**History 202: Historical Methods**

Professor Sherene Seikaly Winter 2016

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What is the discipline of history? Why does it matter? What is the difference between historical fact and artifact? How does narrative influence the making, writing, and teaching of history? What are the conceptual and political stakes of historical work? What is the task of historians? How does history help us think about difference? How can we understand classed, colonized, racialized, and gendered subjects as historically constituted? How do historians take part in, reflect, or interrupt regimes of knowledge and power?

We will be addressing these questions in the coming ten weeks. Our goal is to learn about the essential readings in various historiographic schools. We will approach these texts with critical humility: reading in order to chart each of these scholars’ contributions, what they allow us to see, and how they open possibilities for new questions. Throughout, we will engage each of your research questions and projects to think about what is at stake, empirically, methodologically, and theoretically, in what we do as students and teachers of history.

Guidelines

Please be respectful of one another’s opinions. Be rigorous: do the readings thoroughly and carefully and bring all readings to class.

Be on time.

Turn off and put away all cellular phones, tablets, and laptops.

Late policy: every six hours late on any assignment results in a deduction of half a grade.

Your Work

**Presence:**

Your physical and intellectual presence is key to the success of this course. **(20%)**

**Weekly Writing:**

Each week you will respond to the assigned readings in a summary (minimum 1,000 words and maximum 1,500 words). Give a general idea of each week’s readings and their stakes. Then focusing on one text, explain first, what is the argument of the text; second, what are the conceptual and methodological contributions it makes; third what sources does it draw on; and fourth, what are its epistemological stakes: what does it add to or challenge. **Due by email to the entire class by midnight before our meeting. (20%)**

**Discussion Facilitation:**

You are responsible for facilitating one week’s discussion. This will be your chance to showcase your pedagogical approaches. Prepare material to lead an hour of the course. This material should include: one, an analysis of that week’s texts and concepts; two, a contextualization of these texts in larger historiographic debates; and three, audio-visual material and/or primary sources that speak to the readings. Your primary task is to inspire discussion, debate, and engagement. Please do not summarize the readings. Instead, find creative ways to get us thinking critically, generously, and thoroughly about the texts. **(20%)**

**Review Essay:**

Choose one of the subfields or schools we are engaging. Add two additional sources that are not on our syllabus (one book and one article). In a 5,000-word essay contextualize these texts in their historiographic traditions, address their arguments, and engage their methodological, empirical, and epistemological contributions. Use this exercise to think about your own research and its potential contributions. **Due March 15. (40%)**

Texts

All materials will be available on Gaucho Space.

**January 4: Introduction to course**

**January 11: The Historical Discipline**

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

Leopold von Ranke, “On the Character of Historical Science” in Leopold von Ranke *The* *Theory and Practice of History*, edited with an introduction by Georg Iggers, (New York: Routledge, 2011; 1973), 8-17.

Walter Benjamin, “Theses on the Philosophy of History,” in *Illuminations* trans. by Hannah Arendt (New York: Schocken Books, 1968), 253-264.

Recommended:

Hayden White, “Historical Emplotment and the Problem of Truth,” in Saul Friedlander, ed., *Probing the Limits of Representation: Nazism and the “Final Solution”* (Cambridge: Harvard University Press, 1992), 37-53.

**January 18: Martin Luther King Day (Rescheduled to \_\_\_\_\_\_\_\_\_\_)**

**The Historian’s Craft**

Marc Bloch, *The Historian’s Craft* (New York: Vintage Books, 1953).

Amy Richlin, “Introduction,” “Chapter One: Approaches to the Sources on Adultery in Rome,” and “Chapter Five: Reading Ovid’s Rapes,” in *Arguments with Silence: Writing the History of Roman Women* (Ann Arbor: University of Michigan Press, 2014).

Renato Rosaldo, “Introduction: Grief and a Headhunter’s Rage,” in *Culture and Truth: The Remaking of Social Analysis* (Boston: Beacon Press, 1993).

Recommended:

Philip A. Kuhn, “Chapter One: Tales of the China Clipper,” “Chapter Two: The Prosperous Age,” and “Chapter Three: Threats Seen and Unseen,” in *Soulstealers: The Chinese Sorcery Scare of 1768* (Cambridge: Harvard University Press, 1990).

**January 25: After Tahrir Conference (Rescheduled to \_\_\_\_\_\_\_\_\_\_)**

**Class and Capital**

Karl Marx, “Estranged Labor,” in *The Economic and Philosophic Manuscripts of 1844* (Moscow: Progress Publishers, 1959), 28-35; and Marx and Friedrich Engels, “The German Ideology” in Erich From, *Marx’s Concept of Man* (New York: Continuum, 2002), 197-216.

E. P. Thompson, “Chapter One: Members Unlimited,” and “Chapter Two: Christian and Apollyon” in *The Making of the English Working Class* (New York: Vintage Books, 1966).

