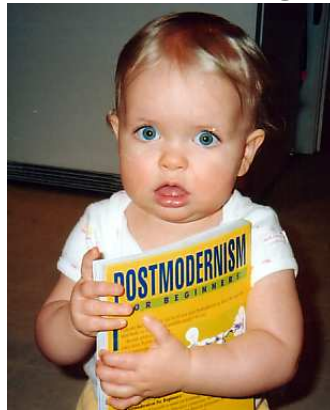


History 6020: Approaches to History: Race, Gender, and the Writing of History

Spring 2006
Tuesdays, 4:30-7 p.m.
Old Main 323L

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Course Description:

This course offers an introduction to some of the major theories and analytical approaches that have shaped the writing of history in recent decades. While we will read theoretical and historiographical works from time to time, our emphasis will be on innovative books and essays by historians that demonstrate how they have used the tools theorists provide. We will begin by reading some chapters on the history of history as a discipline and by grounding ourselves in the methods and goals of the new social history of the 1960s and 1970s. After that, the course is divided into three units. First, we will look at developments in the field of African-American history and the increasing emphasis on race as a category of analysis that applies to whites as well as minority groups. Next, we will survey the field of women's history and the growth of gender studies in the 1980s and 1990s (with a bias toward the history of the American South that reflects my own scholarly training). Finally, we will spend some time on the "linguistic turn" and on cultural analysis, starting with essays by influential anthropologist Clifford Geertz and moving on to recent works that analyze history through cultural lenses such as music and historical memory. Thus, we might tentatively describe the course's trajectory as progressing from the "new social history" to the "new cultural history," although I also expect students to come up with their own ways of understanding these developments as the course unfolds.

Requirements:

This is primarily a reading and discussion course, so attendance and active and thoughtful participation are key and will count for half of each student's grade. Please come to class fully prepared to discuss the week's readings and student-authored reviews (described below).

Written assignments will count for the other half of each student's grade and will consist of an annotated bibliography project (20%), one 500-word book review (10%), and one 1000-word comparative review essay (10%). All written assignments should be turned in by email attachment to everyone in the class so that, by the end of the semester, students will have a valuable collection of reviews and annotations. **Reviews and review essays are due before class, by 10am Tuesday mornings, so that we can use them to help guide our discussions.**

A final 5-page essay (10%) will address the question of how and why students might apply some (and not others) of the approaches we have discussed to their own research and writing.

Plagiarism Policy:

The belief that individuals deserve credit for their ideas is central to academic life and the advancement of knowledge. Plagiarists trample that belief by failing to give credit or deliberately misrepresenting another person's ideas as their own. Any time you quote, paraphrase or in any way rely on someone else's work to do your own, you must cite your source. The University's policy on academic honesty can be found at <http://www.usu.edu/policies/PDF/Acad-Integrity.pdf>. Plagiarists will not only fail the course but be reported to the Dean.

Tentative schedule: (books marked with an * are available at the USU bookstore)

- January 10 Course introduction
- January 17 *Joyce Appleby, Lynn Hunt & Margaret Jacob, *Telling the Truth About History* (New York: W. W. Norton, 1994), Introduction, chs. 1-4 and ch. 6
- January 24 *Eugene D. Genovese, *Roll, Jordan, Roll: The World the Slaves Made* (New York: Vintage, 1972), Book One and Book Four
- January 31 Fogel & Engerman and Gutman essays (on reserve)
- Herbert G. Gutman, *The Black Family in Slavery and Freedom, 1750-1925* (New York: Vintage, 1976), Introduction and ch. 5 (on reserve)
- February 7 *James C. Scott, *Domination and the Arts of Resistance: Hidden Transcripts* (New Haven, Conn.: Yale University Press, 1990)
- February 14 *Stephanie M. H. Camp, *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South* (Chapel Hill: University of North Carolina Press, 2004)
- Robin D. G. Kelley, "'We Are Not What We Seem': Rethinking Black Working-Class Opposition in the Jim Crow South," *Journal of American History* 80 (June 1993), 75-112 (available on JSTOR)
- Peter Coclanis, "Slavery, African-American Agency, and the World We Have Lost," *Georgia Historical Quarterly* 79 (Winter 1995), 873-84 (on reserve)
- February 21 Attend Monday classes
- February 28 Barbara Jeanne Fields, "Slavery, Race, and Ideology in the United States of America," *New Left Review* 181 (June/July 1990), 95-118 (on reserve)
- Evelyn Brooks Higginbotham, "African American Women's History and the Metalanguage of Race," *Signs* 17 (Winter 1992), 251-74 (available on JSTOR)
- Thomas C. Holt, "Marking: Race, Race-making, and the Writing of History," *American Historical Review* 100 (February 1995), 1-20 (available on JSTOR)
- Barbara J. Fields, "Whiteness, Racism, and Identity," *International Labor and*

Working-Class History 60 (Fall 2001), 48-56 (available on JSTOR)

