

History 7900

Theory and Practice of History

Professor Pamela Voekel

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Office Hours: Tuesdays, 11:30-1:30

Course Description

This course introduces first-year graduate students to historians' myriad approaches to the past in the last half century. We will critically examine how historians conceive of their object of study, how they use primary sources, how they structure their narratives, and the advantages and drawbacks of their theoretical schema. The course opens with a discussion of the nature of the discipline. We then move on to the Gutiérrez debate, which illuminates the politics of historical representation and the often fraught process of drawing conclusions from historical evidence. History has a history, and your final projects will discuss how and why approaches to the past have changed over time. One central text for this endeavor, Peter Novick's *That Noble Dream*, will inform your final projects, although we will not spend much class time discussing it. Perhaps most importantly, towards the beginning of the course we will dive into some classic works of social theory that have inspired historians in a number of subfields. This section centers on the works of Marx, Weber, Foucault, Stuart Hall, Joan Scott, Barbara Jean Fields, Geertz, Habermas, Said, Langston et.al., and James C. Scott. Throughout the course, but especially in the last third of the semester, we will listen for these thinkers' reverberations in the works of historians. Expect to hear both soft echoes and sonic booms.

A note on forging this class into an intellectual community: Although our faculty visitors, like all of this department's faculty, are experts in their respective areas, we are not here to passively imbibe their wisdom. Our task in this seminar is to create an intellectual community, one in which we help each other read knotty, complex material. Our authors have been chosen for their pithy content; these are a few of the big-idea folks who, whether we agree with them or not, have changed the course of the field. Because a group engaged with such difficult but enriching material is only as good as its most daunted member, absolutely everyone will participate in class discussions. That said, I recognize that not every work we read will be a life-transforming event for every class member. Indeed, odds are good that only a handful of these readings will loom large in any one person's intellectual project. Thus, if you find one of our authors less than compelling, you should dig into the work with redoubled energy: what does this approach obscure that you find worthwhile to illuminate? Community membership requires responsibility towards other class members. A graduate colleague inspired by the material you found dull needs to hear your articulate criticism; you should carefully weigh your classmates' insights into approaches that will inform your research and writing. All of our readings illuminate historians' underlying assumptions about historical causality, epistemology, frames of analysis, and the basic composition of society—assumptions which you need to know to make informed decisions about your own work. And someday you will find yourself in a department or on a conference panel

that includes an aficionado of one of our readings. Prepare yourself to participate in intellectual life.

Some of the topics we will grapple with include: the nature of bias and the possibility of objectivity; historical causality; the relationships between deep structures and manifest phenomena in historical analysis; the uses and abuses of analytic categories such as the environment, race, gender, and class; the influence of historically-minded philosophers on historians (from Marx to Foucault); the advantages and disadvantages of writing history on local, regional, national or transnational scales or from elite or subaltern perspectives; and the nature of power in society.

Students will also receive practical advice in the nuts and bolts of critical reading, writing, and historical research. To help you become a critical reader, sparkling stylist, and provocative interlocutor, you will complete an “Anatomy of a History Book” worksheet for almost every book we read. These worksheets will help you become acutely conscious about historians’ writing styles, categories of analysis, epistemologies, framing devices, and explanations for change over time. To improve your writing, I will lead a writing workshop early in the semester and you will participate in peer editing throughout the course. A word of warning: I am a stickler for clear prose that engages rather than distracts the reader. Jargon-bestrewn or sloppy writing alienates people. My comments on your papers may feel overwhelming. Please take these extensive stylistic comments as a sign of my sincere desire to advance your intellectual agenda. Absolutely everyone’s writing can be improved.

If you are reluctant to participate in class discussions, if you are unclear about an assignment, and especially if you want to continue to bat about the ideas raised in class, please come see me. I’m here to help. I hope you will drop by my office at least once during the semester.

As part of our intellectual mission, the class will attend the seminar on Dr. Tera Hunter’s new work, which is part of UGA’s History of Capitalism Workshop. Hunter is the author of the critically acclaimed *To ‘Joy my Freedom* as well as a forthcoming second book. If you cannot attend this event, please plan on attending another talk in the department. Attendance at one workshop or talk is a minimum requirement for this course; your own desire to become a historian will no doubt spur your participation in many more. Your options include the Georgia Workshop on the History of Capitalism, the Georgia Workshop on Early America, the Georgia Workshop on Agriculture and the Environment, and the Southern Salon convened by graduate students Get in touch with grad students Chase Hagood, Daleah Goodwin, and Catherine Holmes. These workshops circulate the invited scholars’ work prior to the discussion, so consult the schedules on the department’s website. There is also an inter-disciplinary seminar run by several historians and some scholars from Romance Languages: this Seminar on Race, Gender, and Sexuality in the Americas hosts frequent events. Another stimulating gathering is the Feminism, Nationalism, and Transnationalism Workshop, which hosts historians and other scholars of interest to historians; you should get in touch with Dr. Susan Thomas in Women’s Studies for more information. The Institute for Women’s Studies, The Latin American and Caribbean Studies Institute, and the Institute for African American Studies all host frequent talks. I will try to announce all of these opportunities in class and strongly encourage you to participate.

