

California State University, Long Beach
History 302, section 4
History and Theory
TR 12:30 – 1:45PM

Fall 2008

4 units
AS-233

Dr. S. Sayegh

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Office Hours: T 8:00 – 9:00 AM; R 8:00 – 9:00 AM, 3:30 – 4:30 or by appt.

Class web page: <http://www.csulb.edu/~ssayeghc/theory.htm> (may be password protected)

Required Texts:

Kathleen Troup and Anna Green, *Houses of History* (text)

Michel Foucault, *The History of Sexuality*

Paul Gilroy, *"There Ain't No Black in the Union Jack": The Cultural Politics of Race & Nation*

Matt Houlbrook, *Queer London: Perils and Pleasures in the Sexual Metropolis, 1918-1957*

Robert C. Tucker, ed., *The Marx-Engels Reader*

and course readings available on e-reserves (password: theorycool2u) or the library's digital archives (database listed in syllabus)

How have theories of the world impacted the ways in which historians write about the past? This class will survey the major schools of historical thought and examine their influence on historical writing in the twentieth century. In order to understand differences in theoretical orientation in the most fruitful way, we will focus on only a few themes—primarily English working-class history.

Classes are a mixture of lecture and discussion. Relevant questions concerning background material and reading are important aspects of the learning process, and since reading material is rather different from other readings you may have encountered as a major, you should try to generate a brief list of questions for each class session. This list will help facilitate discussion and keep us focused on our goals. At the end of the term, you should be able to:

*differentiate between the major schools of historical thought (Assessments A-D, F);

*explain how a theory of the world is based on historical understanding (Assessments A-F);

*read texts critically and carefully (Assessments C,D, F);

*understand the biases at work in historical writing (Assessments A-F);

*present ideas—on paper and in group setting—in a cogent and articulate manner (Assessments A-F)

At the end of the term, students should have mastered the following elements:

A. Introduction to the History of the Profession

1. Students will be able to define "theory," "history" and "historiography" and note the ways in which they are linked. (Assessments A-E)
2. Students will be able to trace generally the history of the profession from the ancient period to the current day, with specific emphasis on the professionalization of history from the 19th century. (Assessments A, B, C)
3. Students will recognize major intellectual schools, trends and debates within the profession and demonstrate how those changes were connected to social developments. (Assessments A, B, C, D & F)
4. Students will be able to name significant historians of the modern period and demonstrate their familiarity with a variety of theoretical perspectives historians have used to produce historical knowledge. (Assessments A – F)

B. Conceptual Categories of Historical Inquiry

1. Students will be able to recognize, define and trace the genealogies of basic categories of historical analysis such as class, race, gender, nation, space, etc. (Assessments A – F)

2. Students will identify some of the intellectual tools historians have used to help make sense of these categories. (Assessments A – F)
3. Students will demonstrate how these categories of historical inquiry can cross theoretical and disciplinary boundaries. (Assessments A – F)

C. Theory

1. Students will demonstrate knowledge of premodern theories of history within a global cultural and spatial perspective. (Assessments A, C, D)
2. Students will demonstrate how theories are contingent, contested and reflective of contemporary circumstance. (Assessments A-E)
3. Students will recognize the contribution of history to the theories operating within and across other disciplines. (Assessments C, D, F)
4. Students will be able to explain basic components of selected theories, cite major contributors to such theories, and demonstrate the application of those theories to historical practice. (Assessments A – F)

D. Historiography

1. Students will demonstrate that historiography is a mode of analysis in which historians use the tools of historical research to study their discipline. (Assessment F)
2. Students will recognize that history is an interpretive, subjective process in which individual historians engage in dialogue with larger intellectual communities. (Assessments A – F)
3. Students will be able to account for major shifts in a specified body of historical literature, tracing changes in methodology, evidence, and interpretation. (Assessments A - F)

Acceptance of this syllabus implies acceptance of the rules and policies of this class. It serves as your contract for the course. Students may not drop after the 4th week of the term.

GRADING ASSESSMENT POLICIES—Your grade will be assessed based on the following items:

A. Participation / Attendance: (5% of grade)

Attendance and participation are mandatory. There are no excused absences except in cases of documented personal or family emergencies. Participation includes class preparation as well as *thoughtful, informed, and respectful* discussion. Consistent tardiness will result in a lower grade for this section of the course. Tardiness beyond 20 minutes of class start time will result in no admission and a "0" for the day. In a seminar class, attendance without participation is insufficient and will result in no more than a "C" for this portion of your grade.

