

Historical Methods

This course introduces students to the principal analytical frameworks that have shaped historians' work over the past half century. Students will examine both the theoretical justifications historians have given, and the practical concerns historians have faced, in selecting these frameworks for analysis. Perhaps the most important question with which students will grapple is: How have historians mined their sources in order to give credence to their representations of the past? Students will discover that, regardless of the contexts and sources they are examining, particular problems of interpretation and representation arise time and time again among practitioners of the discipline.

Course texts: All of the readings are accessible through the reserves section of the library and, in the case of articles, through the electronic resources section of the library website. Despite the availability of the texts at the library, however, I would STRONGLY recommend that students purchase most, if not all, of the following texts, which are readily available through amazon.ca or chapters.ca:

- E. P. Thompson, *The Making of the English Working Class*
- C. L. R. James, *The Black Jacobins*
- James Scott, *Domination and the Arts of Resistance*
- Michel Foucault, *The History of Sexuality: An Introduction*
- Timothy Mitchell, *Colonising Egypt*
- Joan Scott, *Gender and the Politics of History* (revised edition)
- Inga Clendinnen, *Ambivalent Conquests*
- Edward Said, *Orientalism*
- Ranajit Guha and Gayatri Spivak, eds., *Selected Subaltern Studies*
- Dipesh Chakrabarty, *Provincializing Europe*

N.B. Students are to keep in mind that the required readings listed in the schedule below represent only the MINIMUM that they must complete before seminar. The professor encourages students in the course to read well beyond the assigned pages in the various texts. Further, by the end of the course, students must read at least eight of the above texts recommended for purchase IN THEIR ENTIRETY.

Evaluation:

Weekly responses 30%
Presentation 10%
Term paper 40%
Class participation 20%

Weekly responses: Students are expected to write a 500-word response to each week's readings, and submit that response by e-mail attachment to the professor **by noon on the Tuesday before each class**. Please submit the response **in Microsoft Word format only**. The response may venture to critique the readings, ask questions about ideas contained therein, or simply identify points of particular interest that the student thinks worthy of discussion in class. What are the author's concerns? What are the assumptions that inform the work? What are the author's sources, and how has the author used those sources?

Term paper: Through the term, in consultation with the professor, History 814 students will develop a topic for, and write, a term paper. The term paper will explore the analytical frameworks that have dominated historical writing in their particular area of research. Having introduced the historiography, students will then propose how they intend to engage with and move beyond previous approaches to their area of research, with specific reference to the works discussed in this seminar. Term papers are evaluated for clarity, organization, insight, and originality. Faulty grammar, spelling, and syntax reduce clarity, and will thus reduce your grade. Grades are final and not subject to negotiation. Term papers submitted after the deadline receive a penalty of ten percent for the first day late; for each additional day late, a further five percent will be deducted. The instructor will not accept submissions beyond a week from the given deadline. Extensions of deadlines will only be granted in the event of a documented health or family crisis.

Presentation: Students will give fifteen-minute presentations on the subject of their term papers during the final seminar.

Class participation: Discussion and debate are the foundation of the work students will undertake in this course. Students are expected to arrive in each seminar having carefully scrutinized the readings for the week, and prepared to offer an analysis and critique of each of those readings. The function of the professor is to moderate debate, to offer suggestions for directions of discussion, and to provide context for the readings. The professor expects students to leave no received notion or conventional wisdom unchallenged. Attending class is, thus, understandably, an integral part of the course. Unexcused absences from class will lead to a failing grade in the course as a whole. Please consult the instructor BEFORE SEMINAR should you have to miss classes for health or family reasons. Completion of the readings before class and a consistent effort to contribute to class discussions will be rewarded with high marks in this category. Lateness and poor preparation for class will be penalized.

Course regulations: I will not tolerate cheating or plagiarism. These are extremely serious academic offences which may lead to loss of credit, suspension, expulsion from the University, or the revocation of a degree. In student papers, it is essential that there be correct attribution of authorities from which facts and opinions have been derived. If you are having trouble with a concept or assignment, meet with the instructor well before the relevant deadlines. Keep in mind that poor, but legitimate, performance in a given assignment is far preferable to jeopardizing your academic career through fraud. All students in this class are to read and understand SFU policies on plagiarism and academic honesty. Ignorance of such policies is no excuse for violations.