Course Requirements

All students will complete the readings every week and participate in our discussions. Missing a class for any reason except a full-blown emergency is unacceptable. To be reinstated to the course after an unexplained absence, you will need to write a ten-page paper that critically examines the

reading for the missed class. The paper will be due the Monday before the next class to my office, 301c Leconte. It is your job to come up with a scholarly question for your ten-page paper. Please see me early in the semester if you have a legitimate conflict with the class.

Always bring all of the week's required readings to class in hard copy. Do not bring computers to class.

Each student will write four short (three to five pages) and one long final paper (12 pages) as well as complete a set of worksheets and one formal book review. The final paper will emerge from your group readings, scheduled for initial discussion in class on 25 September. Your grade is based on your four short papers and your book review (60%), your final paper (20%), your class participation (10%), your "Anatomy of a History Book" worksheets (5%), and your enthusiastic participation in several group projects over the course of the semester (5%). Please note that I will not grade or comment on your worksheets, but I will review them to determine your final grade.

Your **first five-page paper** is due to my office by 5 p.m. on Tuesday, **September 2**. You will need to exchange papers with your two peer editors prior to turning in your first paper. For this assignment, please respond to the following question: Do you find Gutiérrez's critics persuasive? Why? Why not? Are they persuasive on some issues and not others? Please note that this assignment asks you to draw on the Gutiérrez debate as well as the readings for the first day of class. Your peer editing group should focus on the following: the thesis statement, transition sentences, eliminating verbiage and passive voice, and evidencing the argument.

Your **first four-page paper** is due to your writing group on Thursday, **September 18**, in class. Please bring **four copies of your four-page draft**. The **final draft** is due the next day, **September 19**, to my office by 8 p.m. Your paper should compare and contrast Marx and Weber on at least four key issues: their beliefs about what changes in history and why it changes; their depictions of the fundamental groups in society; their depiction of society as characterized by conflict or consensus; their key differences on the big historiographical question animating both works: the rise of capitalism.

Your **first three-page paper** is due in class on **9 October**. Please note that you will need to exchange papers with at least two peer editors prior to turning in your final draft. I will assign peer editors in class. Your peer editing group should focus on the following: the thesis statement, transition sentences, eliminating verbiage and passive voice, and evidencing the argument. Your paper should answer the following questions: What new epistemologies, strategies, or evidence does the Post-Structuralism of Foucault and Joan Scott have to offer historians? What do you find useful in Post-Structuralism? Are there elements of Post-Structuralism that strike you as less useful for historians? You might want to review that classic structuralist, Karl Marx, before you begin writing.

Your **second four-page paper** is due to your writing group on **October 23** in class; please bring **four copies** to class. The final draft is due to my office on 24 October by 9 p.m. Your paper should respond to the following prompt: 1. Gender is overrated as a category of analysis. Respond. Note that you might pursue whether gender can usefully be employed in certain historical contexts as a category of analysis without also thinking about race. Or you might argue that gender as a causal factor in an analysis of war or politics obscures more than it reveals. Note that you could substitute race for gender in this question or focus your efforts on the environment rather than gender or race as categories of analysis. You are, of course, welcome to disagree with the statement.

Your **review** of Stephen Mihm's *A Nation of Counterfeiters* is due to my office by 9 p.m. on **Friday, November 14**. Please see the instructions for this formal book review later in the syllabus.

Your **final twelve-page paper** is due **December 15** to 301c Leconte: It will analyze the effects of an influential thinker and her approach on the discipline of history. This is a group project, although every student will author his own final paper. Please note that you will need to exchange drafts with your group prior to turning in your paper to me. Allow plenty of time to do some serious peer editing!

Your final paper should accomplish three things

- History has a history, so you should place your author in her historical context. When, for example, did cultural history emerge? How do scholars account for its emergence? What problems in historical analysis did the approach seek to rectify?
- You should discuss the approach's contributions to our understanding of the past as well as the criticisms it has spawned. Please note that like History, approaches to History have histories. Cultural history in 2008, for example, is not the same as Cultural History in the Age of Disco. You should be aware of the changes.
- You should analyze the strengths and weaknesses of at least seven of the best works in the field. Your paper should grapple with books outside of your main area of specialization. Thus U.S. historians should read European, African, Asian, or Latin American works, or some combination of these. More than half of the books you cover should be from outside your field. You should not review more than one book assigned for a course you are taking this semester. Papers that review more than one book assigned for a UGA course will not be accepted.

Minimum Essay Criteria

In order to receive full credit, an essay must have ALL of the following features:

1. Your name on the first page.
2. The date the essay is submitted on the first page.
3. Page numbers on all pages or beginning on the second page.
4. A staple in the upper left-hand corner, holding the pages together.
5. A creative, specific title that accurately alerts the reader to the essay's contents.
6. No fewer than seven footnoted references to the week's readings.
7. No errors in grammar, spelling, punctuation, or attribution (footnoting and quoting). Use *Chicago Manual of Style* documentary-note style (also known as humanities style) explained with examples at <http://www.libs.uga.edu/ref/chicago.html>.
8. No use of the first person pronouns "I" or "me."
9. An identifiable thesis in the opening paragraph, appropriate to a persuasive expository essay.
10. Clear evidentiary paragraphs that support the thesis, each making a single identifiable point.
11. A concluding paragraph which cements your argument without introducing new evidence.

