Quarter**

April 5 **Writing—Back and Forth between the Well and the Pages**

 We will meet Week 1 to assess your progress and urge you on.

 Consult with Professor Spickard individually as needed.

April 12 **Crafting an Argument, Writing a Draft**

 We will meet as a class as much as we have need during the first half of the

 quarter. Consult with Professor Spickard individually as needed.

April 19 **Marinating—Drafts due to writing partners**

 Consult with Professor Spickard individually as needed.

April 26 **Rewriting—Meet with writing partners and revise**

 Consult with Professor Spickard individually as needed.

May 3 **Drafts to whole class**

 Consult with Professor Spickard individually as needed.

May 10 **Discuss drafts in class**

 Consult with Professor Spickard individually as needed.

May 17 **Discuss drafts in class**

 Consult with Professor Spickard individually as needed.

May 24 **Rewriting Again**

 Class discussion: How to publish your first article, your first book.

May 31 **And Again**

 Class discussion: How to mount a job campaign.

June 7 **Voilá—Turn in final draft**

 Class discussion: Your CV.