Term schedule:

Wednesday, September 8 / Thursday, September 9, 2010 **Introduction**

Wednesday, September 15 / Thursday, September 16, 2010 *No seminars this week*

Part I. Frameworks for Historical Analysis

Wednesday, September 22 / Thursday, September 23, 2010

Class

(1) Karl Marx, "The German Ideology," in Robert C. Tucker, ed. *The Marx-Engels Reader*, second edition, 146-200.

[Bennett 2HR Reserves -- HX 39.5 M374 1978]

(2) E. P. Thompson, "Preface," "Standards and Experiences," and "Community," *The Making of the English Working Class*, 8-13, 347-384, 441-469.

[Bennett 2HR Reserves -- HD 8388 T47 1980]

Wednesday, September 29 / Thursday, September 30, 2010

Agency

(1) C. L. R. James, "The San Domingo Masses Begin," "The Rise of Toussaint," and "The White Slave-Owners Again," *The Black Jacobins: Toussaint L'Ouverture and the San Domingo Revolution*, second edition, revised, 85-91, 145-162, 174-198.

[Bennett 2HR Reserves -- F 1923 T85 1989]

(2) James C. Scott, "The Public Transcript as a Respectable Performance" and "The Infrapolitics of Subordinate Groups," *Domination and the Arts of Resistance: Hidden Transcripts*, 45-69 and 183-201.

(3) Timothy Mitchell, "Everyday Metaphors of Power," *Theory and Society* 19, 5 (October 1990), 545-577.

[<http://www.jstor.org.proxy.lib.sfu.ca/stable/657563>]

Wednesday, October 6 / Thursday, October 7, 2010

Power

(1) Mark Philp, "Michel Foucault," in Quentin Skinner, ed. *The Return of Grand Theory in the Human Sciences*, 65-81.

[Bennett 2HR Reserves -- H 61 R468]

(2) Michel Foucault, "Right of Death and Power Over Life," *The History of Sexuality: An Introduction*, 133-159.

[Bennett 2HR Reserves -- HQ 12 F6813 1990 v.1]

(3) Timothy Mitchell, "An Appearance of Order," *Colonising Egypt*, 63-94.

Wednesday, October 13 / Thursday, October 14, 2010

Gender

(1) Joan W. Scott and Louise A. Tilly, "Women's Work and the Family in Nineteenth-Century Europe," *Comparative Studies in Society and History* 17, 1 (January 1975), 36-64.

[<http://www.jstor.org.proxy.lib.sfu.ca/stable/178370>]

- (2) Joan Scott, "Gender: A Useful Category of Historical Analysis" and "Women in *The Making of the English Working Class*," *Gender and the Politics of History*, revised edition, 28-50 and 68-90.

[Bennett 2HR Reserves -- HQ 1154 S335]

- (3) Leonore Davidoff and Catherine Hall, "'Lofty Pine and Clinging Vine': Living With Gender in the Middle Class," *Family Fortunes: Men and Women of the English Middle Class, 1780-1850*, 397-415.

Wednesday, October 20 / Thursday, October 21, 2010

Culture

- (1) Bernard Cohn, "An Anthropologist Among the Historians: A Field Study" and "History and Anthropology: The State of Play," *An Anthropologist Among the Historians and Other Essays*, 1-17 and 18-49.

[Bennett 2HR Reserves -- DS 463 C56]

- (2) Inga Clendinnen, "Finding Out" and "Assent," *Ambivalent Conquests: Maya and Spaniard in Yucatan, 1517-1570*, 131-138 and 161-189.

[Bennett 2HR Reserves -- F 1376 C55 2003]

- (3) Carlo Ginzburg, "The Inquisitor as Anthropologist," *Clues, Myths, and the Historical Method*, 156-164.

[Bennett 2HR Reserves -- D 16 G5213 1989]

Part II. Problems of Historical Representation

Wednesday, October 27 / Thursday, October 28, 2010

The East

- (1) Edward W. Said, "Introduction," *Orientalism*, 1-28.

[Bennett 2HR Reserves -- DS 12 S24 2003]

- (2) James Clifford, "On *Orientalism*," *The Predicament of Culture*, 255-276.

[Bennett 2HR Reserves -- GN 308 C55]

- (3) Johannes Fabian, "Time and the Emerging Other," *Time and the Other: How Anthropology Makes Its Object*, 1-35.

