

Historical Methods, Archives, and Interpretations
HS100.293

Shaffer 100
WF 12:00 Noon – 1:15PM
August 29, 2022 – December 9, 2022

Dr. Sasha Turner
Office Hours WF10:00-11:30AM By Appointment

TA: Vaclav Zheng

Description

This course surveys methods, approaches, and practices of historical writing. It asks students to think about the questions historians ask, the archives they use, and the arguments they make. Students will be introduced to subversive and emancipatory potential of contemporary scholarship that importantly incorporates subaltern, marginalized, or formerly forgotten voices.

Academic Integrity

Undergraduate students enrolled in KSAS and WSE assume a duty to conduct themselves in a manner appropriate to the University's mission as an institution of higher learning. Students are obliged to refrain from acts which they know, or under circumstances have reason to know, violate the academic integrity of the University. For full details of this policy and actions taken for violation see <https://studentaffairs.jhu.edu/policies-guidelines/undergrad-ethics/>.

Student Accommodations

All students with disabilities who require accommodations for this course should contact the course instructor or TA at their earliest opportunity to discuss their specific needs. It is preferable that students request their accommodations at the start of the semester and share their eligibility letter with their faculty member. Students submitting their letter later in the semester are still eligible to receive approved accommodations, but there could be a delay in accommodations being implemented. Students with a disability who are requesting accommodations must be registered with Homewood office of Student Disability Services (101 Shaffer Hall; 410-516-4720; studentdisabilityservices@jhu.edu) to receive accommodations.

Class Meetings

Unless noted, all classes meet in person. (Shaffer 100)

Classes marked as via zoom will use the link below.

Under some circumstances we may need to switch from scheduled in person to zoom. You will be notified of any such changes. Pay attention to announcements via canvas for changes.

JHU COVID-19 Requirements (As of 8/23) Subject to change)

Masking is now optional in all campus, classroom, and work-related spaces; individuals may choose to continue masking, and we will continue to provide free, high-quality masks. Faculty can request that students wear masks while in their classroom and we are confident that students will be respectful and responsive.

COVID-19 vaccination and booster shots are required for all affiliates working or studying in the U.S., with the exception of those affiliated with the School of Medicine. More information. For more information, including testing and what to do if you test positive for COVID-19, see, <https://covidinfo.jhu.edu/> or call COVID-19 Call Center at 443-287-8500.

Zoom Meeting Link

<https://zoom.us/j/91571158172>

Meeting ID: 915 7115 8172

One tap mobile

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+16468769923,,91571158172# US (New York)

Dial by your location

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+1 646 876 9923 US (New York)

+1 646 931 3860 US

+1 312 626 6799 US (Chicago)

+1 669 444 9171 US

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 386 347 5053 US

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Meeting ID: 915 7115 8172

Find your local number: <https://zoom.us/u/adQhUf3MrG>

Join by SIP

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162.255.37.11 (US West)

162.255.36.11 (US East)

221.122.88.195 (China)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia Sydney)

103.122.167.55 (Australia Melbourne)

209.9.211.110 (Hong Kong SAR)

64.211.144.160 (Brazil)

69.174.57.160 (Canada Toronto)

65.39.152.160 (Canada Vancouver)

207.226.132.110 (Japan Tokyo)

149.137.24.110 (Japan Osaka)

