

**History and Theory
HIST 6010**

Spring Term 2011
Thursdays 4:30 - 7:00
Old Main 323L

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COURSE DESCRIPTION

Every work of history involves theory, both consciously and unconsciously. Theory informs how we select some facts from all those available about the past and shape those facts to create a story to make the past comprehensible. This course will examine some of the most important theoretical debates in our profession today. We will not read much “pure” theory, but instead explore how historians have employed theory in their most important works. Students should begin to consider how theory will inform their own work and which theories they might utilize.

REQUIRED READING

There are eight books available at the campus bookstore. In addition there are shorter readings on electronic reserve in the Library. Journal articles and e-books should be located in the library, available electronically.

In addition to the required reading below, you may find it useful to consult the following primers on theory from time to time.

Peter Burke, *History and Social Theory* (Ithaca: Cornell University Press, 1992).

Terry Eagleton, *Literary Theory: An Introduction* (Minneapolis: University of Minnesota Press, 1983).

EVALUATION

Class Participation (including weekly lists of questions)– 50%
Two Short Review Essays (10 percent each) – 20%
Race, Class, and Gender Annotated Bibliography – 10%
Final Essay on Application of Theory - 20%

The central part of your grade involves coming to class prepared to help me and your colleagues understand the theoretical underpinnings of the assigned readings. This is not a research class, but, rather, a readings and discussion course, so your participation is crucial to your success in the course and the course’s quality as a whole. Attending class without speaking does not count as participation (and will earn you a D grade) and is unacceptable for a graduate class.

You will prepare an informal list of five questions, problems, ideas, or points you wish to raise about the readings each week. These will not be directly graded, but I will use them to help encourage your participation.

Twice during the course you will write a short essay (3 to 4 pages) discussing the most important theoretical concepts in the assigned readings. You may write any two weeks of the term in which a book (as opposed to articles) is assigned.

The Race, Class, and Gender Annotated Bibliography (due March 31) will allow you to see how these theoretical concepts play out in your field. You will choose a journal in a field (geographical, chronological, or topical) in which you are interested (*Western Historical Quarterly*, *The Journal of Southern History*, *The William and Mary Quarterly*, *The Hispanic American Historical Review*, *Renaissance Quarterly*, *Social Science History*, *Radical History Review*, *French Historical Studies*, *Journal of World History*, *Journal of African History*, etc. etc.). Reserve your journal in advance, as no duplication between students will be allowed. You will then examine five years of the journal (generally the most recent), making a bibliography of every article that involves race, class, or gender (from a perusal of the articles). You will also report the percentage of articles (out of the total published) that deal with race or class or gender, as well as the percentage overall that involve at least one of the concepts. Read (or skim) five of the most interesting articles and provide a one paragraph annotation under the bibliographic entry. Use Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* for bibliographic format.

In the Final Essay on Application of Theory (7-10 pages, due April 28), you will review *all* (although you may focus on some more than others) of the theories we have discussed in relation to your own work. By the end of the semester, you should have some vague idea about what you want to write your MA thesis (i.e. labor history in the nineteenth-century West, women in Renaissance Venice, slave emancipation in Jamaica). You will consider why or why not you will use any of the theories we have discussed in class for your own work. How do you think some theories will be useful and why do you suppose you would never employ other theories?

A Note on Plagiarism

Plagiarism is taking another person's ideas and claiming them as your own. This includes both copying directly from another work or taking the idea from that work without giving the author recognition with a citation. Paraphrasing without a citation is still plagiarism. Similarly, citing a work, and then copying directly without quotation marks or even almost directly (paraphrasing too closely), is plagiarism. Plagiarists will receive an F for the course and be reported to the Dean.

SCHEDULE AND ASSIGNED READINGS

* readings on electronic reserve through the Library

January 13 – Introduction to Theory and Welcome

No readings.

January 20 – Marxism I: Class Analysis, Structuralism, Vanguardism

Readings: C.L.R. James, *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution* (New York: Vintage, 1963), 1-288.

January 27 – Marxism II: Agency, Class and Culture, Resistance

Readings: Peter Linebaugh and Marcus Rediker, *The Many-Headed Hydra: Sailors, Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic* (Boston: Beacon Press, 2000), 1-286, 327-354.

February 3 – Race and Class

Readings: David R. Roediger, *Working toward Whiteness: How America's Immigrants Became White* (New York: Basic Books, 2005), entire.

February 10 – Race and Nation

Readings: 1) Ann Laura Stoler, "Sexual Affronts and Racial Frontiers: European Identities and the Cultural Politics of Exclusion in Colonial Southeast Asia," *Comparative Studies in Society and History* 34 (July 1992): 514-51.

*2) Christopher Fyfe, "Race, Empire and the Historians," *Race and Class* 33 (April 1992): 15-30.