March 7 Bibliography projects due

Spring Break

March 21 Nancy A. Hewitt, "Compounding Differences," *Feminist Studies* 18 (Summer 1992), 313-26. (available on JSTOR)

Elsa Barkley Brown, "What Has Happened Here," *Feminist Studies* 18 (Summer 1992), 295-312 (available on JSTOR)

Joan Scott, "Gender: A Useful Category of Analysis," *American Historical Review* 91 (December 1986), 1053-75 (available on JSTOR)

Joan Scott, "The Evidence of Experience," *Critical Inquiry* 17 (Summer 1991), 773-97 (available on JSTOR)

March 28 Readings TBA

April 4 Clifford Geertz, "Thick Description: Toward an Interpretive Theory of Culture" and "Deep Play: Notes on the Balinese Cockfight" in *The Interpretation of Cultures: Selected Essays* (New York: Basic Books, 1973) (on reserve)

Clifford Geertz, "Found in Translation: On the Social History of the Moral Imagination" in *Local Knowledge: Further Essays in Interpretive Anthropology* (New York: Basic Books, 1983) (on reserve)

Sara Maza, "Stories in History: Cultural Narratives in Recent Works in European History," *American Historical Review* 101 (December 1996), 1493-1515 (available on JSTOR)

William Cronon, "A Place for Stories: Nature, History, and Narrative," *Journal of American History* 78 (March 1992), 1347-76 (available on JSTOR)

April 11 Suzanne Lebsack, *A Murder in Virginia: Southern Justice on Trial* (New York: W. W. Norton, 2003)

April 18 Gavin James Campbell, *Music and the Making of a New South* (Chapel Hill: University of North Carolina Press, 2004)

Jacquelyn Dowd Hall, et al., *Like a Family: The Making of a Southern Cotton Mill World* (New York: W. W. Norton, 1989), ch. 5 (on reserve)

Pamela Grundy, "'We Always Tried to Be Good People': Respectability, Crazy Water Crystals, and Hillbilly Music on the Air, 1933-1935," *Journal of American History* 81 (March 1995), 1591-1620 (available on JSTOR)

April 25 Jacquelyn Dowd Hall, “‘You Must Remember This’: Autobiography as Social Critique,” *Journal of American History* 85 (September 1998), 439-65 (available on JSTOR)

W. Fitzhugh Brundage, *Where These Memories Grow: History, Memory, and Southern Identity* (Chapel Hill: University of North Carolina Press, 2000) (selections on reserve)

Sign-up schedule for 500-word book reviews:

Appleby, Hunt & Jacob _____

Genovese _____

Scott _____

Camp _____

Lebsock _____

Campbell _____

Sign-up schedule for comparative review essays:

Scott, Camp, Kelley and Coclanis _____

Fields (both essays), Higginbotham, and Holt _____

Hewitt, Barkley Brown, and Scott (both essays) _____

Geertz (three essays), Maza, and Cronon _____

Campbell, Hall, and Grundy _____

Hall and Brundage essays _____

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Annotated Bibliography Project

This project is designed to help students--and the instructor--get a handle on recent scholarship in African-American/race and women/gender studies. Each student will choose a scholarly journal and review its contents to create an annotated bibliography that covers both of these areas. Students should begin with issues from the last five years (2000-2005) and, if necessary, also work backward from 2000 until they have assembled a list of 15 articles* in each area. These lists should be arranged in alphabetical order in proper bibliographic form. See Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* if you have questions about form, but the basic Chicago-style citation for a journal article is as follows:

Maza, Sarah. "Stories in History: Cultural Narratives in Recent Works in European History."
American Historical Review 101 (December 1996): 1493-1515.
 ℒ> (101 is the volume number)

After assembling their lists, students should read and write a one-paragraph annotation for at least 5 articles in each area, emphasizing theoretically or methodologically innovative articles whenever possible. Annotations should briefly summarize the article's main points and note any particularities of method, theoretical approach, sources, or audience that might help readers decide whether or not the article is relevant to their interests. Annotations may also note an article's strengths and weaknesses, although I would like these bibliographies to focus on the articles students found most useful or interesting. In other words, if you found an article boring or pointless, do not annotate it.

Annotated bibliographies are due March 7. Students should come to class prepared to present their "number-one-must-read" article to their classmates. We will also use the bibliographies as the basis for a discussion of recent developments in these two scholarly fields.

A partial list of possible journals for this project includes:

<i>American Historical Review</i>	<i>Signs</i>
<i>American Quarterly</i>	<i>Journal of Women's History</i>
<i>Journal of American History</i>	<i>Representations</i>
<i>Journal of Southern History</i>	<i>Feminist Studies</i>
<i>Western Historical Quarterly</i>	<i>Journal of Social History</i>
<i>Radical History Review</i>	

Students may want to do some preliminary browsing. I would like to assign journals by Jan. 17.

* "Articles" includes substantial review essays but does not include book reviews, exhibit reviews, or other short works of that sort. Interdisciplinary work is okay, but articles should have at least some grounding in historical methods and approaches.