Meeting ID: 915 7115 8172

Join by Skype for Business

<https://zoom.us/skype/91571158172>

Requirements

1. Seminar Attendance & Participation (20%)
 - a. Students must attend all seminars. Absences will be excused under mitigating circumstances (Keep updated on COVID related policies <https://covidinfo.jhu.edu/>).
 - b. You will post weekly responses to the readings on Canvas and contribute to seminar discussions weekly. The success of the seminar depends on the quality of our collective input. Each week you will demonstrate your critical reading of the text, engaging with historians' interpretation, arguments, conclusions, motives, assumptions, and approaches.
2. History Seminar/Lecture Review (10%)
 - a. The History Department regularly holds lectures and seminars discussing the works of historians. Attend a history event and write a report of your visit. Your report will summarize the scholar's arguments and reflect your thoughts on the scholarly debates by assessing the questions and comments of seminar attendees. Examples of history seminars include, but are not limited to the Monday Seminar, Black World Seminar, The Stulman Lecture. (500-750words).
Due one week after the event. Upload to Canvas by 11:59PM
3. Decoding History Reflection (20%)
 - a. You have decided to major in History and your parents disagree with your choice of major. Choose any four of the assigned readings from the unit, Decoding History plus two sources of your own and write a letter to your parents defending your choice.
Your letters should help your parents make sense of what history is, how it's made, and how it's used. It will be useful to highlight scholarly debates, exploring where you see scholars agreeing and disagreeing. Reflect on how the works of these scholars (re)shape your own ideas about what history is and the work historians do. (1500 words)
Due Wednesday October 6. Upload to Canvas by 11:59PM
4. Approaches to History Reflection (30%)
 - a. Imagine you are moderating a dialogue between two or more of the historians listed in any one of the following units: 2,3, 4, or 5. Using at least one additional text published by your chosen historian, closely examining their focus, organization, evidence, and conclusions, what can you say about how each historian approaches the study of the past? What questions and assumptions guide their research? How do they defend their claim? What sources do they use? How do the approaches of these two scholars differ? What questions or critiques do (would) they have for each other and how do (would) they respond to critiques? (3000 words) Due two weeks Wednesday after the completion of the unit. Upload to Canvas by 11:59PM
5. Assessing Historical Sources (20%)
 - a. Choose any four of the assigned readings from the unit, Sources of History plus two (2) sources of your own and write a how-to-guide for undergraduate history majors explaining how historians find, select, evaluate, and use sources. What are some limitations of sources and how do historians navigate them? (1500 words)
Due December 14 Upload to Canvas by 11:59PM

Turner's Tips for Thriving

Taking a history course can be a rewarding, albeit challenging experience. This course is different than most other history courses, figuring out historians' habits of mind, how they think, how they work, and make sense of the past.

To make this experience a meaningful and rewarding one, I encourage you to come to all classes, read, take notes, and participate in class discussions. Read with an eye toward understanding the questions and assumptions guiding historians' query, how they explain events and account for changes over time; how historians make sense of and interpret their sources and frame their arguments; what the points of convergence and divergence among historians are, including others you've been exposed to beyond this course. What historical approaches and writings do you find most appealing and why.

Readings, lectures, discussions, and assessments will be tough, some more than others. Stay focused and relaxed, recognizing that you are not expected to understand everything straight of the bat. With consistency, careful preparation, and active engagement in reading, writing, and discussion, you will grow in your abilities to think like historians.

You might find the following texts useful to guide your engagement with the readings and navigation of this course. They are not required readings but are immensely useful signposts.

Sarah Maza, *Thinking About History*, Chicago and London: University of Chicago Press, 2017.

E.H. Carr, *What is History?* New York: Vintage Books, 1961.

Marc Bloch, *The Historians Craft: Reflections on the Nature and Uses of History and the Techniques and Methods of Those Who Write it*, Translated by Pater Putnam, New York: Vintage Books, 1944.

Weekly Schedule

(Subject to Change. Pay attention to Canvas for announcements.)

W. Aug. 31

Welcome, Introductions

Elsa Barkley Brown, "Polyrhythms and Improvisations: Lessons for Women's History," *History Workshop Journal* 31 (Spring 1991): 85–90.

Unit 1: Decoding History

F. Sept.2

Sara Maza, "Introduction" and "Facts or Fictions" *Thinking About History*, Chicago: University of Chicago Press, 2017, 1-9, 199-208

Gerda Lerner, "Introduction" and "Origins," *The Creation of Patriarchy*, Oxford University Press, 1986, 3-35.

B.W. Higman, "Local Amateurs, Foreign Professionals," *Writing West Indian Histories*, London & Basingstoke, 1999, 46-72.

W. Sept. 7

Hayden White, "The Fictions of Factual Representation," in Angus Fletcher, ed. *The Literature of Fact: Selected Papers from the English Literature Institute*, New York: Columbia University Press, 1976, 21-44.

Richard J. Evans, "Introduction" and "The History of History," *In Defense of History*, New York & London, W.W. Norton & Company, 1997, 1999, 1-38.

F. Sept. 9

Gabrielle M. Spiegel, "History, Historicism, and the Social Logic of the Text in the Middle Ages," *Speculum* 65, no. 1 (Jan.1990):59-86.

Joan Scott, "Gender a Useful Category of Historical Analysis," *American Historical Review* 19, no.5 (December 1986): 1053-1075.

W. Sept. 14

Robert J.C. Young, "White Mythologies Revisited," and "Chapter 1" *White Mythologies, Writing History and the West*, 2nd edition, London & New York: Routledge, 1990, 2004, 1-52.

F. Sept. 16

Dipesh Chakrabarty, Postcoloniality and the Artifice of History: Who Speaks for "Indian" Pasts?, *Representations* 37 (Winter 1992), 1-26.