B. Group Presentation: (10% of grade)

Students will be assigned groups leading up to a debate about the major umbrellas of historical theory. I will choose the debate "teams", and you must develop note cards relevant to your particular position and to possible counterarguments. More specific information will be provided later in the term. **(Presentations can be used in section B4 of your senior portfolio)**

C. Lab Component / Technology: (5% of grade)

You will be required to participate in thematic Beachboard activities as well as periodically engage in activities related to academic research online. Beachboard "chats" must be consistent and thoughtful. Please, no "spamming" the list with one-line responses. You cannot receive full credit for this component if you do not engage with your classmates' comments. One-response "answers" to my opening question allows for minimum passing credit. All of your articles / excerpts are available either at e-reserves or two of the library's digital archives, Historical Abstracts / EBSCO (HA) and JSTOR. **(Can be used in section B3 of senior portfolio).**

D. Mini Papers: (15% of grade)

You will be required to write three short papers in this course. In these papers (2-4 pages each), you should respond specifically to the question posed in the syllabus. Late assignments will NOT be accepted under any condition. Papers should be typed and are due as listed on the course schedule. **(These papers can be used in section B1 or B2 of your senior portfolio)**

E. Self Reflection Essay: (10% of grade)

At the end of the term, you will submit a 2 – 3 page self reflection on your encounter with History and Theory and your mastery of the four elements listed above. How has your perspective changed, if at all? Is there a theory that we have encountered to which you have the most affinity? Why? How have you developed as a historian after learning about the ways in which theory impacts historical writing? This paper should be submitted with the final paper and can be used to develop your self-reflection for History 499. **(Should be submitted in Section A2 of senior portfolio)**

F. Comparative Review Project (25%) and Historiographic Analysis Paper (30% of grade):

The first paper (5-6 pages) will be due on 7 October, and the second (7-10 pages) on 11 December. More specific prompts are located on Beachboard. Both papers should be well written, well organized and well substantiated. They will be assessed not only on how well they are written, but also on how well they use the sources available and how well the question is answered. For a late paper submitted without authorization, 1/3 grade will be deducted for each day it is late up to two full grades; it will not be accepted at all beyond two weeks following the deadline. Final papers will not be accepted after the scheduled examination for this class. **(Both Papers can be used in section B1 or B2 of your senior portfolio)**

**** STUDENTS MUST PASS HIST 302 WITH A “C” OR BETTER TO PROCEED WITH THE MAJOR. STUDENTS MAY REPEAT THIS COURSE ONCE. ****

NB: All assignments for this course should be typed, double spaced, with 12 point font (and legible style) with one-inch margins. All assignments should be well written and edited (spell check, grammar, use of complete sentences, editorial corrections, etc.); there is no excuse for sloppily-written work. If any of your work has these editorial and grammatical inconsistencies, you may be required to redo it. For guidance about style and editing, refer to the History Department Style Manual. You may also make use of the Learning Skills Center or the Writing Resource Center. Finally, **all assignments for this class, except for the self-reflection exercise, must be submitted via *turnitin.com* (available through our local Beachboard page).**

Plagiarism Policy: I enforce the University's plagiarism policy to its fullest extent. At the very least, mini-papers that are plagiarized will result in a failing grade for that assignment. Longer essays that are plagiarized will result in a failing grade in the course. In both instances, reports will be sent to your permanent file in the department office.

DEPARTMENTAL PORTFOLIO INFORMATION

The History Department requires major to move through a sequence of courses that begins with History 301, is followed by History 302, and culminates in a senior seminar (History 499) that matches one of the areas of concentration they have chosen for the major. History 499 must be taken in the student's last semester of work or after 18 units of upper-division work in the major. Those 18 units must include at least 6 units, that is, two courses, in the concentration of the History 499 being taken. Students in History 499 are required to assemble a portfolio that contains their work in their upper-division history courses. This portfolio is designed to enable students to show development in the major and mastery of key analytical, mechanical, and

presentation skills. As part of this process, history majors (or prospective history majors) should save all work from upper-division history courses for eventual inclusion in this portfolio. For portfolio guidelines, see www.csulb.edu/history. For questions and/or advising about the portfolio, contact Dr. Sharlene Sayegh (ssayeghc@csulb.edu).