12. Three to four pages of argumentation (i.e., do not try to fill up space with random fluff; everything in the essay should contribute to the overall argument).

Books

All of the books are available for purchase at the campus bookstore across from the stadium and the Baxter Street bookstores as well as for free from the reserve desk in the library. If you cannot afford to buy the books, please see me immediately. If the bookstore has sold out of a book, you should order it from them or order it online; the book will not magically appear on the shelf unless you ask them to order it. Please **buy the editions of Marx and Weber sold by the bookstore** so that we are all working from the same editions.

Max Weber, *The Protestant Ethic and the Spirit of Capitalism*

Ramón Gutiérrez, *When Jesus Came, the Corn Mothers went Away*

Karl Marx, *The Communist Manifesto*

Michel Foucault, *Discipline and Punish*

Jim Cobb, *Away Down South*

Peter Novick, *That Noble Dream. The "Objectivity Question" and the American Historical Profession*

Kristin Hoganson, *Fighting for American Manhood*

Stephen Mihm, *A Nation of Counterfeiters*

Pamela Voekel, *Alone Before God*

Shane Hamilton, *Trucking Country*

Ada Ferrer, *Insurgent Cuba*.

All of the required article and chapter readings are on electronic reserve or on JSTOR. The required books are on regular reserve at the library. The recommended books and articles are not on reserve at the library; many of the articles are, however, available from JSTOR. The syllabus and the "Anatomy of a History Book" worksheet are also available from electronic reserves.

The **password for electronic reserves** is my last name: Voekel. To access, go to the UGA library home page to find the link to electronic reserves. The system can be accessed from on or off-campus computers. If you have difficulty downloading a reading, please contact the library immediately and send me an email and I will do the same. Many of our readings are also available from JSTOR, a electronic collection of scholarly articles available from the library's homepage, under electronic databases, or, from a campus computer, at www.jstor.org. I will provide you with a list of your classmates' emails and phone numbers; if you have any trouble obtaining the reading, please put out a plea for help to your classmates.

Some brief thoughts on the limitations of a one-semester course. Needless to say, this course does not even begin to cover the many intellectual influences animating historians today, an impossible task in one semester. Nor does it attempt to introduce students to the numerous sub-

fields of History, such as diplomatic, labor, military, or women's history. Therefore, if an idea or subfield that is not covered in the course excites you, you should read about it and encourage others to do the same. Start a reading group! Because of time limitations, every year a different group of faculty visits History 7900 to share their own work or lead a discussion of another scholar's contributions. I encourage you to make an extra effort to get to know the faculty who did not join us this year.

Please note that the syllabus is subject to slight modifications at my discretion.

➤ **Thursday August 21. Course Introduction. What is history? How do historians know what they know? Welcome to Graduate School.**

Required reading

- Howard Zinn, "The Use and Abuse of History"
- G.R. Elton, "On Objectivity"
- Laurent Dubois, "The Citizens Trance. The Haitian Revolution and the Motor of History," Birgit Meyer and Peter Pels (eds.), *Magic and Modernity. Interfaces of Revelation and Concealment* (Stanford: Stanford University Press, 2003): 103-28.

****** All of these required readings were placed in your department mailbox earlier this month.******

Welcome to UGA: Professors Batts- Morrow, Inscoc, and Pratt.

Recommended readings:

- Stuart Hall, "Breaking Bread with History: C. L. R. James and The Black Jacobins," *History Workshop Journal*, 46 (Autumn 1998): 17-31.
- Nell Irvin Painter, "Bias and Synthesis in History," *Journal of American History* 74 (June 1987): 109-112. (JSTOR)
- Claudio Saunt, "Telling Stories: the Political Uses of Myth and History in the Cherokee and Creek Nations" (JSTOR)

➤ **Thursday, 28 August. Epistemological Murk: The Second Pueblo Uprising**

Required reading

- Ramón Gutierrez, *When Jesus Came the Corn Mothers Went Away*, pp. 1-140.
- Pueblo Press Release Packet, handed out in class last week.

Required writing

- Please complete an "Anatomy of a History Book" worksheet and bring it to class today. If you lost your copy of the worksheet, you can download it from electronic reserves. The password is my last name: Voekel. The syllabus is also available from electronic reserves.

Please note that your first paper is due next Tuesday, 2 September, to my office, 301c Leconte. You will need to exchange papers with your **two peer editors** prior to turning the paper in to me. I will assign peer editing groups today. For this assignment, please write a five-page response to the following question: Do you find Gutiérrez's critics persuasive? Why? Why not? Are they persuasive on some issues and not others? You must draw on the readings for the first day of class as well as the Gutiérrez debate. Your peer editing group should focus on the

following: the thesis statement, transition sentences, eliminating verbiage and passive voice, and evidencing the argument. I assume that you know how to properly cite sources and **will not grade a paper that is not properly footnoted**. If you are confused, please consult *The Chicago Manual of Style* or another guide. Please do help each other out with proper citation form.