Lilikala Kame'eleihiwa, "In the Beginning," *Native Land and Foreign Desires: Pehea La E Pono Ai? How Shall We Live in Harmony?*, Honolulu: Bishop Museum Press, 1992, 1-16.

W. Sept. 21 Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*, 1995.

F. Sept. 23 **Webinar via Zoom**

Wayne Modest, "We Have Always Been Modern: Museums, Collections, and Modernity in the Caribbean," *Museum Anthropology* 35, no. 1(2012): 85-96.

Jess Brown & James Ballantyne, "Studying History? You Should Consider a Career in Law," Shearman & Sterling, <https://ukgraduates.shearman.com/2019/01/02/careers-history-graduates/>.

Webinar featuring Dr. Ahmed Reid, Senior Race Expert, International Monetary Fund; Kedia Delahaye Associate Trust Officer, Scotia Wealth; and Dr. Shani Roper Curator, University of the West Indies Museum.

Unit 2: Political Economy, Histories from Below, & Historiography

W. Sept. 28 Anna Green and Kathleen Troup, "Marxist Historians," *The Houses of History*, New York: New York University Press, 1999, 33-41.

Karl Marx, *The 18th Brumaire of Louis Napoleon*, Translated by Daniel De Leon, New York: International Publishing Co., 1898.

F. Sept.30 E.P. Thompson, "Preface," and "Exploitation," *The Making of the English Working Class*, New York: Pantheon Books, 1964, 1963, 10-14, 149-166.

Joan Scott, "Women in the Making of the English Working Class," *Gender and the Politics of History*, New York: 1988, 68-92.

W. Oct. 5 Carol Boyce Davis, "Introduction," *Left of Karl Marx: The Political Life of Black Communist Claudia Jones*, Durham and London: Duke University Press, 2008, p. 1-28.

F. Oct. 7 Sylvia Frederici, "All the World Needs a Jolt: Social Movements and Political Crisis in Medieval Europe," *Caliban and the Witch*, New York: Autonomedia, 2014, 2004, 21-60.

Cedric Robinson, "Racial Capitalism," *Black Marxism: The Making of the Black Radical Tradition*, Chapel Hill: University of North Carolina Press, 2000, 1983, 9-28.

W. Oct. 12 Eric Hobsbawm, "The Labour Aristocracy in Nineteenth Century Britain," *Labouring Men*, London, 1964, p. 272-315.

Julius S. Scott, "Pandora's Box: The Masterclass Caribbean at the End of the Eighteenth Century," *The Common Wind: Afro-American Currents in the Age of the Haitian Revolution*, New York and London: Verso Books, 2018, p. 1-37.

F. Oct.14

Nathan Connolly, "Introduction" and "Pan American" *A World More Concrete: Real Estate and the Remaking of Jim Crow South Florida*, Chicago: University of Chicago Press, 2014, p. 1-16; 102-132.

Guest Scholar: Dr. Nathan Connolly

Unit 3: The Annales, Microhistory, and Black Feminist Geographies

W. Oct. 19

Lynn Hunt, "French History in the Last Twenty Years: The Rise and Fall of the Annales Paradigm," *Journal of Contemporary History* 21, no. 2 (April 1986): 209-224.

H.R. Trevor-Roper, "Fernand Braudel, the Annales, and the Mediterranean," *The Journal of Modern History* 44, no. 4 (Dec. 1972): 468-479.

Fall Break October 20-21

W. Oct. 26

Via Zoom

Giovanni Levi "On Microhistory", in Peter Burke, ed., *New Perspectives on Historical Writing*, Cambridge: Cambridge University Press, 1991, 97-119.

Carlo Ginzburg, "Microhistory: Two or three things I know about that," *Critical Inquiry* 20 (1993), 10-35.

Robert Darnton "Workers Revolt: The Great Cat Massacre of the Rue Saint-Séverin," *The Great Cat Massacre*, New York: Basic Books, 1984, 2009, 75-104.

Tamer El-Leithy "The Biography of a House and its Converts," *The Last New Muslims: Religious Difference and Conversion in Medieval Egypt*, 374-395. (to be supplied by Tamer from manuscript)

"Two petitions by a Jewish widow in medieval Cairo" (Geniza, 2pp)

Guest Scholar: Dr. Tamer el-Leithy

F. Oct. 28

Joan Kelly, Did Women have a Renaissance?" *Women, History, Theory: The Essays of Joan Kelly*, Chicago: The University of Chicago Press, 1986, 1984, 19-50.