*3) Barbara J. Fields, "Slavery, Race, and Ideology in the United States of America," *New Left Review* 181 (May-June 1990): 95-118.

4) Thomas Holt, "Marking: Race, Race-Making, and the Writing of History," *American Historical Review* 100, no. 1 (1995): 1-20.

5) Eileen Boris, "Gender, Race, and Rights: Listening to Critical Race Theory," *Journal of Women's History* 6 (Summer 1994): 111-124.

February 17 - Gender

Readings: Susan Lee Johnson, *Roaring Camp: The Social World of the California Gold Rush* (New York: Norton, 2000), entire.

February 24 – Power, Post-Modernism I

Readings: Michel Foucault, *Discipline and Punish: The Birth of the Prison* (New York: Vintage 1977), entire.

March 3 – Nationalism

Readings: *1) Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London: Verso, 1983), 1-7, 37-46.

*2) E.J. Hobsbawm, *Nations and Nationalism since 1780: Programme, Myth, Reality* (Cambridge: Cambridge University Press, 1990), 1-45.

*3) Ernest Gellner, "Nationalism," in *Thought and Change* (Chicago: University of Chicago Press, 1964), 147-178.

*4) Walker Connor, "When is a Nation?" in *Nationalism*, ed. John Hutchinson and Anthony D. Smith (Oxford: Oxford University Press), 154-159.

*5) Partha Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories* (Princeton: Princeton University Press, 1993), 3-13.

*6) Claudio Lomnitz, "Nationalism as a Practical System: Benedict Anderson's Theory of Nationalism from the Vantage Point of Spanish America," in *The Other Mirror: Grand Theory Through the Lens of Latin America*, ed. Miguel Angel Centeno and Fernando López-Alves (Princeton: Princeton University Press, 2001), 329-359.

March 10 – No class. Spring Break

March 17 – Literary Theory, Post-Colonialism, Post-Modernism II

Readings: Edward W. Said, *Culture and Imperialism* (New York: Vintage 1993), entire.

March 24 - No class.

Prepare bibliographies.

March 31 – The Public Sphere, Gender II (**Annotated Bibliographies Due!**)

Readings: Pablo Piccato, *The Tyranny of Opinion: Honor in the Construction of the Mexican Public Sphere* (Durham: Duke University Press, 2010), entire.

April 7 – Modernity

Readings: *1) Anthony Giddens, "Introduction" & "The Contours of High Modernity," in *Modernity and Self Identity: Self and Society in the Late Modern Age* (Stanford, 1991), 1-34.

*2) Marshall Berman, "Introduction: Modernity Yesterday, Today and Tomorrow," in *All That Is Solid Melts Into Air* (New York, Penguin, 1982), 15-36.

*3) Simon Gunn, "Modernity," in *History and Cultural Theory* (Harlow: Pearson, 2006): 107-130.

4) Jürgen Habermas, "Modernity versus Post-Modernity," *New German Critique* 22 (Winter 1981): 3-14.

5) Peter Van Der Veer, "The Global History of "Modernity,"" *Journal of the Economic and Social History of the Orient* 41,3 (1998): 285-294.

6) S.N. Eisenstadt, "Multiple Modernities," *Daedalus* 129 (Winter 2000): 1-29.

7) Frederick Cooper, "Modernity," in *Colonialism in Question: Theory, Knowledge, History* (Berkeley: University of California Press, 2005), 113-149. NOTE: This book is available as an electronic book through the library.

April 14 - Environment, Geography, Space

Readings: Lawrence Culver, *The Frontier of Leisure: Southern California and the Shaping of Modern America* (Oxford: Oxford University Press, 2010), entire.

April 21 – Environment, Borders, Power

Readings: *1) Mike Davis, *City of Quartz* (New York: Vintage, 1990), 3-14, 223-263.

2) Kate Brown, “Gridded Lives: Why Kazakhstan and Montana are Nearly the Same Place,” *The American Historical Review* 106 (February 2001): 17-48.

3) Thongchai Winichakul, “The Quest for “Siwilai”: A Geographical Discourse of Civilizational Thinking in the Late Nineteenth and Early Twentieth-Century Siam,” *The Journal of Asian Studies* 59 (August 2000): 528-549.

4) David J. Weber, “The Spanish Borderlands, Historiography Redux,” *The History Teacher* 39 (November 2005), 43-56.

5) Alejandro Lugo, “Reflections on Border Theory, Culture, and the Nation,” in *Border Theory: The Limits of Cultural Politics*, eds. Scott Michaelsen and David E. Johnson (Minneapolis: University of Minnesota Press, 1997), 43-67. NOTE: This book is available as an electronic book through the library.

April 28 – The Application of Theory (**Final Essay Due!**)

No readings.