➤ **Thursday, 4 September. How to Write the History of the New South and Beyond**

Required reading:

- Jim Cobb, *Away Down South*. Dr. Cobb will be out of town to give a talk today, so we will discuss his book with him during the evening of Monday, 15 September, time and place t.b.a. Pizza and drinks will be provided. This will be a slightly shorter meeting than our normal three hours.

Required writing:

- Complete an “Anatomy of a History Book” worksheet on *Away Down South* and bring it to class.

Required activity (during class):

- Archive Tour. Archivist Jill Severn and her colleagues will provide pizza and drinks for this event. Note the group writing activity due next week!

➤ **Thursday, 11 September. Deep Structures and Class as a Category of Analysis: Marx**



Required reading

- Karl Marx, *The Communist Manifesto*. Read the short manifesto only, not the extensive commentary.
- Karl Marx, Karl Marx, *Capital*, vol. 1, part 8 on the English transition to capitalism (on reserve and electronic reserve at the library).
- Edward P. Thompson, “The Moral Economy of the English Crowd in the Eighteenth Century,” *Past and Present* 50 (February, 1971): 76-136. (JSTOR).
- Edward P. Thompson, *The Making of the English Working Class*, introduction.

Required Writing

- Please fill out an “Anatomy of a History Book” worksheet on one of the required Marx readings and bring it to class.

Recommended reading

- Alan Kulikoff, the multiple-award-winning *Tobacco and Slaves* and his *Agrarian Origins of American Capitalism*
- Glenda Gilmore, *Defying Dixie*
- Jocelyn Olcott, *Revolutionary Women in Revolutionary Mexico*
- Tera Hunter, *To' Joy my Freedom*
- Eugene Genovese, *Roll Jordan Roll*
- Robin D.G. Kelly, *Yo' Mama Disfunktional* and *Hammer and Hoe*
- Eric Williams, *Capitalism and Slavery*
- Eric Foner, all of his books
- Edward P. Thompson, *The Making of the English Working Class*
- Steve J. Stern, *Peru's Indian Peoples*
- Ellen Meiskens Wood, *The Origins of Capitalism and her many other works*
- Eduardo Galeano, *Open Veins of Latin America.*
- Eric Hobsbawm, *Primitive Rebels*
- Sidney Mintz, *Workers in the Cane*
- William Roseberry, "The Rise of Yuppie Coffees and the Reimagination of Class in the United States." *American Anthropologist* 98,(1999): 4762-75.
- John Womack, *Zapata and the Mexican Revolution*
- Nancy Maclean, *Behind the Mask of Chivalry*

Required group writing:

- Team up with two of your classmates to create a list of six big historical questions of interest to one or more group members (the rise of Fascism, the shift from Fordism to Post-Fordism, the rise of the Christian Right, the relationships among various decolonization movements, the fall of the *ancien régime*; the effects of war on social mobility, the causes of factional conflict in the Song dynasty, the rise of scientific racism, —you get the idea) Once you have your list of big questions, identify a collection of primary sources in UGA's archives that could help you explore one of these questions. You should examine several of the documents carefully as well as get a sense of the collection overall. Your group should prepare a **brief written report** on your findings, not more than two pages. It must answer the following questions: What are the collection's limitations? What other sorts of sources would you need to consult to answer your big historiographical question? What three or four secondary sources have addressed this same question? The report is due today in class!

➤ Thursday, 18 September. The Weber of Historians.

Required reading:

- Max Weber, *The Protestant Ethic and the Spirit of Capitalism*

Required writing:

- Please complete an "Anatomy of a History Book" worksheet and bring it to class.

More Required writing:

- Bring four copies of your four-page paper to class today. We will put your paper through an intensive writing workshop during the last hour or so of class. The final

paper is due to my office by 8 p.m tomorrow, Friday, September 19. The prompt for this paper is above in the syllabus.

➤ **Thursday, 25 September. The Geertz, Said, Habermas, and James Scott of Historians.**

Required reading for everyone:

- Peter Novick, *That Noble Dream*, pp. 1-21, 47-61, 86-111, and skim pages 415-573.

Recommended reading:

- Lynn Hunt and Margaret Jacobs, *Telling the Truth about History*
- Geoff Eley, *The Crooked Line: From Cultural History to the History of Society*
- Victoria E. Bonnell and Lynn Hunt, eds., *Beyond the Cultural Turn*
- Georg G. Iggers, *Historiography in the Twentieth Century*
- Geoff Eley, et. al., *The Future of Class in History*.
- Eric Hobsbawm, *On History*
- Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*
- C. Vann Woodward, *The Future of the Past*

Required activity (in class) with required readings by group:

- **Group A: Dr. Ari Levine. How do we Write about Other Cultures? Orientalism and the Post-Colonial Challenge.**

Required Reading: Edward Said, *Orientalism*, pages tba; Gyan Prakash, “Writing Post-Orientalist Histories of the Third World.”