Roderick A. Ferguson, “Introduction: Queer of Color Critique, Historical Materialism and Canonical Sociology,” *Aberrations in Black: Toward a Queer of Color Critique* (Minneapolis: University of Minnesota Press, 2004).

Recommended:

Eric Hobsbawm, “What Do Historians Owe to Karl Marx?” and “Marx and History” in *On History* (New York: The New Press, 1997), 141-70.

Robin R.G. Kelley, *Race Rebels: Culture, Politics, and the Black Working Class* (New York: The Free Press, 1994).

**February 1: The Annales School**

Lucien Febvre, “History and psychology,” in Peter Burke, ed., *A New Kind of History from the Writings of Febvre* (New York: Harper & Row, 1973), 1-11.

Fernand Braudel, “History and the Social Sciences: The *Longue durée*,” in *On History*, trans. Sarah Matthews (Chicago: The University of Chicago Press, 1980), 25-54.

Jacques Le Goff, “Part I: Time and Labor,” “Part II: Labor and Value Systems” and “Part IV: Towards a Historical Anthropology,” *Time, Work, and Culture in the Middle Ages* (Chicago: Chicago University Press, 1980).

**February 8: Knowledge, Power, and the Other**

Thomas S. Kuhn, *The Structure of Scientific Revolutions* (Chicago: The University of Chicago Press, 2012), excerpts.

Michel Foucault, Part III: Discipline,” in *Discipline and Punish* (New York: Vintage Books, 1995, 1977).

Sylvia Wynter, “Unsettling the Coloniality of Being/Power/Truth/Freedom: Towards the Human, After Man, Its Overrepresentation—An Argument,” *The New Centennial Review* 3.3. (2003): 257-337.

**February 15: Interrupting Power: the Archive, Race, Indigeneity**

Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*, (Boston: Beacon Press, 1995).

Audra Simpson, “Chapter One: Indigenous Interruptions: Mohawk Nationhood, Citizenship, and the State” and “Chapter Two: A Brief History of Land, Meaning and Membership in Iroquoia and Kahnawà:ke,” in *Mohawk Interruptus: Political Life Across the Borders of Settler States* (Durham, NC: Duke University Press, 2014).

Recommended:

Susan Buck-Morss, “Hegel and Haiti” *Critical Inquiry* 26: 4 (Summer 2000): 821-865.

Emma Perez, “Chapter One: Sexing the Colonial Imaginary: (En)gendering Chicano History, Theory, and Consciousness” and “Chapter Two: Feminism-in-Nationalism: Third Space Feminism in Yucatan’s Socialist Revolution,” in *The Decolonial Imaginary: Writing Chicanas into History*, (Bloomington: Indiana University Press, 1999).

**February 22: President’s Day (Rescheduled to \_\_\_\_\_\_\_\_\_\_)**

**Gendering History**

Joan W. Scott, “Gender: A Useful Category of Historical Analysis,” *American Historical Review* 91, no. 5 (December 1986): 1053-1075.

Afsaneh Najmabadi, “Beyond the Americas: Are Gender and Sexuality Useful Categories of Historical Analysis?” *Journal of Women’s History* 18, no. 1 (spring 2006): 11-21

Judith Butler, *Gender Trouble: Feminism and the Subversion of Identity* (New York: Routledge, 1999).

**February 29: The Cultural Turn**

Lynn Hunt, “Introduction: History, Culture, and Text” in *The New Cultural History* (Berkeley: University of California Press, 1989), 1-22.

Robert Darnton, “Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin,” in *The Great Cat Massacre and Other Episodes in French Cultural History* (New York: Vintage Books, 1984), 75-104.

Judith Walkowitz, “Chapter One: Urban Spectatorship,” “Chapter Two: Contested Terrain: New Social Actors,” and “Chapter Three: The Maiden Tribute of Modern Babylon,” in *City of Dreadful Delight: Narratives of Sexual Danger in Late Victorian London* (Chicago: University of Chicago Press, 1992).

**March 7: The Subaltern School (Rescheduled to \_\_\_\_\_\_\_\_\_\_)**

Gayatri Chakravorty Spivak, “Can the Subaltern Speak?” in Carry Nelson and Lawrence Grossberg (eds), *Marxism and the Interpretation of Culture* (London: Macmillan, 1988).

Dipesh Chakrabarty, “Introduction” and “Part I: Historicism and the Narration of Modernity” in *Provinicalizing Europe: Postcolonial Thought and Historical Difference* (Princeton: Princeton University Press, 2000).

Vivek Chibber, “Chapter One: Postcolonial Theory and Subaltern Studies” and “Chapter Two: Dominance Without Hegemony,” in *Postcolonial Theory and the Specter of Capital* (London: Verso, 2013).