YOUR INTELLECTUAL RESPONSIBILITIES:

1. ***dialogue with the text!!*** Many of our readings are electronically available. I expect you to print them out and bring them to class with you. By printing them out, you are better able to read the documents critically. In other words, ***dialogue with the text!!*** Write in the margins, write "T" for thesis, circle unfamiliar words and look them up in a reliable dictionary. You should do the same for the books you are assigned.
2. ***Own your words!*** When I tell you to own your words, I expect you to speak up confidently, even if you are confused about the reading. Don't mumble, but be proud of your intellectual abilities. This does not mean, of course, that you have the right to be rude or disrespectful to your professor, your classmates, or the historians / scholars you encounter in the class.
3. ***Think critically!*** To think critically means to use rational judgment regarding our topics and to analyze their strengths and weaknesses as well as their historical context. I will not accept out-of-hand dismissal of ideas and topics. Challenge your worldview; understand how others have explored the past. You don't have to agree with every theory we encounter, but you certainly need to understand all of them and why historians might find them useful. Part of the goal of this class is for *you* to find your own historical voice. The theories we encounter are designed to help you in your own intellectual journey.
4. ***Ask the "So What?" question!*** Asking the so what question—specifically of your own work—assures that you understand the historical significance of your topic. When you provide a quote for evidence in class or in a paper, asking the so what (or why should we care?) question assures explanation of material. Your response to this question provides much needed analytic strength to an otherwise descriptive response.

OTHER POLICIES:

1. Please inform me in writing in the first week of class if you will miss a class period because of religious observance in order to reschedule examinations and/or assignments.
2. **It is YOUR responsibility to properly withdraw from classes.**
3. Generally, you should only request an "Incomplete" for this class if you have less than one-third of the course work remaining and you have adequate justification for the request. It is your responsibility to contact me regarding this option.
4. If you have a documented disability and require additional time or other help for examinations and/or assignments, you must obtain verification from the Disabled Students Services Office located in Brotman Hall. The number is 562-985-5401.
5. **Classroom etiquette**—please abide by the etiquette guidelines established on the first day of class:
 - * **NO** reading of extraneous material in class (no newspapers, novels, work for another professor, etc.);
 - * **NO** radios, headsets, iPods /mp3 players, pocket organizers or any other distractions;
 - * **NO** conversations other than those directed at the class. Courtesy to your professor and fellow students is of prime importance;
 - * **NO** cell phones, pagers, etc. If you must have one for any reason, see me before class and put it on silent alert.
 - * **NO** packing up before class is dismissed.
 - * **NO** entrance to class beyond 20 minutes from class start

Course Schedule

COMPONENT I: Introduction to History of the Profession

WEEK ONE:

- T 9/2 Course Introduction and Goals: How are History and Theory Connected?
- R 9/4 History of the Profession through the Modern Period
READING: HOH, Ch. 1 (The Empiricists)
Herbert Butterfield, excerpts, *The Whig Interpretation of History* *
Peter Novick, "The Professionalization Project" *

COMPONENT II: HISTORY AND THEORY

WEEK TWO:

- T 9/9 Historical Materialism: Introducing Dialectical Materialism and Marxism
- R 9/11 Dialectical Materialism, cont'd.
READING: Marx and Engels, *Wage-Labour and Capital* and "Theses on Feuerbach" in *The Marx-Engels Reader*

WEEK THREE:

- T 9/16 The Historian and the Public: Rights and Responsibilities to the Past
READING: Carl Becker, "Everyman His Own Historian" *American Historical Review* 37/2 (1932): 221-236 (JSTOR)
Eric Foner, "The Russians Write a New History," in *Who Owns History* (e-reserves)
David E. Kyvig, "Public or Perish?: Thoughts on Historians' Responsibilities" *The Public Historian* 13/4 (1991): 10-23 (JSTOR)
Mini-Paper #1 Due: What is the role of the historian in public discourse? Using your readings, explain how societies reconstruct "historical memory" and then discuss the need for historians to explain events of the past to the general public. (5 points)
- R 9/18 Marxist History / Introducing the Annales School
READING: HOH, Ch. 2 (The Marxists)
EP Thompson, "Time, Work-Discipline, and Industrial Capitalism." *Past and Present* No. 38 (1967): 56-97. (JSTOR)

WEEK FOUR:

- T 9/23 The Annales School: Fernand Braudel
READING: HOH, Ch. 4 (The Annales)
Braudel, "History and the Social Sciences: The *Longue Durée*," in *On History* *
- R 9/25 The Annales School: Fernand Braudel, cont'd.
READING: Braudel, excerpts from Wheels of Commerce *

WEEK FIVE:

- T 9/30 Social History and Twentieth-Century Britain
READING: Lindsey, Lydia. "The Split-Labor Phenomenon: Its Impact on West Indian Workers as a Marginal Working Class in Birmingham England, 1948-1962." *Journal of Negro History* 78/2 (1993): 83-109 (JSTOR)
- R 10/2 History and the Environment

READING: Alfred Crosby, "The Past and Present of Environmental History." *AHR* 100 (1995): 1177-1189 (HA/EBSCO/JSTOR) (give this article a good SKIM)
Peter Thorsheim, "The Paradox of Smokeless Fuels: Gas, Coke and the Environment in Britain, 1813-1949." *Environment and History* 8/4 (2002): 381-401 *

WEEK SIX:

T 10/7 **Component III: Conceptual Categories Part I** Defining Terms Spatially and Temporally—Nation and Space: Defining and Situating the Self
READING: Miles Ogborn, "Designs on the City: John Gwynn's Plans for Georgian London." *Journal of British Studies* 43/1 (2004): 15-39. (HA/EBSCO)
PAPER #1 DUE

R 10/9 Fernand de Saussure, Structuralism and Semiotics
READING: HOH, Ch. 12 (Poststructuralism)
Lynn Hunt, "Introduction: History, Culture, Text," in *The New Cultural History* *

WEEK SEVEN:

T 10/14 Structuralism and Poststructuralism: Introducing Michel Foucault
READING: Michel Foucault, *History of Sexuality*

R 10/16 Poststructuralism, cont'd.
READING: Michel Foucault, *History of Sexuality*

WEEK EIGHT:

T 10/21 Cultural History
READING: HOH, Ch. 7 (Anthropology and Ethnohistorians)
Clifford Geertz, "Thick Description" in *The Interpretation of Cultures* *

R 10/23 Cultural History
READING: Robert Darnton, "The Great Cat Massacre, 1730" *History Today* 34 (1984): 7-15 *
Mini-Paper #2 due: What theoretical influences are present in the Darnton article (you should discuss at least three)? Explain how each operates in relationship to Darnton's primary argument. (5 points)

WEEK NINE:

T 10/28 **Conceptual Categories, Part 2: Conceptualizing Gender**

R 10/30 Talking about Gender, Sex, and Prioritizing Difference
READING: Joan Scott, "Preface" and "Gender: A Useful Category of Historical Analysis" in *Gender and the Politics of History* (e-book via COAST)

WEEK TEN

T 11/4 Women's History, Materialism and Culture
READING: Anna Clark, "The Rhetoric of Chartist Domesticity: Gender, Language and Class in the 1830s and 1840s." *JBS* 31 (1992): 62-88 (JSTOR)
Mini-Paper #3 Due: Explain how Chartism, a political movement in nineteenth-century Britain, reflected and created a gendered assumption about the working class.

- R 11/6 Cultural History, redux: Thinking about Class, Sexuality, and the City
READING: Matt Houlbrook, *Queer London: Perils and Pleasures in the Sexual Metropolis, 1918 - 1957*

WEEK ELEVEN

- T 11/11 **NO CLASS – VETERAN’S DAY HOLIDAY**

- R 11/13 **“Virtual Lecture”:** Conceptual Categories, Part 3: Conceptualizing Race & Nation
Sayegh at CWA

WEEK TWELVE:

- T 11/18 Postcolonial Studies, Subaltern Studies and "New Imperial History: Is there a Difference?"
READING: HOH, Ch. 11 (Postcolonial Perspectives)
Edward Said, "Introduction" in *Orientalism* *
[recommended] Gyan Prakash, "Subaltern Studies as Postcolonial Criticism" *AHR* 99/5 (1994): 1475-1490* (JSTOR / EBSCO)
- R 11/20 Thinking about Race and Class
READING: Paul Gilroy, *There Ain't No Black in The Union Jack: The Cultural Politics of Race and Nation*

WEEK THIRTEEN:

- T 11/25 The Subaltern in History—Race, Class and Gender
READING: Ramachandra Guha, "Cricket and Politics in Colonial India." *Past & Present* no. 61 (1998): 155-190 (JSTOR)

COMPONENT IV: HISTORIOGRAPHY—Integrating Theory, History and Change Over Time

- R 11/27 **NO CLASS—THANKSGIVING DAY HOLIDAY**

WEEK FOURTEEN:

- T 12/2 Individual Appointments—No Class
- R 12/4 CLASS DEBATE (information will be provided at least two weeks before this date)

WEEK FIFTEEN:

- T 12/9 Concluding Comments
- R 12/11 HISTORIOGRAPHY PAPER & REFLECTIVE ESSAY DUE