Suggested bibliography for Dr. Levine’s Edward Said group: Keith Basso, *Portraits of the Whiteman: Linguistic Play and Cultural Symbols among the Western Apache*; Melanie McAlister, *Epic Encounters*; Lisa Lowe, *Critical Terrains: French and British Orientalism*; Dia Jinhua Xiaomei Chen, *Occidentalism: A Theory of Counter-Discourse in Post-Mao China*; Christina Klein, *Cold War Orientalism*; Dipesh Chakrabarty, *Provincializing Europe*; Robert J.C. Young, *Postcolonialism: A Very Short Introduction*

- **Group B: Dr. Michael Kwass. What is Culture and how do we Study It?**

Required Reading: Clifford Geertz, “Deep Play: Notes on a Balinese Cockfight,” and “Thick Description: Toward an Interpretive Theory of Culture,” from Geertz, *The Interpretation of Cultures*; Stuart Hall, “Notes on Deconstructing ‘the Popular’,” in Raphael Samuel (ed.), *People’s History and Socialist Theory* (London: Routledge, 1981), 227-40; Natalie Zemon Davis, “The Reasons of Misrule: Youth Groups and Charivaris in Sixteenth-Century France,” in Davis, *Society and Culture in Early Modern France* (Stanford: Stanford University Press, 1975), 97-123; orig. pub. *Past and Present*, 50 (February 1971), 41-75; William H. Sewell, Jr. “The Concept(s) of Culture” in Victoria E. Bonnell and Lynn Hunt, eds., *Beyond the Cultural Turn* pp 35-61. All of these readings are on reserve and electronic reserve.

Suggested bibliography for Dr. Kwass' Cultural History/Clifford Geertz Group: Raymond Williams, "The Analysis of Culture" in Williams, *The Long Revolution*, pp. 57-70. George Lipsitz, "Learning from New Orleans: The Social Warrant of Hostile Privatism and Competitive Consumer Citizenship" *Cultural Anthropology* 21:3 (2006): 451-68; Natalie Davis, *Trickster Travels*; Robert Darnton, *The Great Cat Massacre*; Carlo Ginzburg, *The Cheese and the Worms*; Penny Von Eschen, *Sachmo Blows Up the World*; Christopher Endy, *Cold War Holidays*; Laura Mason, *Singing the French Revolution*; Eric Avila, *Popular Culture in the Age of White Flight*; James W. Cook and Lawrence Glickman, "Twelve Propositions for a History of U.S. Cultural History," in James W. Cook, Lawrence Glickman, and Michael O'Malley, eds., *The Cultural Turn in U.S. History (expected Fall 08)*; Special issue of the *Hispanic American Historical Review*: Mexico's New Cultural History: Una Lucha Libre? 79:2 (May 1999); Eric Zolov, *Refried Elvis: The Rise of Mexican Counterculture*; José E. Limón, *American Encounters: Greater Mexico and the United States and the Erotics of Culture*; William Beezley, *Judas at the Jockey Club*. Daniel Wickberg, "Heterosexual White Male: Some Recent Inversions in American Cultural History," *Journal of American History* (June 2005): 136-157. Davarian Baldwin, *Chicago's New Negroes*. Robert Hariman and John Louis Lucaites, *No Caption Needed: Iconic Photographs, Public Culture, and Liberal Democracy*; Ari D. Levine, *Divided by a Common Language*; Inga Clendinnen, *Aztecs and her Ambivalent Conquests*; Partha Chatterjee, *A Princely Impostor? The Strange and Universal History of the Kumar of Bhawal*; Reinaldo L. Román, *Governing Spirits*.

- **Group C. Dr. Jake Short. The Public Sphere and its Discontents.** Read: Jurgen Habermas, *The Structural Transformation of the Public Sphere*, pages t.b.a. Craig Calhoun, "Introduction: Habermas and the Public Sphere," Geoff Eley, "Nations, Publics, and Political Cultures: Placing Habermas in the 19th Century" and Nancy Fraser, "Rethinking the Public Sphere: A Contribution to the Critique of Actually Existing Democracy," in Calhoun, ed., *Habermas and the Public Sphere*. Harold Mah, "Phantasies of the Public Sphere: Rethinking the Habermas of Historians," *Journal of Modern History*, 72:1 (2000): 153-82 (JSTOR). Emmanuel Kant. "What is Enlightenment?, 1784" get at <http://www.fordham.edu/halsall/mod/kant-what-is.html>.

Suggested bibliography for Dr. Short's Habermas group: Michel Warner, *The Letters of the Republic: Publication and the Public Sphere in Eighteenth-Century America* and his *Publics and Counterpublics* as well as his "Introduction," in *Fear of a Queer Planet: Queer Politics and Social Theory*; Sarah Maza, *Private Lives and Public Affairs*; James Van Horn Melton, *The Rise of the Public in Enlightenment Europe*; a special issue on the public sphere in *French Historical Studies* 17:4 (1992); Anne Enke, *Finding the Movement: Sexuality, Contested Space and Feminist Activism* (2007); Joan Landes, *Women and the Public Sphere*; Hilda Sabato, *The Many and the Few: Political Participation in Republican Buenos Aires*; The Black Public Sphere Collective, *The Black Public Sphere*.

- **Group D. Dr. Pamela Voekel. State Formation and its Discontents.** Read James C. Scott, "Introduction" and "Part 1: State Projects of Legibility and Simplification," pp. 9-83, from Scott, *Seeing Like a State*. Article TBA.