- (4) Steven Feierman, "Africa in History: The End of Universal Narratives," in Gyan Prakash, ed. *After Colonialism: Imperial Histories and Postcolonial Displacements*, 40-65.

[Bennett 2HR Reserves -- JV 105 A35 1995]

Wednesday, November 3 / Thursday, November 4, 2010

The Nation

- (1) Bernard Cohn, "The Transformation of Objects into Artifacts, Antiquities, and Art in Nineteenth-Century India," *Colonialism and Its Forms of Knowledge*, 76-105.

[Bennett 2HR Reserves -- DS 436 C65 1996]

- (2) Hugh Trevor-Roper, "The Invention of Tradition: The Highland Tradition of Scotland," in Eric Hobsbawm and Terence Ranger, eds. *The Invention of Tradition*, 15-41.

[Bennett 2HR Reserves -- GT 95 I58]

- (3) Benedict Anderson, "Census, Map, Museum," *Imagined Communities*, revised edition, 163-185.

[Bennett 2HR Reserves -- JC 311 A656 2006]

- (4) Mary Poovey, "Figures of Arithmetic, Figures of Speech: The Discourse of Statistics in the 1830s," in James Chandler, Arnold I. Davidson, and Harry Harootunian, eds. *Questions of Evidence: Proof, Practice, and Persuasion Across the Disciplines*, 401-421.

[Bennett 2HR Reserves -- BD 181 Q47 1994]

Wednesday, November 10 / Thursday, November 11, 2010 *No seminars this week*

Wednesday, November 17 / Thursday, November 18, 2010

The Subaltern

- (1) Ranajit Guha, "On Some Aspects of the Historiography of Colonial India," in Ranajit Guha and Gayatri Spivak, eds. *Selected Subaltern Studies*, 37-44.

- (2) Rosalind O'Hanlon, "Recovering the Subject: *Subaltern Studies* and Histories of Resistance in Colonial South Asia," in Vinayak Chaturverdi, ed. *Mapping Subaltern Studies and the Postcolonial*, 72-115.

[Bennett 2HR Reserves -- DS 341 M28 2000]

- (3) Ranajit Guha, "The Prose of Counter-Insurgency," in Nicholas B. Dirks, Geoff Eley, and Sherry B. Ortner, eds. *Culture/Power/History: A Reader in Contemporary Social Theory*, 336-371.

[Bennett 2HR Reserves -- HM 101 C937 1994]

- (4) Dipesh Chakrabarty, "Postcoloniality and the Artifice of History," *Provincializing Europe*, 27-46.

[Bennett 2HR Reserves -- D 13.5 E85 C43 2000]

Wednesday, November 24 / Thursday, November 25, 2010

From Experience to Memory

- (1) Dipesh Chakrabarty, "The Two Histories of Capital," *Provincializing Europe*, 47-71.

[Bennett 2HR Reserves -- D 13.5 E85 C43 2000]

- (2) Joan Scott, "The Evidence of Experience," in James Chandler, Arnold I. Davidson, and Harry Harootunian, eds. *Questions of Evidence: Proof, Practice, and Persuasion Across the Disciplines*, 363-387.

[Bennett 2HR Reserves -- BD 181 Q47 1994]

- (3) Thomas Holt, "Experience and the Politics of Intellectual Inquiry," in James Chandler, Arnold I. Davidson, and Harry Harootunian, eds. *Questions of Evidence*, 388-396.

[Bennett 2HR Reserves -- BD 181 Q47 1994]

- (4) Joan Scott, "A Rejoinder to Thomas C. Holt," in James Chandler, Arnold I. Davidson, and Harry Harootunian, eds. *Questions of Evidence*, 397-400.

[Bennett 2HR Reserves -- BD 181 Q47 1994]

- (5) Martin Jay, "Of Plots, Witnesses, and Judgments," in Saul Friedlander, ed. *Probing the Limits of Representation: Nazism and the "Final Solution"*, 97-107.

[Bennett 2HR Reserves -- D 804.3 P76 1992]

- (6) Ted Swedenburg, "The Palestinian Peasant as National Signifier," *Anthropological Quarterly* 63, 1 (January 1990), 18-30.

[<http://www.jstor.org.proxy.lib.sfu.ca/stable/3317957>]

Wednesday, December 1 / Thursday, December 2, 2010 **Presentations**