

Historiography
HIS 6061 / Fall 2019
Keene Flint Seminar Room
Tuesday 3-6pm / Periods 8-10

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What is history? How do historians “do” history? This seminar introduces first-year graduate students to some of the key issues and challenges involved in reading, researching, and writing history at the professional level. We will read roughly one monograph or its equivalent each week, striking a balance between foundational and more recent texts. The books for this course will focus primarily on cultural and intellectual history, but we will cover a range of methodologies and themes within these two broad subfields. By the end of the semester, students will have a basic grasp of the field beyond their geographical and chronological focus.

You will:

- learn and assess new directions and foundational works in the field;
- discuss several major schools of history writing and the theoretical debates that inform them;
- begin preparations for your qualifying exams

Each week, we will read the assigned book/article and then discuss it. The format of the class will be largely discussion-based, with regular student presentations and occasional lectures. Each week, one member of the seminar will be responsible for leading the discussion. These presentations will review the previous class material and present the current week’s material.

Students are expected to attend and participate actively in every seminar. Unexcused absences are unacceptable and will count against your final grade.

Accessibility

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565 OR www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Graduate students tend to utilize these resources less than undergrads, but the DRC is for you, too!

Readings

In general, each week’s readings pair a classic monograph or set of excerpted readings with a primary source text that takes up a similar question, topic, or methodology. As should be clear, the course covers a vast chronology and distance. Texts reflect all of the major historiographical schools and trends in the modern practice of the profession. By the end of the course, you should have a clear understanding of the major questions shaping the field, how these questions have changed, and how your research interests might contribute to them.

Written Assignments (see last page for more detail):

1. Presentation (10% x 2)
 1. Summarize the previous week's discussion and introduce the current week's material. Your presentation should be 20-30 minutes in length.
2. Book Reviews (10% x 2)
 1. The reviews should be 4-5 pages in length. Each review will be due on the date that we discuss the book under review. **You must complete at least one review before Week 6 of the semester.**
3. Weekly Response Papers (20%)
 1. These papers will be around 600 words in length. These papers should help you to prepare for class—make them work for you. You will complete 10 of them across the course of the semester. They are due electronically by midnight on the Sunday before our class meeting.
4. Syllabus (10%)
 1. You will write a syllabus for undergraduates on a theme related to your research. We will discuss this assignment at greater length in class.
5. Extended Historiography Review Essay (30%)
 1. This paper will be a narrowly-focused historiographical review essay based on your field and interests. You must meet with me **no later than Week 6** to discuss your topic. It should be at least 15 pages in length. It will be due on December 1, 2019.

How to read and prepare for class (AKA the "three yeses")

1. Acquire the correct edition of each text and a notebook or laptop on which to take notes (the first yes)
2. Read the text, on its own terms—that is, figure out what the author says they are going to do and read the book by that criteria—ask do they do the thing they said they would? (the second yes)
3. Commit to providing constructive comment/critique—what might the author have done differently/what did they do well, to achieve the goal of their text as they named it (the third yes)
4. Focus on the key questions or disagreements that emerge across the assigned readings: where do the authors agree or disagree? What seems to be the primary focus or research question? Do they use similar sources? Do they come to similar conclusions? If so, why? If not, well, why?

Schedule of Readings and Discussion

[Readings followed by a "C" below are available on our course Canvas site. Readings followed by UF Libraries are available through the libraries' databases.]

Week 1: What Can Be Known? – August 20

- Michel Rolph-Trouillot, *Silencing the Past: Power and the Production of History*
- Excerpts, R. G. Collingwood, *The Idea of History*—C

Week 2: How Do We Know? – August 27

- Hayden White, "The Burden of History" and "Interpretation in History"—C
- Joan Scott, "The Evidence of Experience"—C
- Achille Mbembe, "The Power of the Archive and its Limits"—C

Week 3: Where Do We Know? – September 3

- Dorothy Ross, *The Origins of American Social Science*
- Excerpts, Sowande' M. Mustakeem, *Slavery at Sea: Terror, Sex, and Sickness in the Middle Passage* – C

Week 4: Why Do We Know? – September 10

- Michel Foucault, *The Archaeology of Knowledge*
- Excerpts, Marisa Fuentes, *Dispossessed Lives: Enslaved Women, Violence, and the Archive*—C

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Week 5: Colonial, Enlightenment, Reason, and the "Birth of History" – September 17

- Excerpts, *Spanish laws concerning discoveries, pacifications, and settlements among the Indians: with an introduction and the first English translation of the New Ordinances of Philip II, July 1573*—C
- Catalina de Erauso, *Lieutenant Nun*
- John Locke, "Two Treatises of Government"—C
- Jean-Jacques Rousseau, "The Social Contract, Book 1"—C

Week 6: Marxism and History – September 24

- José Carlos Mariátegui, "Toward a Study of Peruvian Problems (1925)," "The Land Problem (1928)," and "On the Indigenous Problem (1929)" in *José Carlos Mariátegui: An Anthology*, Harry E. Vanden and Marc Becker, eds.—C
- Severo Martínez Peláez, *La patria del criollo*
- Excerpts, Karl Marx, *Grundrisse: Foundations of the Critique of Political Economy*
 - Read here: <https://www.marxists.org/archive/marx/works/1857/grundrisse/index.htm>
 - You may also find this book in our Course Reserves at the Library or purchase your own copy (I recommend the Penguin Classics edition)
- Raymond Williams, "Base and Superstructure in Marxist Cultural Theory"—C