Suggested bibliography for Dr. Voekel's James C. Scott group: Toby Dietz, *Inventing Iraq*; Ray Craib, *Cartographic Mexico*; Timothy Mitchell's *Egypt, Techno-Politics and Modernity*; Ana Alonso, *Thread of Blood*; Marjorie Becker, *Setting the Virgin on Fire*; Alan Knight. "Peasants into Patriots: Thoughts on the Making of the Mexican Nation," *Mexican Studies/Estudios Mexicanos* 10:1 (Winter 1994): 135-161.; E.P. Thompson, "Custom, Law,

and Common Right,” in Thompson, *Customs in Common*; James Ferguson, *The AntiPolitics Machine: Development, Depoliticization, and Bureaucratic Power in Lesotho*. María Josefina Saldaña Portillo, *The Revolutionary Imagination in the Age of Development*. Stephen Hahn, *The Roots of Southern Populism* and his *The Countryside in the Age of Capitalist Transformation*; Michael Kwass, *Privelege and the Politics of Taxation*.

➤ **Thursday, 2 October. The Foucault of Historians. What is Post-Structuralism?**

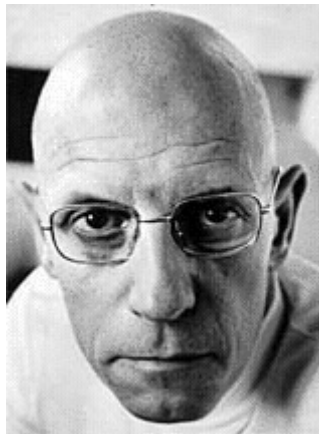
Required reading: Michel Foucault, *Discipline and Punish*, pages t.b.a..

Required writing:

- Please complete an “Anatomy of a History Book” worksheet and bring it to class.

Recommended readings:

- Ana Alonso, *Thread of Blood*
- James Ferguson, *The Anti-Politics Machine*
- Laura Briggs, *Reproducing Empire*
- Steven Shapin, *A Social History of Truth: Civility and Science in Seventeenth-century England*
- Nancy Rose Hunt, *A Colonial Lexicon of Birth Ritual, Medicalization, and Mobility in the Congo*
- Stephan Palmié, *Wizards and Scientists*
- Saba Mahmood, *The Politics of Piety: The Islamic Revival and the Feminist Subject*
- Luise White, *Speaking with Vampires: Rumor and History in Colonial Africa*
- Lyndal Roper, *Witch Craze*
- Reinaldo L. Román, *Governing Spirits*



Optional, Extra-Credit Activity. History on Film. The Award-Winning PBS documentary *The War of 1898*, starring Ada Ferrer and Kristin Hoganson and other top historians in a historiographical extravaganza on this period in American and Cuban history. Extra class participation credit for hosting the class to see the video at your house this weekend.

➤ **Thursday, 9 October. The Joan Scott of Historians. Gender as a Category of Analysis and more Post-Structuralism.**

Required reading:

- Joan Scott, "Gender: A Useful Category of Analysis," *The American Historical Review*, Vol. 94, No. 3 (Jun., 1989), pp. 680-692. (JSTOR).
- Afsaneh Najmabadi, "Beyond the Americas: Are Gender and Sexuality Useful Categories of Historical Analysis?" *Journal of Women's History* 18 (2006): 11-21. Electronic reserve.
- Kristin Hoganson, *Fighting for American Manhood*, read carefully but skim the last two chapters.

Required Writing:

- Please bring a three-page final draft of your paper to class.

Recommended readings:

- Stephen Berry, *All that Makes a Man*
- George Chauncey, *Gay New York*
- Anne Rubenstein, *Bad Language, Naked Ladies and Other Threats to the Nation*
- Lynn Hunt, *The Family Romance of the French Revolution*
- Tera Hunter, *To' Joy my Freedom*
- Margot Canaday, *The Straight State* (forthcoming from Princeton)
- Nancy Cott, *The Bonds of Womanhood*
- Kathleen Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs*
- John Howard, *Men Like That: A Southern Queer History*
- David Hertzberg, "The Pill you Love can Turn on You': Feminism, Tranquilizers, and the Valium Panic of the 1970s," *American Quarterly* 58:1 (March 2006): 79-103. *JSTOR*
- Alice Echols, *Scars of Sweet Paradise (on Janis Joplin!)*.
- Afsaneh Najmabadi, *Women with Mustaches, Men without Beards. Gender and Sexual Anxieties of Iranian Modernity*
- Marina Warner, *The Virgin Mary and her Joan of Arc*
- Vicki L. Ruíz, *Cannery Women, Cannery Lives*

- **Thursday, 16 October. Transgendered Fish and Ungent Eruptions: The Environment as a Category of Analysis.**



Required Readings:

- Nancy Langston, “Gender Transformed: Endocrine Disruptors in the Environment,” electronic reserves.
- Ted Steinberg, “Down to Earth: Nature, Agency, and Power in History,” *American Historical Review* 107:3 (June 2002): 798-820. JSTOR.
- Donald Worster, “Transformations of the Earth: Towards an Agroecological Perspective in History,” and the responses by William Cronon and Richard White, *Journal of American History* 76:4 (March 1990): 1087-1106, 1111-1116, 1122-1131. JSTOR.
- Paul Sutter, “Nature’s Agents or Agents of Empire?”
- William Cronon, “Modes of Prophecy and Production”