Katherine McKitterick, "Introduction" *Demonic Grounds: Black Women and the Cartographies of Struggle*, Minneapolis & London: University of Minnesota Press, 2006. ix-xxxii.

Maria Fuentes, "Introduction" and "Jane: Fugitivity, Space, and Structures of Control in Bridgetown," *Dispossessed Lives: Enslaved Women, Violence, and the Archive*, Philadelphia: University of Pennsylvania Press, 2016, 13-45.

Unit 4: Women, Gender, Feminists and Trans Histories

W. Nov. 2

Cliona Murphy, "Women's History, Feminist History, or Gender History?" *The Irish Review* (Cork) 12 (Spring-Summer 1992), 21-26.

John Tosh, "What Should Historians Do With Masculinity? Reflections on Nineteenth Century Britain," *History Workshop*, 38 (1994): 179-202.

Steven Maynard, "Rough Work and Rugged Men: The Social Construction of Masculinity in Working-class History," *Labour/Le Travail* 23, (Spring 1989): 159-169.

F. Nov. 4

Via Zoom

C. Riley Snorton, "Preface" and "Introduction," *Black on Both Sides: A Racial History of Trans Identity*, Minneapolis, and London: University of Minnesota Press, 2017.

Julian Gill-Peterson, "Introduction" and "The Racial Plasticity of Gender and the Child," *Histories of the Transgender Child*, Minneapolis, and London: University of Minnesota Press, 2018, 1-58.

Guest Scholar Dr. Julian Gill-Peterson

Unit 5: Decolonial, Postcolonial, and Subaltern Perspectives

W. Nov. 9

Catherine Hall, "Introduction: Thinking the Postcolonial, Thinking the Empire," *Cultures of Empire: Colonizers in Britain and the Empire in the Nineteenth and Twentieth Centuries*, Manchester: Manchester University Press, 2000, 1-33.

F. Nov. 11 El Habib Louai, “Retracing the Concept of the Subaltern from Gramsci to Spivak: Historical Developments and New applications,” *African Journal of History and Culture* 4, no. 1 (January 2012): p.4-8

Cassia Roth, “Ouviu Dizer (heard Said): Rumor, Sex, and Race in the Republican Capital,” *A Miscarriage of Justice: Women’s Reproductive Lives and the Law in Early Twentieth-Century Brazil*, Stanford University Press, 2020, p. 127-155.

W. Nov. 16 Arif Dirlik, “History without a Center” *Reflections on Eurocentrism, ” Across Cultural Borders: Historiography in Global Perspective*, London: Rowman & Littlefield, 2001, 247-284.

F. Nov. 18 Via Zoom

Shehla Burney: Orientalism: The Making of the Other,” *Counterpoints* 412, (2012):23-39.

Todd Shepherd, “Introduction” and “Rape as Metaphor in the 1970s,” *Sex, France, and Arab Men, 1962-1979*, Chicago and London, The. University of Chicago Press, 2018, 1-18 and 226-249.

Guest Scholar: Dr. Todd Shepherd

Thanksgiving Break NO CLASS

Unit 6: Sources of History

W. Nov. 30 Achille Mbembe, “The Power of the Archive and its Limits,” *Refiguring the Archive*, Carolyn Hamilton, Verne Harris, Jane Taylor, Michelle Pickover, Graeme Reid & Razia Saleh, eds. Kluwer Academic Publishers, 2002, p. 19-26.

Arlette Farge, *The Allure of the Archives*, New Haven: Yale University Press, 2013, 1989.

F. Dec. 2 Luise White, “Blood and Words Writing History With and About Vampires” and “Historicizing Rumor and Gossip,” *Speaking with Vampires. Rumor and History in Colonial Africa* (2000), p. 3-88.

Petty, Adrienne. “Guess Who’s Coming to Interview? Oral History across the Color Line.” *Agricultural History* 84, no. 3 (2010): 298–306.

W. Dec. 7

Yumi Kim, “Introduction,” and “Cages in Rural Homes” *Madness in the Family: Women, Care, and Illness in Japan*, Oxford: University of Oxford Press, 2022, 1-25, 56-88

Yumi Kim, “Seeing Cages: Home Confinement in Early Twentieth-Century Japan,” *Journal of Asian Studies* 77 (2018): 635-658.

Guest Scholar: Dr. Yumi Kim

F. Dec. 9

Tiya Miles, “Prologue, ”” Introduction” “Ruth’s Record” “Little Sack of Something: An Essay on Process,” *All that She Carried: The Journey of Ashley’s Sack a Black Family Keepsake*, New York: Random House, 2021 3-24; 291-304.