Week 7: The *Annales* School and Microhistory – October 1

- Excerpts, Marc Bloch, *The Historian's Craft*—C
- Richard Kagan, *Lucrecia's Dreams: Politics and Prophecy in Sixteenth-Century Spain*
- Lara Putnam, "To Study the Fragments/Whole: Microhistory and the Atlantic World," *Journal of Social History* 39, no. 3 (Spring 2006): 615-630—UF Libraries

Week 8: Psychoanalysis – October 8

- Excerpts, Sigmund Freud, *Civilization and Its Discontents*—C
- Sigmund Freud, "Mourning and Melancholia"—C
- Excerpts, Franz Fanon, *Black Skin, White Masks*—C
- William L. Langer, "The Next Assignment," *American Historical Review* Vol. 63, No. 2 (January 1958)—UF Libraries
- Mariano Ben Plotkin, *Freud in the Pampas: the Emergence and Development of a Psychoanalytic Culture in Argentina*

Week 9: History & Science(s) – October 15

- Review/reread remaining material from Week 8: Psychoanalysis
- Thomas Kuhn, *The Structure of Scientific Revolutions*

Week 10: Structuralism(s) – October 22

- Skim Raúl Prebisch, *The Economic Development of Latin America and its Principal Problems*—C
- Skim Fernando Henrique Cardoso and Enzo Faletto, *Dependency and Development in Latin America*—On Course Reserves, at Smathers, and I have a copy in my office
- Louis Althusser, "Ideology and Ideological State Apparatuses," in *Lenin and Philosophy and Other Essays*—C
- E.P. Thompson, "The Poverty of Theory"—C
 - <https://www.marxists.org/archive/thompson-ep/1978/pot/essay.htm>
 - You may also find this book (*The Poverty of Theory and Other Essays*) in our Course Reserves at the Library or purchase your own copy

Week 11: Poststructuralism – October 29

- Excerpts, Stuart Hall, *Cultural Studies 1983: A Theoretical History*
- Michel de Certeau, "Making History: Problems of Method and Problems of Meaning" and "The Historiographical Operation," in *The Writing of History*—C
- Fernando Coronil, "Pieces for Anthrohistory: A Puzzle to Be Assembled Together," in *The Fernando Coronil Reader: The Struggle for Life is the Matter*—C
- Lauren Robin Derby, "Beyond Fugitive Speech: Rumor and Affect in Caribbean History," *Small Axe* Vol. 18, No. 2 (July 2014): 123-140—UF Libraries

Week 12: The Question of the Public – November 5

- Steve J. Stern, *Battling for Hearts and Minds: Memory Struggles in Pinochet's Chile, 1973-1988*
- Roy Rosenzweig and David Thelan, "Introduction: Scenes from a Survey" and "Chapter 1: The Presence of the Past: Patterns of Popular Historymaking," in *The Presence of the Past: Popular Uses of History in American Life*—C
- Fernando Coronil, "Chávez's Venezuela: A New Magical State?" *ReVista: Harvard Review of Latin America*
 - <https://revista.drclas.harvard.edu/book/ch%C3%A1vezs-venezuela>
- Public history/museum visit [NB. For class this week, you will visit a public history exhibit in person and take notes.]

Week 13: Postcolonialism and Subaltern Studies – November 12

- Excerpts, Edward Said, *Orientalism*—C
- José Rabasa, "Thinking Europe in Indian Categories, or 'Tell Me the Story of How I Conquered You,'" in *Coloniality at Large: Latin America and the Postcolonial Debate*—C
- Walter D. Mignolo, "The Geopolitics of Knowledge and the Colonial Difference," in *Coloniality at Large: Latin America and the Postcolonial Debate*—C

- Excerpts, Robert J.C. Young, *Postcolonialism: An Historical Introduction* [NB. Buy this, but we will read only selected chapters]

Week 14: The Global, Comparative, and Transnational – November 19

- Marcy Norton, *Sacred Gifts, Profane Pleasures: A History of Tobacco and Chocolate in the Atlantic World*
- Micol Seigel, "World History's Narrative Problem," *HAHR* (2004) 84 (3): 431-446—UF Libraries
- Ann Laura Stoler, "Tense and Tender Ties: The Politics of Comparison in North American History and (Post)Colonial Studies," *The Journal of American History* (2001) 88 (3): 829-865—UF Libraries

Week 15: New Materialisms – November 26

- Jane Bennett, "Chapter 1: The Force of Things" and "Chapter 2: The Agency of Assemblages," in *Vibrant Matter: A Political Ecology of Things* – C
- Marisol de la Cadena, "Story 4: Mariano's Archive: The Eventfulness of the Archival" and "Story 5: Chamanismo Andino in the Third Millennium" in *Earth Beings: Ecologies of Practice across Andean Worlds* – C [NB. This is available online in full and I encourage you to explore other chapters, especially "Story 7: Munayniyuq: The Owner of the Wil (And How to Control That Will)"]
- Excerpts, Bruno Latour, *We Have Never Been Modern* – C

Week 16: TBD/Presentations/Wrap Up – December 3

Topics or readings that we will want to discuss (or discuss in more detail) may emerge over the course of the semester. This week will allow us to do that.

Students will also make brief presentations on their historiographical essays during this final class meeting.

University Policies:

Honor Code

UF students are bound by The Honor Pledge, which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Cell phones, tardiness, class conduct

We may disagree at times, but together we will learn to discuss respectfully topics that are important to us. Please treat one another with respect. The success of our class resides with you.

Cell phone usage during class is distracting, as are online shopping and developing your online presence. In our class, please enjoy three hours of distraction-free thinking.

Notes