Recommended reading

- Paul Sutter, *Driven Wild*
- Donald Wooster, *The Dust Bowl*
- Jennifer Price, *Flight Maps*
- Virginia Scharff, ed., *Seeing Nature Through Gender*
- William Cronon, *Nature’s Metropolis: Chicago and the Great West*
- Nancy Leys Stepan, *Picturing Tropical Nature*
- Peter Pringle, *Food, Inc.: Mendel to Monsanto—The Promises and Perils of the Biotech Harvest*

➤ Thursday, 23 October. The Fields of Historians. Race as a Category of Analysis

Required readings:

- Barbara J. Fields, “Slavery, Race, and Ideology in the United States of America,” *New Left Review* 183 (1990): 95–118. Electronic Reserve.
- María Elena Martínez López, “The Black Blood of New Spain: Limpieza de Sangre, Racial Violence, and Gendered Power in Early Colonial Mexico,” *The William and Mary Quarterly*. JSTOR.
- Ada Ferrer, *Insurgent Cuba*.

Recommended reading

- Patricia Hill Collins, “Like One of the Family: Race, Ethnicity, and the Paradox of U.S. National Identity.” *Ethnic and Racial Studies* 24 (#1, 2001): 3-28.

- Diane Batts-Morrow, the multiple-award-winning *Persons of Color and Religious at the Same Time*
- Robert A. Pratt, *Integrating the University of Georgia*
- Kathleen Clark, *Defining Moments*.
- John Inscoe, *Georgia in Black and White*
- Mathew Frye Jacobsen, *Whiteness of a Different Color*
- George Sánchez, *Becoming Mexican American*
- David Roediger, *Working Toward Whiteness*
- Nancy P. Appelbaum, Anne S. Macpherson, and Karin Alejandra Rosemblatt, eds., *Race and Nation in Modern Latin America*
- Nancy Lee Stephens, *The Hour of Eugenics*
- María Elena Martínez López, *Geneological Fictions*
- Claudio Saunt, *Black, White, and Indian* and his award-winning *A New Order of Things*.
- Neil Foley, *The White Scourge*
- Henry Yu, *Thinking Orientals*

Required writing

- Please complete an “Anatomy of a History Book” worksheet on the Ferrer book and bring it to class.

➤ Thursday, 30 October. Frames of Analysis. The Transnational Turn.

Required Reading

- Robin D.G. Kelly, “But a Local Phase of a World Problem”: Black History's Global Vision, 1883-1950,” *The Journal of American History*, 86:3 (Dec.1999): 1045-77. JSTOR.
- Micol Seigel, “Beyond Compare: Comparative History after the Transnational Turn,” *Radical History Review*. JSTOR.
- C.A. Bayly, Sven Beckert, Matthew Connelly, Isabel Hofmeyer, Wendy Kozol, and Patricia Seed, “AHR Conversation on Transnational History,” *American Historical Review* 111(2006): 1441-1464. (JSTOR)

Recommended reading

- Paul Kramer, *The Blood of Government: Race, Empire, the United States, and the Philippines*
- Carlo Ginzburg’s micro-history, *The Cheese and the Worms*
- Laura Briggs, *Reproducing Empire*
- Mary Renda, *Taking Haiti*.
- José E. Limón, *American Encounters: Greater Mexico and the United States and the Erotics of Culture*
- Nikhil Pat Singh, *Black is a Country*
- James Sidbury, *Becoming African in America: Race and Nation in the Early Black Atlantic*
- Eiichiro Azuma, *Between Two Empires*
- Ann Laura Stoler, *Carnal Knowledge and Imperial Power*
- Micol Seigel, *Trading Race*.
- Fernan Braudel, *The Mediterranean World in the Age of Philip II*.
- Voekel, Moreton, and Jo “*Vaya con Díos: Religion and Transnational History*”
- Briggs, McCormick, and Way “The Transnational as a Category of Analysis”

Required Writing

- Please bring four copies of your own four-page paper to class and enough copies of your group's final paper bibliography for every class member. The final draft of your four-page paper is due to me next Monday by 5 p.m., 301c Leconte. Please see the prompt for this paper above in this syllabus.

For next Thursday: Everyone should subscribe to at least one H-Net discussion network. Subscriptions are free and available at <http://www.h-net.org/lists>. What conversations are currently happening on your discussion network? You should also check out the website of the American Historical Association and note the link to *History Compass*, an electronic journal of synthetic review articles covering a vast number of areas and fields.

Group reports will be 15 minutes and will happen next Thursday, 4 November, during the first part of class.

Group one will report on the job market. How does the job market work? What kinds of jobs are being advertised now? Where have UGA grads gotten jobs in the last ten years or so? What do job committees look for in an applicant? What questions do they ask? Do you need to be prepared to teach courses outside of your specialty? What courses are currently in demand? See <http://www.h-net.org/jobs>. The American Historical Association also has job listings; please note that you will need a membership number to see their postings. Do interview at least two younger and one older scholar in our department for this assignment. Please bring a one-page handout of advice about the job market for every class member.

Group two will report on dissertation funding. You should prepare a handout that includes the funders' names and website addresses. Please interview graduate coordinator Paul Sutter, a grad student or two who has received outside funding, and at least one scholar of Asia, Latin America, Africa, or Europe, and a faculty member who works on the colonial period in U.S. history. What funding is available? How do you prepare a funding proposal? The University of Wisconsin's History department website has a list of funding available for dissertation research. Also check out the Charlotte Newcombe Foundation, the Louisville Foundation, the Ford Foundation, the Social Science Research Council, the Guggenheim Foundation, and the Fulbright Foundation as well as any funding sources suggested by your interviewees.

Group three should provide a handout on how to publish an article in a scholarly journal. How do articles get published? What do journal editors and readers look for in an article? What journal would be a good venue for your article? You might want to interview John Inscoe or Laura Mason (editors or former editors or editorial board members of important journals), as well as at least one other UGA faculty member. In addition to the handout, please also bring copies for every member of the class of one scholarly journal's article guidelines.

Group four should prepare a report on union and other organizing efforts by faculty and graduate students. Why do university workers organize collectively? What issues do they organize around? What obstacles do they face? What challenges do underrepresented groups face in the academy? You might want to interview your grad student rep, faculty members John Morrow (head of the AAUP at UGA), Susan Mattern (a prime mover in the recent childcare campaign and a former GESO organizer), Reinaldo Román, and either Bethany Moreton or Kathleen Clark or both (former organizers for Yale's grad student union, GESO), as well as other faculty members and grad students.

- **Thursday, 4 November. Group Presentations on Professional Issues. Politics and Piety.**

Required reading

- Pamela Voekel, *Alone Before God*, introduction, conclusion, and chapters 1-5. Review your Habermas and Weber notes for today.

Required writing

- Please bring a completed “Anatomy of a History Book” worksheet to class.
- Please be prepared to hand out to the class your brief group reports.

- **Thursday, 11 November. Roll over Marx and Weber, tell Novick the News: Gen X Historians and the new History of Capitalism.**

Required reading

- Stephen Mihm, *A Nation of Counterfeiters*, pages t.b.a. You should review your Marx and Weber notes for today. There may also be a short article assigned for today.

Required writing

- Please bring a completed “Anatomy of a History Book” worksheet to class.
- Please note that your two-page (600 word) **formal book review** of Mihm’s book is due to my office tomorrow, Friday, by 8 p.m. Please refer to the instructions and style sheets from one the following periodicals and model your review accordingly.
 - Hispanic American Historical Review (HAHR)
<http://www.hahr.pitt.edu/bookreviewinstrux.html>
 - American Quarterly (AQ)
http://www.americanquarterly.org/index.php/about/book_reviews
 - Journal of American History (JAH)
<http://www.indiana.edu/~jah/bookreviews.shtml>

For additional advice on crafting a good review consider consulting (available on JSTOR):

- David Thelen, “Deciding What to Review,” *Journal of American History*, 85 (09/98), 620-25. JSTOR.
- Steven Stowe, “Thinking about Reviews,” *Journal of American History* 78 (09/91): 591–95. JSTOR.

- **Thursday, 18 November. Gen X Historians II. From Fordism to Post-Fordism. Patriarchy for Post-Fordism and Faith in Free Markets.**



Required reading

- Bethany Moreton, *Faith in the Market: Wal-Mart and the Making of Christian Free Enterprise*, pages t.b.a. This book will be published in spring 2009, so I will post the page

proofs to electronic reserve three weeks before our discussion. You should review your Marx, Weber, Joan Scott, James Scott, and Fields notes for today.

- Please note that for both the Hamilton and Moreton discussions there will be a “foil” book that I will ask you to skim.

Required writing

- Please bring a completed “Anatomy of a History Book” worksheet to class.

➤ **Thursday, 4 December. Gen X Historians III. From Fordism to Post-Fordism. Old Masculinities, New Economic Configurations.**



Required reading

- Shane Hamilton, *Trucking Country*, pages t.b.a. You should review your Marx, Geertz, and James and Joan Scott notes for today’s discussion. There may also be a short article for today.
- Note that for both the Hamilton and Moreton discussions there will be a “foil” book that I will ask you to skim. The “foil” book will treat the same topic as our reading, but in a more limited way. The task is to explore the differences between a book that contributes to broad historiographical conversations, and one that merely describes or chronicles an event, group or corporation.

Required writing

- Please bring a completed “Anatomy of a History Book” worksheet to class.

Assign peer editors for your final papers, which are due to my office on 15 December.

Closing Ceremony.

15 December, High Noon: Final twelve-page paper due to my office. Please note that you will need to turn your paper in to two peer editors prior to turning it in to me.

chapters 6, 7, 8 of Mark H. Rose,
Bruce E. Seely, and Paul F. Barrett, /The Best Transportation System
in the World: Railroads, Trucks, Airlines, and American Public Policy
in the Twentieth Century/ (Columbus: Ohio State University Press,
2006)